Alaska Gateway School District
FY 24 Curriculum Guide

Alaska Gateway School District

Strategic Plan

Mission Statement:

Educating all our students to reach their full potential as responsible citizens

<u>The 6 Focus Areas of the Strategic Plan</u>:

#1 Student Engagement
We believe in engaging all students with meaningful opportunities to discover their interests and pursue their passions.

#2 Staff Recruitment/Retention
We believe recruiting, cultivating, and retaining exemplary staff fosters a deep commitment to the growth of our students.

#3 Cultural Knowledge
We believe that authentic cultural knowledge and appreciation is a foundation for meaningful engagement for all students and families.

#4 Teaching and Learning
We believe in providing rigorous academic pathways that prepare all students for life challenges, post-secondary options, and career opportunities.

#5 School Culture
We believe that positive relationships and high expectations for all students, staff, and community members, creates a healthy environment where students are safe, eager to learn, willing to take risks, and are responsible citizens.

#6 Community Partnerships
We believe that cultivating a variety of partnerships provides robust opportunities for students and enriches our communities.

Alaska Gateway School District
Graduation Requirements

BP 6146.1 Graduation Requirements

Students must successfully earn 22 academic credits in order to graduate. Credits must comply with Alaska State requirements, and be distributed by content area as follows:

- 4 credits - English
- 3 credits - Math
- 3 credits - Science
  - 1 Science credit must be in Biology
- 3 credits - Social Studies*
  - .5 Social Studies credits must be in Alaska History, per 4 AAC 06.075
  - .5 Social Studies credits must be in Civics
- .5 credit - Health
- .5 credit - PE*
- .5 credit - Survey of Emerging Technologies**
- 7.5 credits - Electives
  - .5 Elective credits must be in College & Career Readiness
  - .5 Elective credits must be in Personal Finance

*.5 PE credit can be earned in a semester course, and may also be earned by successful completion of participation in a varsity sport season. Students may earn .5 credit for each varsity sport season they compete in and finish up to 1 credit. No more than 2.5 Physical Education credits total may count toward graduation requirements.

** An End of Course Assessment will be required and students must pass with 80% or higher to receive credit for this class.

Attendance Policy

BP 5050 Attendance

Each school shall maintain accurate records of attendance for each of its students. The Superintendent or designee will establish procedures for the purposes of meeting the requirements of this policy.

Regular class attendance is an important part of the learning process and has a direct impact on how well a student learns. Teachers will make reasonable efforts, consistent with their responsibilities to the other students, to assist students who have
been absent in making up missed classwork. A student may obtain and perform known assignments from his/her teachers in advance of anticipated absences.

In the event of medical or emergency absences, the student may make up missed work subject to the reasonable limitations of available teacher time. A student may be excused temporarily from attendance upon a written request by the person having charge of him/her, subject to approval by the site administrator or designee.

If a student is absent without authorization, the school shall immediately notify the person having charge of him/her. If the student persists in unexcused nonattendance, the site administrator shall arrange a conference with the student and the person having
charge of him/her.

A student will be subject to disciplinary action for unexcused absence. No student under the age of 16 may be excluded from school for nonattendance. Principals shall submit a Truancy Violation Report for a student who has had 5 cumulative days of unexcused absences.

Each cumulative set of 5 unexcused absences constitute a separate offense, which is to be reported. Principals shall complete and submit the AGSD Truancy Violation Report to the District Safety Officer, who will file it with the Alaska State Troopers.

Grades 9 - 12
Students in grades 9 - 12 may be absent-unexcused for no more than the maximum 12 days allowed per semester. A student who exceeds the allowed total absences in a class shall not receive credit for that class. Students who are passing a class in which they have excessive absences may request a waiver if there are extenuating circumstances. The written waiver request must be recommended by the site administration and approved by the Superintendent. The Superintendent's decision may be appealed to the Regional School Board.

Grades K - 8

Students in grades K - 8 may be absent no more than the maximum 30 days allowed per school year, excused or unexcused. Students who exceed the allowed total absences shall be retained in that grade unless there are extenuating circumstances, (e.g.; death in the family, or a serious injury) and a waiver request must be recommended by the site administration and approved by the Superintendent. The Superintendent's decision may be appealed to the Regional School Board.

Adopted: January 18, 2021
DATED : January 18, 2021

School related absences due to a school-related activity or sport are not counted toward the maximum days allowed.

School Schedules

Scheduling Changes:

All site schedules are to go through the approval process.

All classes that students are enrolled in must be listed in this curriculum guide

Adding/Dropping Courses

With the permission of the school administrator, a high school student may drop and add a high school course within the first two weeks of the beginning of each semester. The Add/Drop Form should be used.

Transcripts

Official high school transcripts are legal documents that are generated through the student registrar in the district office by request. Unofficial high school transcripts can be generated through site administrators and counselors by request. Use the Transcript Request Form.

Credit for Middle School Students

Eighth grade students may take core high school classes for high school credit upon approval by the site administrator and the director of curriculum and instruction. A site administrator must notify the PowerSchool administrator if the student opts to have the credit included in the high school transcript by the end of the second semester. Use the Middle School Advanced Placement Credit Approval Form.

Credit by Examination

BP 6146.1 **Process for Challenging a Course by Examination For High School Credit**

Effective September 2016, the Alaska Gateway School District, in accordance with regulations that took effect in 2015, has enacted procedures that will allow students to “Challenge”, or obtain Credit by Examination, courses that are required for graduation, through a demonstration of academic competence. AGSD will accept coursework intended to meet AGSD high school graduation core academic course requirements for credit from an accredited or approved educational program or public institution. Otherwise, credit presented from other home or non-accredited institutions that are intended to meet core academic credit requires a

demonstration of competence as indicated by AAC 06.065(a). Credit for elective courses may be approved based on the results of the established course review process.

Challenge a course by examination is an opportunity provided to AGSD students who are currently enrolled and have completed 8th grade, or who are enrolled and entering grades 9-12, to receive high school credit through an exam process. This option is designed to provide students the opportunity to demonstrate mastery, and is not a process for credit recovery or course retakes of public school courses.

Students in 9th-12th grade are allowed to take up to 2 challenge exams each semester. Challenge exams are only available for core courses and some world languages. Contact the District Office at 907-883-5151 for a list of courses currently available for credit by exam.

Registration and Fees:

- Students must register in advance, to allow for appropriate proctoring coverage. Contact the District Office at 907-883-5151 or stop by to request a Course Credit by Exam registration form.
- An $85.00 fee will be required for each test at the time of registration. The registration must be completed and the fee paid before the test can be taken. Provide payment of the $85 registration fee for each test (cash, check, or money order) to Alaska Gateway School District, Attn: Deb Sparks, PO Box 226, Tok, AK 99780.
- Upon receipt of payment, a confirmation email will be sent. Exam fees are non-refundable.

Exam Administration:

- Challenge Exams will be administered and proctored by certified personnel at a location to be determined.
- Students will not be allowed to use notes, outside resources, have any electronic devices, or to use any unapproved academic supports during the exam. Students found to be using non-allowed resources will be disqualified from earning credit. Fees will not be refunded.
- If a student fails to meet the passing criteria (see information under Transcripts below), the course must be taken in full, in either the classroom or via a correspondence option, in order to receive credit. The Challenging a Course by Examination option may be used for only one exam attempt per course.

Transcripts:

- Scores of 80% or higher will earn high school credit. Exam scores of 80% - 89% will be designated a “B” and scores of 90% - 100% will be designated an “A” on a student’s high school transcript. Exams may not be re-taken to earn a higher score. The earned score/grade will appear on the transcript, or the student may take the full course in the classroom to attempt to improve the grae.
- Credit will be indicated on the student’s transcript with the term “Credit by Exam”. If the student receives less than 80% on the exam, no record will be made on the transcript and the student will be required to take the course in the classroom or via an online option.
- The National Collegiate Athletic Association (NCAA) does not allow courses completed

through credit-by-exam for eligibility purposes.
- Credit earned by passing a Challenge Exam may be used for Alaska Performance Scholarship (APS) eligibility.

Forms for Credit by Exam

Use the Application for Credit by Exam form.

Grades and Evaluation of Student Achievement

BP5121.1 Grading/Credits

1. The site administrator will ensure that the student handbook includes a description of the District's criteria for determining grades.
2. Progress reports will be issued at the beginning of the fifth week of each nine-week quarter and immediately following the end of the first and third quarters. Semester grade reports will be issued immediately following the end of each semester. Progress and semester grade reports will be issued via the on-line student information management system and mailed to parents and guardians.

Elementary (K-3 and K-6)
The purpose of elementary grading is to report to parents and students academic progress and observations of personal and social progress during the grading period. These grades will be based on standards found in the Alaska Gateway School District curriculum.
Elementary grades will reflect a combination of some of the five areas listed below and will not be based on only one evaluation or criteria.

1. Daily work
2. Test scores
3. Participation
4. Skill application
5. Student performance.

The subjective judgment of the teacher is a major factor in determining any grade, specifically for participation and skill application.
Kindergarten (K)
Kindergarten is an individualized program to accommodate each child's level of readiness and, therefore, reporting is more of a checklist of readiness than of academic progress.

Primary (1-3)
For reporting purposes, the following system will be used in grades 1 - 3.
1. E = Excellent, exceeds required standard
2. S = Satisfactory, meets required standard
3. N = Needs practice to meet required standard
4. U = Unsatisfactory
5. NS = Non-sufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.

Intermediate (4-6)
For reporting purposes, the following system will be used in grades 4 - 6.

A	90-100	Excellent: indicates the student has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance significantly exceeds the standards.
B	80-89	Above average: indicates the student is doing work in quality and quantity above the standards set forth for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance exceeds the standards.
C	70-79	Satisfactory: indicates the student is acquiring the necessary information and skills to proceed in the subject. He/she is meeting the standards set for a satisfactory grade in the subject. Where state performance standards have been established, indicates that the student's performance meets the standards.
D	60-69	Poor: indicates the student is meeting the minimal standards for a passing grade in the subject. Where state performance standards have been established, indicates that the student's performance falls below the standards.
F	0-59	Failure: indicates insufficient progress in the subject to merit granting of a passing grade in the subject. Where state performance standards have been established, indicates that the student's performance falls significantly below the standards.
NS		indicates that non-sufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.

Personal and social progress will be reported with the following letter grades.

E	Excellent, exceeds required standard
S	Satisfactory, meets required standard
N	Needs practice to meet required standard
U	Unsatisfactory

Secondary School (7 -12)
The purpose of secondary school grading shall be to report to students and parents, and to record a level of student achievement of subject matter, knowledge, and skills as specified in course objectives and in state performance standards as applicable.
For reporting purposes, the following system will be used:

A	90-100	Excellent: indicates the student has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the course. Where state performance standards have been established, indicates that the student's performance significantly exceeds the standards.
B	80-89	Above Average: indicates the student is doing work in quality and quantity above the standards set forth for a satisfactory grade in the course. Where state performance standards have been established, indicates that the student's performance exceeds the standards.
C	70-79	Satisfactory: indicates the student is acquiring the necessary information and skills to proceed in the subject. He/she is meeting the standards set for a satisfactory grade in the course. Where state performance standards have been established, indicates that the student's performance meets the standards.
D	60-69	Poor: indicates the student is meeting the minimal standards for a passing grade in the course. Where state performance standards have been established, indicates that the student's performance falls below the standards.
F	0-59	Failure: indicates insufficient progress in the subject to merit granting of credit in the course. Where state performance standards have been established, indicates that the student's performance falls significantly below the standards.
INC		Incomplete: an interim grade used when a student is currently unable to complete course work because of circumstances beyond the student's control. Must be completed in a timely fashion.
P		Pass: indicates the student has passed a course in which no regular letter grade is assigned.
W		Withdraw: indicates the student has withdrawn from a course. Students can withdraw from a course at any time within the first two weeks of the semester. At the time of withdrawal, the student will be assigned a grade of "W," and no credit will be awarded for the course, and the grade will not be counted in the computation of Grade Point Average (GPA). A student who withdraws from a course beyond the two-week period with a cumulative passing grade will also be assigned a grade of "W."
WF		Withdraw Fail: indicates the student has withdrawn from a course after the first two weeks of the semester with a cumulative failing grade. This grade will count as an "F" in the computation of the GPA, and no credit will be awarded.

NS	Non-sufficient information: indicates that non-sufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.

Miscellaneous

1. All grades and credits will appear on the student's transcript except as noted below.
2. The student will be allowed to retake a course in order to obtain a better grade. The original grade will not be figured into the GPA for the student. The student will receive credit only once for a single course.
3. Plus or minus notations may be affixed at teacher discretion to indicate directional progress for grades A - D. Student grade point averages will not reflect plus or minus information.
4. GPA is used to compute class rank. The following assignment of GPA for classes will apply for grades 9 - 12.

*A = 4

*B = 3

*C = 2

*D = 1

F = 0

**Grades in Honors classes, Advanced Placement Classes or preapproved University core courses in a degree program will be weighted by an additional 1 point per semester with the exception of a failing grade. (i.e.: An A in an above listed class equals 5 points.)*

Note: The grade “P” and grades for courses such as Teacher Aide, Office Aide, and other courses without performance standards and a curriculum shall not be counted in the computation of the GPA.

Credits

1. In grades 9 - 12, credits will be granted at the rate of one-half credit per semester for each course for which a passing semester grade is awarded. No credit will be granted on a quarterly basis.
2. Credits will also be granted for post-secondary courses taken through regionally accredited post- secondary institutions. Superintendent approval, or designee, in writing on a case-by-case basis is required in order for post-secondary credits to be counted for non-elective courses.
3. Non-core, developmental (DEV), and 001-099 level post-secondary credits and Core (100 level and higher math, language arts, science, social studies, and world languages) post-secondary credits will be converted on the following basis:

$$\frac{\text{Post Secondary Credit}}{1.0} = \frac{\text{High School Credit}}{.17}$$

2.0	.34
3.0	.50
4.0	.67
5.0	.84
6.0	1.00

2022-2023 AGSD Grading Procedure Guide

Eligibility for Sports and Student Activities

Alaska School Activities Association (ASAA)

Participation in middle and high school athletics is a privilege. All students are expected to comply with local, state, and federal laws, the rules and regulations of the Alaska Gateway School District, and the Alaska School Activities Association (http://asaa.org/) requirements.

Students will be denied the ability to participate if they do not meet eligibility requirements, engage in behavior that is detrimental to the well being of the team or school, are in violation of the tobacco rule, or are in violation of the drug and alcohol rule. The students are ambassadors of our schools in these competitions; therefore, academic eligibility and attendance are the rule not the exception.

Eligibility is run each week (schools set their day and time). Students must meet the following eligibility requirements in order to be able to participate in any events in the upcoming week:

- C average (2.0 GPA)
- No F grades

Beyond these ASAA requirements, local school eligibility standards for all extra-curricular activities shall apply, and shall include students meeting District attendance requirements (BP 5050). Each school shall set eligibility standards for extracurricular activities which meet ASAA's minimum requirements.

Non-District Students will follow BP5045.4 (Extracurricular Activities).

Scholarships & Awards

Alaska Performance Scholarship (APS)

The Alaska Performance Scholarship is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college and/ or career training in Alaska. AGSD has an up-to-date matrix which shows courses offered in AGSD that are eligible for the APS Scholarship on the district website. Eligible students can receive up to eight semesters of APS aid within six years of high school graduation. For information on qualifying for the APS please see the district guidance counselor or school administrator, and also see the Alaska Performance Scholarship website.

UA Scholars Award

The purpose of the UA Scholars Award is to provide an incentive for Alaska's middle and high school students to achieve academic excellence, to nourish efforts of schools to provide high quality education, and to encourage the top high school graduates from every community in Alaska to attend the University of Alaska.

The UA Scholars Award continues to keep Alaska's top high school graduates in state while continuing their education at the University of Alaska. UA Scholars enrich the academic environment at UA as they develop in their roles as future leaders of Alaska. They represent all the corners of the state and serve as ambassadors between their community and the university. The UA Scholar Award is awarded to the top ten percent of all graduating seniors from Alaska high schools. It is a $12,000 scholarship to any of the 15 University of Alaska campuses. With over 500 degree and certificate programs to choose from you are likely to find a program that will help you meet your career goals.

For more information, go to **https://www.alaska.edu/scholars/**

Other Local and State Scholarships of Note:

ATA Scholarship (AlaskaTel)
http://www.alaskatel.org/scholarships

Tok-A-Tan Scholarship
Two $1,000 scholarships for graduating students residing in Tok. See counselor for more information.

Tok Shooters Association John Zabielski Memorial Scholarship
A $1,000 scholarship for graduating students residing in AGSD boundaries who are pursuing careers in wildlife-related sciences or Alaskan lifestyles. See counselor for more information.

Tok Lions Club Scholarship
Two $1,000 scholarships for graduating students residing in Tok. See counselor for more information.

Alaska Native Scholarships
There are many scholarships available for Alaska Native Students. A single application can be submitted at: www.collegefund.org.

Some Alaska Native Scholarships links and helpful lists and information are provided here:

- *Doyon Foundation Blog for regular updates on scholarships and other high school and after high school opportunities*
- *Doyon Foundation Scholarships*
- *TCC's Scholarship List*
- *TCC Higher Ed and Awards Information*
- *Frances Crawford Marvin American Indian Scholarship*
- *Intertribal Timber Council Scholarship*
- *Johnson O'Malley Scholarship*
- *Truman D. Picard Scholarship*

Alaska Gateway School District 2022-2023 High School Course Offerings & Descriptions

AW 8/23

AGSD High School Course Offerings & Requirements
2022-2023

English Language Arts (LA): 4 credits required
- English 12
- English 11
- English 10
- English 09

Mathematics (MA): 3 credits required
- Algebra I
- Algebra II
- Geometry Fundamentals
- Geometry
- Consumer Math
- Pre-Algebra
- Pre-Calculus
- Trigonometry

Science (SCI): 3 credits required
- Physical Science
- Earth Science
- **Biology (1 credit required)**
- Chemistry
- Physics
- Natural Resources & Ecology
- Introduction to Agriculture, Food, and Natural Resources
- Veterinary Technology 1

Social Studies (SS): 3 credits required
- Human Geography
- World Geography
- World History
- U.S. History
- **Alaska Studies (.5 credit required)**
- American Government
- Local Area History Project
- **Civics (.5 credit required)**

PE & Health Education: .5 credit each required
- **High School PE (.5 Required)**
- A student who successfully completes a season of an approved varsity sport may count that as their .5 PE credit
- **Health (.5 credit required)**

Required Courses:
- **Survey of Emerging Technology (.5 credit required beginning with Class 2025 with an 80% on the final.**
- **College & Career Readiness (.5 credit required for Class of 2025 and beyond)**
- **Personal Finance (.5 credit required for Class of 2025 and beyond)**

World Language (FL):
- Spanish I, II (Pending Instructor Availability/BYU Online)
- German I (Pending instructor/BYU Online)

Fine and Performing Arts (Elective):
- Fine Arts
- Fabric Arts
- Drama

CTE & General Electives (CTE): 7 credits required
- Welding I
- Welding II
- Welding III
- AutoCAD I
- AutoCAD II
- Small Engines
- CS Discoveries
- Alaska Cultures & Dog Mushing
- Food Products & Processing Systems
- Foundations of Technology
- Outdoor Leadership Skills
- Robotics
- Greenhouse
- Applications in Entrepreneurship series (pre-approved, led by community expert)
- Entrepreneurship: Community Marketplace
- Film Studies
- Jobs in Fire and Fire Science
- Intro to Future Farmers of America

Course Approval: Teachers wishing to implement courses into AGSD Curriculum must follow the course design and approval process and submit a Course Approval Form. When a course has been approved, it will appear in the District Curriculum Guide. **Required courses are in green.**

AW 8/23

AGSD High School Course Descriptions

Language Arts
4 Credits Required for Graduation

English 9 *Grade level(s): 9; year-long course.*
Prerequisite(s): None. ***APS Approved Course.***

Students will write literary analysis, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Students will engage in in-depth analysis of increasingly more complex literature, view that literature from its historical perspective, and connect it to other arts. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking and listening, students will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

Curriculum and Pacing: Students will meet 9-10 Alaska ELA Standards by the end of the course utilizing the *Prentice Hall Gold Literature* anthology, the AGSD Writing Program, and various trade books.

English 12 *Grade level(s): 12; year-long course.*
Prerequisite(s): none. ***APS Approved Course***

The focus is Alaska Literature with an introduction to Speech and Debate. Students engage in in-depth analysis of literature written by Alaskans or about Alaska history and culture, as well as fictional works. Students will analyze the literature and determine how it is influenced by the culture, politics and history of Alaska, and how the sense of place influences universal themes. They will write literary analysis, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities, including speech and debate, that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

Curriculum and Pacing: Students will meet 9-10 Alaska ELA Standards by the end of the course utilizing selected literature and informational texts, and the AGSD Writing Program.

English 10 *Grade level(s): 10; year long course*
Prerequisite(s): none. ***APS Approved Course***

Focus on American Literature, speech and debate. Emphasis is placed on a rhetorical analysis of literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to

build the literacy skills. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. That critical content is both rigorous and relevant and includes high-quality contemporary works as well as the classics of literature, in addition to classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare.

Curriculum and Pacing: Students will meet high school Alaska ELA Standards by the end of the course utilizing *Prentice Hall Literature The American Experience*, the AGSD Writing Program, and various trade books.

English 11 *Grade level(s): 11; year long course*
Prerequisite(s):none. ***APS Approved Course***

Students will engage in literature from around the world, with a focus on British Literature to heighten appreciation for those texts, improved critical and analytical skills in reading and writing, enhanced speaking and listening abilities, and enrich students' academic and personal vocabulary. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Particular emphasis is placed on synthesizing ideas into clear and concise prose and presentations. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills

Curriculum and Pacing: Students will meet 11-12 Alaska ELA Standards by the end of the course utilizing *Prentice Hall Literature The British Tradition*, the AGSD Writing Program, and various trade books.

MATH

3 Credits Required for Graduation

Consumer Math *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Consumer Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Consumer Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics.

Curriculum and Pacing: Students will complete those sections of the *Mathematics with Business Applications* text which correspond with Alaska Math Standards aligned with consumer math.

Pre-Algebra *Grade level(s): 9-12; year-long course*
Prerequisite(s): none. ***Not an APS Approved Course***

Pre-Algebra is an introductory algebra course designed to prepare high school students for Algebra I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

Curriculum and Pacing: Students will complete those sections of the *Glencoe Pre-Algebra* text which correspond with Alaska Math Standards aligned with basic algebra.

Algebra I *Grade level(s): 9-12; year-long course*
Prerequisite(s): none. ***APS Approved Course***

Algebra I is a full year, high school course intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, of 8th Grade Math/Pre-Algebra. Within Algebra I, students will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.

Curriculum and Pacing: Students will complete those sections of *Big Ideas Algebra I* text which correspond with Alaska Math Standards aligned with Algebra I.

Algebra II *Grade level(s): 10-12; year-long course*
Prerequisite(s): Algebra I. ***APS Approved Course***

Algebra II is a full-year high school course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the course, as well as introducing students to basic trigonometric identities and problem solving.

Curriculum and Pacing: Students will complete those sections of *Big Ideas Algebra II* text which correspond with Alaska Math Standards aligned with Algebra II.

Geometry Fundamentals *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Geometry is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

Curriculum and Pacing: Students will complete those sections of *Big Ideas Geometry* text outlined in teh Geometry Fundamentals Scope and Sequence, which correspond with Alaska Math Standards aligned with Geometry.

Geometry *Grade level(s): 10-12; year-long course*
Prerequisite(s): Algebra I. ***APS Approved Course***

Geometry is a full year, high school course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. Students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

Curriculum and Pacing: Students will complete those sections of *Big Ideas Geometry* text which correspond with Alaska Math Standards aligned with Geometry.

Trigonometry *Grade level(s): 10-12; year-long course*
Prerequisite(s): Algebra II or Geometry. ***APS Approved Course***

Trigonometry is a course for high school students who have successfully completed Algebra I, Algebra II, and preferably Geometry. The materials cover a development of trigonometry from right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solving trigonometric equations with regard to the unit circle.

The course seeks to help students expand their knowledge and skills so that students will begin to see the "big picture" of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

Curriculum and Pacing: Students will complete the curriculum based on the Odysseyware Trigonometry course (in a live classroom setting), which corresponds with Alaska Math Standards aligned with trigonometry.

Pre-Calculus *Grade level(s): 10-12; year-long course*
Prerequisite(s): Algebra II or Geometry. ***APS Approved Course***

Pre-calculus is a full-year, high school credit course that is intended for the student who has successfully mastered the core algebraic and conceptual geometric concepts covered in the prerequisite courses: Algebra I, Geometry, and Algebra II. The course primarily focuses on the skills and methods of analytic geometry and trigonometry while investigating further relationships in functions, probability, number theory, limits, and the introduction of derivatives.

Curriculum and Pacing: Students will complete those sections of *Advanced Mathematical Concepts:Precalculus with Applications* text which correspond with Alaska Math Standards aligned with pre-calculus.

SCIENCE

3 Credits Required for Graduation including 1 Biology

Earth Science *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Earth Science is a basic science course intended to further explore the designs and patterns of our planet. This course covers such areas as the origin, history, and structure of the earth. It also covers forces that cause change on the earth and features of the earth including the crust, water, atmosphere, weather, and climate. Earth science wraps up with astronomy and a study of all the planets, the solar system, and galaxies. The course strives to teach that each feature of the earth interacts with the others in many critical ways, and the study of these relationships is important to humanity.

Curriculum and Pacing: Students will complete those sections of the *Prentice Hall Earth Science* text which correspond with NGSS aligned with earth science.

Physical Science *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Physical science is a course designed for high school students needing an entry-level science course covering basic concepts found in chemistry and physics. Topics included in this course are matter, motion and forces, work and energy, electricity and magnetism, and waves.

Curriculum and Pacing: Students will complete those sections of the *CPO Foundations of Physical Science* text which correspond with NGSS aligned with earth science.

Environmental Science *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Environmental Science is an interdisciplinary course covering a wide variety of topics including biology, physics, geology, ecology, chemistry, geography, astronomy, meteorology, oceanography, and engineering. The course considers ways in which human populations affect our planet and its processes. Of special emphasis is the concept of sustainability as a means of using resources in a way that ensures they will always be around us.

Curriculum and Pacing: Students will complete those sections of the *Holt Environmental Science* text which correspond with NGSS aligned with selected standards in life, earth, and physical science.

Biology *Grade level(s): 9-12; year-long course* (1 credit Required for Graduation)
Prerequisite(s): None. ***APS Approved Course***

Biology is intended to expose students to the designs and patterns of living organisms and their interactions with the environment. In preceding years, students should have developed a foundational understanding of life sciences. Expanding on that, this Biology course will incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life, and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, plant structure and function, animal structure and function, and ecology and the environment.

Curriculum and Pacing: Students will complete those sections of the *Glencoe Biology: The Dynamics of*

Life text which correspond with NGSS aligned with earth science.

Chemistry *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Chemistry provides a more in-depth study of matter and its interactions. In preceding years students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. Chemistry will expand upon that knowledge, further develop the microstructure of substances and teach the symbolic and mathematical world of formulas, equations, and symbols.
The major concepts covered are measurement in chemistry, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, chemical equilibrium, and organic chemistry. Students at this level should show development in their ability and understanding of scientific inquiry.

Curriculum and Pacing: Students will complete those sections of the *ACS Chemistry in the Community* text, or *Prentice Hall Chemistry* which correspond with NGSS aligned with physical science.

Physics *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Physics is intended to provide a more in-depth study of the physical universe. In preceding years students should have developed a basic understanding for the macroscopic and microscopic world of forces, motion, waves, light, and electricity. Physics will expand upon that prior knowledge and further develop both. Students will learn more about the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, forces and motion, work and energy, waves, sound and light, electricity and magnetism, and nuclear physics.
Students at this level should show development in their ability and understanding of scientific inquiry.

Curriculum and Pacing: Students will complete those sections of the *Conceptual Physics* text which correspond with NGSS aligned with physical science.

Natural Resources and Ecology *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

This course provides students a variety of experiences in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem.

Curriculum and Pacing: Students will complete the CASE course curriculum housed in AGSD's Canvas LMS, which is aligned with NGSS standards.

Introduction to Agriculture, Food, and Natural Resources *Grade level(s): 9-12; year-long course. Prerequisite(s): None.* ***APS Approved Course***

This course introduces students to the basic scientific principles of Agriculture and Natural Resources. Students will be recognizing and researching plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems. In this course, students will apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, and communities. Students will also analyze community practice or policy development related to sustainability.

Curriculum and Pacing: Students will complete the CASE course curriculum housed in AGSD’s Canvas LMS which is aligned with NGSS standards.

Veterinary Technology 1 *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Alaska Veterinary Technology is a portal to one of the most rewarding and enriching fields of study. Veterinary medicine is composed of compassionate professionals, technically skilled and work as a team. As in human medicine, the veterinary health-care team is composed of many members, each with an important role in the in the proper care of patients and function of a veterinary hospital. This course is divided into weekly units encompassing science, medical terminology, animal behavior and handling, office procedures, and so much more. This course is an overview of what knowledge is needed to become a veterinary assistant.

Curriculum and Pacing: Students will complete the Vet Tech 1 course curriculum housed in AGSD’s Canvas LMS.

SOCIAL STUDIES

3 Credits Required for Graduation including .5 AK History & .5 Civics

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Human Geography *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

Human Geography teaches students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping our world. The goals of this course are to provide geographic context to global, regional, national and local issues and to teach students to think geographically and critically about these issues. Students will learn the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.

Curriculum and Pacing: Students will complete those sections of the *Wiley Human Geography: People, Places, and Culture* text which correspond with Alaska Standards aligned with geography.

World Geography *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which we live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems.

Curriculum and Pacing: Students will complete those sections of the *Prentice Hall World Geography: Building a Global Perspective* text which correspond with Alaska Standards aligned with geography.

World History *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

World History explores the people, events, and ideas that have shaped history from the beginnings of human society to the present day. Students will study such topics as ancient civilizations, empires, exploration, the world wars, and globalization. Students will also gain practice in research using technology and writing through various projects. In addition to the default course program, World History includes alternate lessons, projects, essays, and tests for use in enhancing instruction or addressing individual needs.

Curriculum and Pacing: Students will complete those sections of the *Prentice Hall World History: Connections to Today* text which correspond with Alaska Standards aligned with history.

U.S. History *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

US History begins with early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship. Additionally, students will gain practice in writing essays and reports, covering topics like the Monroe Doctrine, the states' rights debate, the Lincoln-Douglas debates, isolationism, the New Deal, and the Korean conflict.

Curriculum and Pacing: Students will complete those sections of the *Prentice Hall America: Pathways to the Present* text which correspond with Alaska Standards aligned with history.

Alaska History *Grade level(s): 9-12; year-long course (.5 Credit Required for Graduation)*
Prerequisite(s): None. ***APS Approved Course***

This course examines the development of Alaska and how different events transformed the state, and more specifically, our region of the Upper Tanana. Scope of the course includes:
Geography, Alaska Native peoples, The Russian Period, American Exploration, The Gold Rush, Developing Alaska's Infrastructure and Industries, World War II in Alaska, Statehood, Oil Boom, Native Concerns and ANCSA, Eastern Interior History

Curriculum and Pacing: Students will complete the Alaska History course curriculum housed in AGSD's Canvas LMS.

Civics & American Government *Grade level(s): 9-12; year-long course* (.5 Civics Required for Graduation)
Prerequisite(s): None. ***APS Approved Course***

American Government is a class designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material.

Curriculum and Pacing: Students will complete those sections of the *MacGruder's American Government* text which correspond with Alaska Standards aligned with government.

Local Area History Project *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***APS Approved Course***

This course is designed in AGSD to facilitate student investigations into their local communities, with the goal of student created works about their local areas. Students will conduct research online using archives, and locally, using libraries and community members. There is an emphasis on engaging with and interviewing in the community. The course is flexible to meet the needs of unique situations, different communities, multiple grade levels (middle or high school), and course lengths. Teachers can pull from specific pieces in the modules to address the needs of their students. Scaffolding is essential for student success. They will need knowledge about historical methods, interviewing, storyboarding, as well as technical skills for camera usage and (possibly) video creation.

Curriculum and Pacing: Students will complete the Local Area History Project course curriculum housed in AGSD's Canvas LMS.

PE/Health Education

High School PE *Grade level(s): 9-12; one or two semesters-long course (.5 PE or Varsity Sport Required for Graduation)*
Prerequisite(s): None. ***NOT an APS Approved Course***

This course is an orientation to physical education, physical fitness, and health. It is an introduction to basic skills and movement by participation and instruction in physical activities such as individual and team sports and general physical fitness. All students must pass this course in order to graduate.

Curriculum and Pacing: Students will complete those sections of the *SPARK* curriculum for PE which correspond with Alaska Standards aligned with health and wellness.

Varsity Sport *Grade level(s): 9-12; one complete varsity level sport season*
Prerequisite(s): None. ***NOT an APS Approved Course***

A student may participate in an approved varsity sport to receive the required .5 credit for physical fitness. Students must complete the season to the satisfaction of the sport's varsity coach, starting at the beginning of the season, and actively participating through the last contest of the season. Approved Varsity sports include:

- Varsity Basketball (boys/girls)
- Varsity Volleyball

- Varsity Wrestling
- Hockey (full season to include High School and Rec contests)

High School Health *Grade level(s): 9-12; semester-long course (.5 credit required for graduation)*
Prerequisite(s): None. ***NOT an APS Approved Course***

High School Health introduces students to what good health is, why good health is important, and what students should do in order to achieve good health.

Curriculum and Pacing: Glencoe Health and Teen Health are provided for approved curriculum. Students will complete those sections of the *Holt Lifetime Health* text which correspond with Alaska Standards aligned with healthy living skills. As an alternative, students may complete the Odysseyware course curriculum for High School Health independently, or as the basis of a "live" course.

Career and Technical Education (CTE)

Welding I *Grade level(s): 9-12; year-long course*
Prerequisite(s): None. ***NOT an APS Approved Course***

This course is designed to introduce students to some of the fundamental tools, equipment, materials, and processes used in various fields of welding. The course is designed around workplace safety and job readiness skills. Students will gain knowledge about career opportunities, requirements, and the development of skills that will prepare students for success. This course follows the industry standards set forth by the American Welding Society and the Occupational Safety and Health Administration. Students' main emphasis is welding safety and the shielded metal arc welding process. They will also gain experience on the oxygen/acetylene welding and cutting systems. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification and university credit.

Curriculum and Pacing: As outlined in Welding I CTE Crosswalk. Benchmark/Capstone Projects required.

Welding II *Grade level(s): 9-12; year-long course*
Prerequisite(s): Welding I. ***NOT an APS Approved Course***

Students will learn advanced SMAW welding techniques in horizontal, vertical and overhead positions while using welding rods from the four main classifications of electrodes. Students will complete four basic weld joints including Tee Fillet single pass, corner joint, butt joint, lap joint, and v-groove with multi-pass. This course follows the industry standards set forth by AWS and the Occupational Safety and Health administration. Students' main emphasis is welding safety, advanced SMAW process, learning welding symbols, reading welding detail drawings, introductory GTAW, FCAW, and GTAW processes using both ferrous and nonferrous metals. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification. Students are also eligible to receive university credit through UAF upon passing the Certification test.

Curriculum and Pacing: As outlined in Welding II CTE Crosswalk. Benchmark/Capstone Projects required.

Welding III *Grade level(s): 9-12; year-long course*
Prerequisite(s): Welding I, II. ***NOT an APS Approved Course***

Students will learn advanced SMAW welding techniques in horizontal, vertical and overhead positions while using welding rods from the four main classifications of electrodes. Students will complete four basic weld joints including Tee Fillet single pass, corner joint, butt joint, lap joint, and v-groove with multi-pass. This course follows the industry standards set forth by AWS and the Occupational Safety and Health administration. Students' main emphasis is welding safety, advanced SMAW process, learning welding symbols, reading welding detail drawings, introductory GTAW, FCAW, and GTAW processes using both ferrous and nonferrous metals. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification. Students are also eligible to receive university credit through UAF upon passing the Certification test.

Curriculum and Pacing: As outlined in Welding II CTE Crosswalk with advanced skills and projects included. Benchmark/Capstone Projects required.

AutoCAD I *Grade level(s): 9-12; year-long course*
Prerequisite(s): none. ***NOT an APS Approved Course***

AutoCAD I provides an understanding of the features, limitations, and considerations associated with the operation of a computer based drafting system. Students will gain experience using CAD software and associated plotters and printers. Students will demonstrate CAD competency as demonstrated by drawings that are produced throughout the course.

Curriculum and Pacing: Students will complete objectives in the first half of Beginning AutoCAD. Benchmark/Capstone Projects required.

AutoCAD II *Grade level(s): 9-12; year-long course*
Prerequisite(s): AutoCAD I. ***NOT an APS Approved Course***

AutoCAD I improves upon the understanding of the features, limitations, and considerations associated with the operation of a computer based drafting system that students learned in AutoCAD I. Students will continue to use CAD software and associated plotters and printers for more complex designs and projects. Students will demonstrate advanced CAD competency as demonstrated by drawings that are produced throughout the course.

Curriculum and Pacing: Students will complete objectives in the second half of Beginning AutoCAD. Benchmark/Capstone Projects required.

Small Engines *Grade level(s): 9-12; year-long course*
Prerequisite(s): none. ***NOT an APS Approved Course***

This course is designed to introduce students to basic engine construction, principles of operation, the various types of tools used in the field, fasteners, sealants, and gaskets. This course is primarily based on 4-stroke engines with brief introductions to 2-stroke and diesel engines. Basic fuel, carburetion, injection, ignition, lubrication and cooling will also be covered. Students passing the industry certification test at the end of the course are eligible to receive university credit.

Curriculum and Pacing: As outlined in Small Engines CTE Crosswalk. Benchmark/Capstone Projects required.

Food Products and Processing Systems *Grade level(s): 9-12; year-long course*
Prerequisite(s): none. ***NOT an APS Approved Course***

Agriculture, food, and natural resources (AFNR) are central to human survival and civilization. Mankind's development, use, and stewardship of natural resources to create food products have a long and ever-changing timeline. This course explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population.

Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends. The course prepares students for a variety of possible educational and career pathways in the food industry. Students learn industry terminology in each area of the overall system, from "farm to fork" to vertical integration to smart packaging.

Curriculum and Pacing: Students will complete the Food Products and Processing Systems course curriculum housed in AGSD's Canvas LMS. Benchmark/Capstone Projects required.

Required Courses

Survey of Emerging Technologies *Grade level(s): 9-12; one Semester*
Prerequisite(s): none. ***NOT an APS Approved Course. .5 Required for graduation effective for Class 2025. Class 2024 and 2023 may utilize the .5 credit option and must pass the final with 80%.***

This course meets the District requirement for a Technology credit. In this class, students will learn practical applications of web-based software and apps used for communications, creativity, collaboration and critical thinking. They will learn 21st Century skills for leading safe and productive lives in school, and at home, and that will serve as a foundation for learning in post-secondary education. The skills and knowledge learned in this course are commonly required workplace skills. Course is aligned with the ISTENets Standards. Students must pass the final exam with 80%. Note to Instructors: Course is in Canvas. Use the AGSD filter to locate approved course.

Curriculum and Pacing: Students will complete the course curriculum housed in AGSD's Canvas LMS.

College & Career Readiness *Grade level(s): 9-12; .5 Credit Required for Graduation*
Prerequisite(s): none. ***NOT an APS Approved Course***

This course is an investigative and research based course where students will use surveys to learn about themselves, and research projects to narrow down a path for success after high school. Students will research possible career options, set success goals, and create a plan to achieve them.

Curriculum and Pacing:

Personal Finance *Grade level(s): 9-12; .5 Credit Required for Graduation*
Prerequisite(s): none. ***NOT an APS Approved Course***

Curriculum and Pacing:

World Languages

Spanish I *Grade level(s): 9-12; year-long*
Prerequisite(s): none. ***APS Approved Course***

In Spanish I, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in Spanish, students gain and expand their knowledge of Spanish speaking countries and cultures. Emphasis is placed on learning the present tense, the near future and the past tense.

Curriculum and Pacing: Students will complete those sections of the *Realidades* text and course materials which correspond with Alaska Standards aligned with World Languages. For courses utilizing Odysseyware curriculum, students will complete the course.

Spanish II *Grade level(s): 9-12; year-long*
Prerequisite(s): Spanish I. ***APS Approved Course***

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities. This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency. In addition to the default course program, Spanish II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs.

Curriculum and Pacing: Students will complete those sections of the *Realidades* text and course materials which correspond with Alaska Standards aligned with World Languages. For courses utilizing Odysseyware curriculum, students will complete the course.

German I *Grade level(s): 9-12; year-long*
Prerequisite(s): none ***APS Approved Course***

In German I, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in German, students gain and expand their knowledge of German speaking countries and cultures. Emphasis is placed on learning the present tense, the near future and the past tense.

Curriculum and Pacing: Students will complete those sections of the *Komm mit* text and course materials which correspond with Alaska Standards aligned with World Languages.

Fine and Performing Arts

Fine Arts *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

Students will learn to apply the basic concepts of art theory, including space, form, line, value, texture, and color, to a variety of different projects and mediums. In this hands-on class students will practice with different mediums to create their own original works or art. Projects may include drawing, painting, sculpting, wood burning, glass mosaics, beading, and carving. Students will also analyze famous works from different historical periods and cultures to improve their own works and their understanding of art.

Curriculum and Pacing: Students will complete those sections of the *Art Fundamentals* text and utilize other course resources which correspond with Alaska Standards for The Arts.

Fiber Arts *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

Fiber Arts students will learn how to select and care for fabrics, follow pattern directions, and use a sewing machine. They will learn about the use of various textiles and weaving/sewing techniques, as well as how fiber arts within various cultures.

Curriculum and Pacing: Teacher will utilize approved course texts, including *Textiles*, *Stitch, Fabric & Thread*, and *The Weaving Explorer*. Course objectives and resources will correspond with Alaska Standards for The Arts.

Drama *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

The class introduces the student to beginning acting techniques and theater appreciation. The class includes: Teamwork, relaxation, concentration, movement, voice, play analysis, acting, improvisation, character analysis, theater vocabulary, scene work, monologues, audition/interview skills, and public performance.

Curriculum and Pacing: Students will complete those sections of the *Introduction to Theater Arts* text and utilize other course resources which correspond with Alaska Standards for The Arts.

Music *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

Different schools within the district may utilize approved music curriculum, host guest music programs, or take advantage of local or area musicians willing to teach a course. These courses must have prior approval.

Curriculum and Pacing: Students will utilize course resources and expertise which correspond with Alaska Standards for The Arts.

Other General Electives

Alaska Cultures and Dog Mushing *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

This course covers an array of topics related to dog mushing in Alaska, including community cultures and history around dog mushing, as well as special curriculum about Native cultures, environment, veterinary science, and history. The course materials are in an online format, which includes a suggestion of a variety of physical materials available for check-out by teachers. Each unit is a stand-alone unit of

curriculum with materials and a planning structure. Teachers can pick and choose from the variety of units, and form their own scope and sequence using these units in a way that is best suited to the seasons, local resources, and activities to plan their year.

Curriculum and Pacing: Students will complete the course curriculum (teacher resource materials) housed in AGSD's Canvas LMS.

Culinary *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

Culinary is a course for students who are interested in learning how to cook. It includes studying simple food preparation techniques. Students will also gain an understanding of safe and sanitary food handling practices, dealing with food in social gatherings, and measuring and converting recipes.

Curriculum and Pacing: Students will complete those sections of the *On Cooking and On Baking* texts and utilize other course resources which correspond with Alaska Standards for Employability Skills, and Cultural Standards.

Robotics *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

Robotics is designed to help students in grades 9-12 explore the fundamentals of robotics and the engineering design process while learning to use classroom and competition robotics kits. Students will walk through the design and build a robot to play a sport-like game, while also learning key STEM principles, and robotics concepts. Students will compete head-to-head against their peers in the classroom, as well as work toward participation in state robotics competitions.

Curriculum and Pacing: Students will use FIRST Lego Robotics Curriculum, and utilize other course resources which correspond with ISTE Standards.

Outdoor Leadership Skills *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

This course is a wilderness skills elective that covers basic skills needed to survive, thrive, and enjoy the Alaskan wilderness. This hands-on class involves lots of outdoor time, and includes learning about such vital skills as fire building, navigation, backpacking, clothes and layering, and wilderness first aid.

Curriculum and Pacing: Students will complete those sections of the *Quality Lesson Plans for Outdoor Education* text and utilize other course resources which correspond with Alaska Cultural Standards.

Greenhouse *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

Greenhouse is an integration of hands-on experiences in the Gateway Greenhouse, publishing on the Greenhouse blog, and in-class coursework. The class introduces students to the basics of plants, soils, basic agriculture and horticulture concepts, along with environmental management practices involved in each. Students will learn the basics of greenhouse operations and management, as well as hydroponics operations and management. All of these concepts are covered in the in-class work, and put into practical application in the Gateway Greenhouse

Curriculum and Pacing: Students will complete those sections of the *Alaska Gardening Guide* text and utilize other course resources which correspond with Alaska Employability Standards.

Jobs in Fire and Fire Science *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

This high school level course serves as an engaging, hands-on introduction to forest and tundra ecology, wildland fire behavior, and fire management principles. Students will become acquainted with jobs related to ecology and fire management through community partnerships, and explore career pathways, obtain job training and employability skills, and research careers of interest.

Curriculum and Pacing: Students will complete the course curriculum (teacher resource materials) housed in AGSD's Canvas LMS, aligned with Alaska Employability Standards.

Introduction to Future Farmers of America *Grade level(s): 9-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

FFA is an intercurricular student organization for those interested in agriculture and leadership. In this course, students will have the opportunity to explore many facets of FFA. Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems.

Curriculum and Pacing: Based on instructor qualifications and course approval. Course objectives and resources will correspond with Alaska Employability Standards.

Work Study *Grade level(s): 11-12; year-long*
Prerequisite(s): None. ***NOT an APS Approved Course***

The Work Study Program provides junior and senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience along with the ability to earn credits and a paycheck. Through this business experience, they will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace and in life. Students participating in this program will attend their academic classes daily, and participate in employment during school hours.

Placement for Work Study assignments to be determined in cooperation with student, principal, and counselor. Students must agree to terms (hours, duties) set forth by host employer and are evaluated based on those terms.

CS Discoveries *Grade level(s): 9-12; year-long*
Prerequisite(s): none. ***NOT an APS Approved Course***

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

Curriculum and Pacing: Students will complete the CS Discoveries Code.org curriculum as presented by instructor who has been specifically trained to teach this curriculum.

Pathways

Pathways is the District's alternative "school within a school" program addressing dropout prevention. Students accepted into Pathways receive individualized plans of study to meet their graduation requirements, and are provided support and alternative scheduling. For more information about Pathways, contact one of the District Counselors.

AGSD Tech Prep and Dual Credit

Dual Credit

The Alaska Gateway School District Dual Credit Program provides students with an opportunity to get reimbursed for taking specific university classes and earn high school credit for those classes. Students must be approved by the school counselor and Director of Teaching and Learning to take college credit for high school credit. Students may only take one class for credit at a time. If a student has successfully taken and earned credit in a Dual Credit class he or she may petition the Director of Teaching and Learning to take two classes. The student may continue to take two classes at a time as long as they remain successful in earning credit of a C or above. Credit for attempted/earned college courses will be calculated into high school GPA.

There are procedures for students who wish to apply for reimbursement for the cost of their course and the procedures for having college credits transcribed onto their high school transcripts. See the AGSD University Transcription Credit & Reimbursement Request Form.

Tech Prep Credit

Tech Prep is a concurrent enrollment program offered in cooperation between accredited universities (usually UAF) and our school district. The program recognizes high quality classes offered at the high school level and provides students with the opportunity to earn university credits toward an occupational endorsement, certificate, and/or degree by completing classes in high school that have been approved for university credit. There is no limit to the number of tech prep credits a student may receive in high school. Tech prep credits cost $25 per university credit. In most cases, both semesters will need to be successfully completed with a B or better in order to be eligible for tech prep credit. Some classes may require passing a certification test to receive tech prep credit. Each fall, schools will delineate which, if any, of the courses in the schedule will qualify for Tech Prep credit. Students and parents in these courses will receive information about Tech Prep credit, as well as paperwork for registering students for the credit.

Student Registration and Final Grades

Counselors will assist in generating the registrations required for university credits.

Submitting Course Grades to the University

The high school instructor in the district who is teaching a course for Tech Prep credit will receive a print out of enrolled students from the university with blanks by the student names. The teacher should enter the students' letter grades. At that time, they need to make a copy of

this form to submit to Counselor and District Office for the students' high school transcripts. They should submit the original completed form to the university.

Getting a High School Class Approved for Tech Prep Credit
In order to get a course approved from UAF for Tech Prep credit, a teacher should begin the process no later than one month before the course is scheduled to begin.

The following documentation is required for course and instructor approval:

- Teacher Resume
- Area of Expertise Form
- Teacher Certifications
- Teacher Transcripts
- 2 Reference Letters
- Teacher Registration Form (skip the "Course Information" section)
- Course Syllabus (Sample UAF Syllabus)

Copies of updated documentation already on file with AGSD can be provided upon request.

Transcription
Official high school transcripts are legal documents that are generated through the student registrar in the district office by request. Unofficial high school transcripts can be generated through site administrators and counselors by request.

From **BP5121.1 Grading/Credits (for college level credits)**

**Grades in Honors classes, Advanced Placement Classes or pre-approved University core courses in a degree program will be weighted by an additional 1 point per semester with the exception of a failing grade. (i.e.: An A in an above listed class equals 5 points.)*

Credits

1. In grades 9 - 12, credits will be granted at the rate of one-half credit per semester for each course for which a passing semester grade is awarded. No credit will be granted on a quarterly basis.
2. Credits will also be granted for post-secondary courses taken through regionally accredited post-secondary institutions. Superintendent approval, or designee, in writing on a case-by-case basis is required in order for post-secondary credits to be counted for non-elective courses.
3. Non-core, developmental (DEV), and 001-099 level post-secondary credits will be converted on the following basis:

Post Secondary Credit	=	High School Credit
1.0		.17
2.0		.34
3.0		.50

4.0	.67
5.0	.84
6.0	1.00

4. Core (100 level and higher math, language arts, science, social studies, and world languages) post-secondary credits will be converted on the following basis:

Post Secondary Credit	=	High School Credit
1-2		.50
3-4		1.00
5-6		1.50

Online Academy for Independent Study

AGSD Online Academy is a separate catalog of online independent study course offerings for AGSD high school students from various online providers supported by the district. It also comprises the structure and procedures for how students register for these courses, and how the courses are implemented, monitored, and reported. The catalog is made available to counselors and site principals, and course selections are made based on individual student needs. These courses are primarily available for distance learning students through REACH and Pathways' students. If a student not in REACH or Pathways would like to take an online course they must have approval from the school counselor and Director of Teaching and Learning.

Courses from the Online Academy Catalog may be assigned based on the following student needs:

- Credit recovery
- Pursuit of college or career pathway courses not offered in the regular schedule
- Accumulation of required credits for graduation not offered in the regular schedule
- Accumulation of credits for APS or other scholarships
- Pursuit of dual credit through UAF

Digital Curriculum

AGSD provides digital curriculum for teachers to use for blended learning in their core programs. Some of these programs are to be used as foundational core programs, and some are to supplement the regular program or provide intervention. Not all digital programs are available or utilized at all sites. Following is a listing of digital curriculum AGSD subscribes to and/or endorses for classroom use:

Name	Description	Grades
Accelerated Reader	ELA	K-12
MyOn Reading	Reading	K-12
Redbird (connectED)	Math	K-5
ALEKS	Math	6-12
Keyboarding Without Tears	Keyboarding	K-3
Core Focus on Math online resources	Math	6-8
Big Ideas Math online resources	Math	9-12
Amplify	Science/Reading	6-8
CKLA Elementary	ELA/Reading	K-5

Middle School: 6-8

AGSD Middle School Math Curriculum Overview

Alaska Gateway's middle school math curriculum is a complete and comprehensive program, which includes Core, Supplemental, and Intervention components in both digital and print format. When used together and with fidelity, these components present a well-rounded program that challenges and engages students as they continue to build skills to communicate mathematically. Students build skills and knowledge in the three components of rigor: conceptual understanding, procedural skills and fluency, and application. Students also receive personalized instruction which targets specific needs and is meant to accelerate achievement, preparing them for a rigorous program of high school level mathematics. All middle school math teachers are provided with full access to the Core Components. Supplemental materials and Intervention will be provided upon request by the teacher, or as directed by the site principal or Curriculum Director.

AGSD math curriculum is aligned with the Alaska Standards for Math. Teachers should utilize the middle school math standards sheets for planning and tracking purposes.

Core Components

Core Focus on Math: Core Focus on Math is the District's adopted middle school math curriculum series which spans the Alaska Math Standards students need to learn in 6th grade through 8th grade. The foundation of the program is built on the Common Core Priority Clusters (also known as the Critical Areas) as well as strategies to develop the habits of mind in students articulated in the Standards for Mathematical Practice. There are three texts per grade level, each focusing on multiple clusters of standards in the Common Core and collectively addressing the complete grade level standards Alaska Standards in Math. The series are as follows:
6th Grade - Stage 1: Decimals and Fractions; Introductory Algebra; Ratios, Rates & Statistics
7th Grade - Stage 2: Rational Numbers & Equations; Proportions & Probability; Shapes & Angles
8th Grade - Stage 3: Linear Equations; Geometry; Functions & Data

Each title in the series includes a teacher edition and teacher resource binder. Students have access to online interactive activities, and enrichment and re-teaching activities. Teachers have access to online assessments and teaching support resources, such as videos.

ALEKS - ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Through individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. Students are expected to work in ALEKS each week, and teachers will use the program to track readiness, progression through the course objectives, and end of course readiness for the following year.

Intervention Components

STAR Math (see above)
ALEKS (see above)

A Blended Learning Model

Teachers should use the core components of the AGSD Math Curriculum as the instructional foundation on which to plan each week and to set individual growth learning goals for students. Students should be using the ALEKS digital component at least 30 minutes per day to gather analytical data from activities and assessments (some of this time can be completed at home or during other periods of the school day, such as Continuous). The data from assessment sources should be used by the teacher to plan core instruction as well as to plan for needed supplementals and interventions in the classroom each week.

This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week:

- Students working in the core components (Core Focus, ALEKS)
- Students working in groups around specific concepts or projects
- Students working on skills through supplementals
- Students receiving intervention
- Teachers working with individuals or small groups on any of the above

- Individual students working on skills independently or choosing interest-based materials

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AGSD Middle School English Curriculum Overview

In Alaska Gateway School District we offer core English at the middle school level which we refer to as “Middle School Language Arts”. Due to many factors, such as the number of students we have, the fact that our small numbers mean that students are often combined into the same class, and the fact that some of our students move between schools frequently, we have found it to be much more efficient to keep the names of these courses and the course objectives a bit broader in nature.

Our curriculum is designed so that if a teacher in a classroom in which all middle school students meet together the same period for English, all middle and high school students meet together for English, or combinations of grades for the purposes of leveled instruction meet together for English, they will be able to utilize the curriculum to put together a course that meets the objectives of the AGSD ELA curriculum, and gives the teacher the flexibility to meet varying grade levels and readiness levels of students. Likewise, students will be able to build language arts knowledge and skills in a progressive manner that is easy to track and build upon each year.

Learning Objectives: Our learning objectives for our students are the grade level Alaska Standards for ELA. Teachers are to use the Curriculum Mapping Worksheets in long term planning to address the standards.

Core Components

- **Amplify ELA** - For Tok, Northway, Tetlin, Mentasta, Tanacross. Amplify ELA is a blended curriculum designed specifically for grades 6–8. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves.Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences.
- **Prentice Hall Literature** - For Eagle, Dot Lake (also for use as a supplemental in Tok, Northway, Tetlin, Mentasta, and Tanacross). PH Lit is a literature anthology series for each grade 6-12. Although it's older, we like this series because it spans a broad range of genres, exposes students to popular and classic literature, groups the literature thematically (this helps with many of the standards), gives a lot of suggestions for having students write in response to literature, and helps students to build a familiarity year after with authors such as Shakespeare, Poe, and many others. We do not expect all of your literature instruction to come exclusively from this series, but we do expect it to be a foundational resource in your English classrooms. This Google folder contains lists of titles/authors from each of the texts in this series.
- **Trade Books.** The District maintains a collection of sets of trade books. The expectations are that teachers will intersperse use of the Prentice Hall Literature anthologies in order to present a wide array of literature, with novel studies. Most of the sets are accompanied by a teacher's guide for the teacher to use if they wish. The list is added to often, so the list may not be completely up-to-date. If there is a specific novel set you'd really like to teach that is not on the list, please contact the Curriculum Director.
  6th Grade Trade Books
  7th Grade Trade Books

- **AGSD Writing Program** - The District's own writing program is a comprehensive writing program that teaches students the thinking/writing connection through the development of an "Enthymeme" (akin to an organizational thesis statement), in combination with the 6 Traits of Writing. The district provides training for all teachers in the Writing Program, and also a grade-by-grade scope and sequence for instruction.

Supplemental Components

- **Scholastic Leveled Book Room** - The Book Room is the literature connection of the curriculum. It is a collection of over 6,200 physical books, with over 240 books per reading level. The collection includes acclaimed, authentic books, both classics and new releases, that stimulate student interest and increase engagement and motivation in reading. Short texts, picture books, and chapter books at all levels provide engaging "just right" reading opportunities for students on a daily basis. The books are grouped into sets of 6, so that they may be used individually, or with small groups.
- **MyOn Reading** - MyOn is a digital book library, providing another literature connection. It contains thousands of enhanced and age-appropriate titles for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. MyOn may be used in addition to the Scholastic Book room, as a digital option, with individual students, or with small groups.
- **Accelerated Reader** is an assessment software to be used in conjunction with titles from the Scholastic Book Room, MyOn titles, AGSD's trade books, and other independent titles students may choose from the library. The program contains assessments for over 600,000 titles. Students take assessments in the program for the books they read, and set reading goals based on their assessments. Teachers also utilize the data from the AR program to encourage students and provide tiered, targeted instruction in reading
- **Daily 6-Trait writing** - the Google folder includes digital versions of lessons for teaching 6-Trait writing in the middle school classrooms. These supplementals can be valuable resources for planning and instruction and support the AGSD Writing program. In lit-heavy classes, it is recommended that a good deal of the writing students do be based in literature analysis - this is more time efficient and gives you more "bang for your buck".
- **Write Source Skills Book** - The district keeps master copies of these in hard copy only. These are supplementals that cover mechanics, grammar, and usage. Teachers may request a master copy from the Resource Center.
- **Other supplementals.** The District subscribes to some online supplemental resources which may be useful if a teacher chooses to use them. If you would like access to preview these please contact the Curriculum office.

A hybrid course. English teachers may use the curriculum mapping sheets to plan for a combined use of all of the above listed resources, included selected lessons. This is completely acceptable. The reason we offer this variety of materials is so that teachers may use what will best help students to meet the curricular objectives for the course.

A Blended Learning Model

Teachers should use the core components of the AGSD ELA Curriculum as instructional foundation on which to plan each week and to set individual growth learning goals for students.

This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week;

- Students working in the digital components (PowerUp, A/R, STAR Reading, etc.)
- Student reading groups (trade books, Scholastic, or MyOn)

- Student writing groups - (AGSD Writing Program, Daily 6-Trait writing)
- Students working on skills through supplementals (spelling, vocabulary, writing skills, handwriting, etc.)
- Students receiving intervention (through the core or supplemental components)
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based reading or writing

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AGSD Middle School Science Curriculum Overview

AGSD will provide an inquiry and standards based comprehensive curriculum in life science, earth and space science, and physical science. An integral part of this curriculum is to promote an understanding of the interconnections within the sciences and the interactions among science, technology, society, and the environment.

Science instruction in every middle school classroom will model and provide opportunities for students to participate in scientific inquiry. A variety of cognitively appropriate strategies and resources will be utilized so that all students have opportunities to experience both success and challenge.

Using inquiry implies involvement that leads to understanding. The environment in every middle school science classroom will have students actively constructing knowledge by being engaged in observing, questioning, investigating, problem solving, predicting, evaluating, and communicating ideas.

Through implementation of this curriculum, AGSD will develop scientifically literate students who will learn to ask and investigate scientific questions, evaluate claims and evidence, and make responsible decisions in a rapidly changing world.

Alaska Gateway's middle school science curriculum promotes hands-on, project based exploration of the sciences. The curriculum is based on comprehensive learning lab kits complete with materials and lessons, as well as a set of standard texts with a balanced approach to Earth, Life, and Physical sciences. These are supplemented with access to quality online components that provide the teacher with resources for hands-on explorations and experiments, or digital supplements for students pursuing interests or content related learning within a blended learning structure.

AGSD Science curriculum is aligned with the Next Generation Science Standards (NGSS). Teachers should also utilize the 6-8 Scope and Sequence worksheet for curriculum mapping purposes.

Each school should have a plan for how middle school students proceed through the standards and curriculum. Using the Scope and Sequence worksheets and the Core Components, students will either receive a mix of the sciences each year, progressing through the standards, OR, they will be rotated between Earth, Life, and Physical over the course of three years.

Core Components

Amplify Science: Amplify Science is currently used at Tok, Tanacross, Northway, Tetlin, and Mentasta. Amplify Science was developed by the science education experts at UC Berkeley's Lawrence Hall of Science and the digital learning team at Amplify. The curriculum is designed to address the Next Generation Science Standards (NGSS).

Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. In each unit, students take on the role of a scientist or engineer to investigate a real-world problem. These problems provide relevant contexts through which students investigate phenomena.

Prentice Hall Science Explorer: Prentice hall is currently used at Eagle and Dot Lake. This series is comprised of three texts for Life, Earth, and Physical Science. This 3-book series of middle school science content builds a solid inquiry approach to Life, Earth, and Physical Science. Features include strong reading support, and multiple opportunities for hands-on inquiry. Whether using the text alone or with the labs included, the Carolina Kits, Mystery Science, or supplemental resources, teachers can utilize differentiated instruction components to meet the needs of every student at every learning level.

Carolina Science Kits: Carolina Science Kits are available to middle school classrooms around the district throughout the school year. Generally a teacher should plan to spend from 1 to 3 months with a kit in order to appropriately utilize the curriculum within it. At the end of that time, they return the kit and may check out another if they choose. The kits themselves are hands-on kits complete with lessons, assessments, and materials for a multigrade middle school classrooms around a particular topic in the sciences. The kits are designed based on a four-stage learning cycle that is grounded in educational research and practice:

- First, students **focus** on what they already know about a topic.
- Second, students **explore** a scientific phenomenon or concept, following a well-structured sequence of classroom investigations.
- Third, students **reflect** on their observations, record them in journals, draw conclusions, and share their findings with others.
- Finally, students **apply** their learning to real-life situations and to other areas of the curriculum.

Below are links to the middle school Carolina Kits in AGSD's resource center. The links will go to the most current edition of the kit, but be aware that we may have an earlier edition.

Earth & Space Science	Life Science	Physical Science
Earth's Dynamic Systems	Structure and Function	Electricity, Waves, and Information Transfer
Weather and Climate Systems	Genes and Molecular Machines	Matter and its Interactions
Space Systems Exploration	Ecosystems and Their Interactions	Energy, Forces, and Motion

Supplemental Components

The following resources are approved supplemental components of the middle school Science curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. If you have not received your teacher/classroom access to the following programs, please contact the Curriculum Director.

MyOn Reading - MyOn is a digital book library, providing literature connections and science related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including science - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

AGSD Middle School Social Studies Curriculum Overview

The social studies in the middle school grades are crucial if we expect the young people of Alaska to become active, responsible citizens. Unless children acquire the foundations of knowledge, attitudes, and skills that can prepare them for high school, it is less likely that courses in later years will be successful in preparing them for citizenship in the twenty-first century. The middle school social studies curriculum dives into more complex and important topics and concepts in world history, U.S. history, and world geography. Support is provided for engaging, hands on-exploration of themes across the strands of social studies. Students will acquire knowledge of history to understand the present and plan for the future, as well as more complex concepts in geography to understand the interactions of the people and places in the world. Social studies at this level should provide students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments.

The curriculum materials are based on a series of three texts complete with resource materials, and lesson and project ideas, and assessments. These are also supplemented with access to quality online components for students pursuing interests or content related learning within a blended learning structure.

AGSD Social Studies curriculum is aligned with the Alaska Content Standards in Geography, Government and Citizenship, and History. Planning is best accomplished utilizing the Standards Alignment Worksheets for Geography, Government and Citizenship, and History.

Each school should have a plan for how middle school students proceed through the standards and curriculum. Using the Scope and Sequence worksheets and the Core Components, students will rotate between World History, US History, and World Geography over the course of three years.

Core Components

Glencoe: Journey Across Time - This world history program is organized chronologically from the first humans and ancient civilizations to the present. Co-authored by National Geographic and Jackson Spielvogel, *Journey Across Time's* engaging narrative and outstanding visuals transport students back in time.

Glencoe: The American Journey - This survey program introduces students to key moments in American History, including people, events, places, art and literature.

Glencoe: Exploring Our World - People, Places, and Cultures - Co-authored by National Geographic. This program introduces students to an enriched view of the interrelationships of geography, history, economics, government, citizenship, and current events all in one package. A strong geographic thread is

interwoven with history, government, and current events to analyze different regions of the world and the issues they face.

Supplemental Components

The following resources are approved supplemental components of the middle school Social Studies curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. Teachers needing account set-up for these programs should contact the Curriculum Director.

Canvas course through BYU and Edgenuity are available as digital course work for some 8th graders.

Teachers may also create custom courses, assessments, or modules for students to utilize as supplement, enrich, or enhance social studies curriculum.

MyOn Reading - MyOn is a digital book library, providing literature connections and social studies related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including the strands of social studies - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

180 Days of Social Studies: This series from Teacher Created Resources is a supplement to assure teachers have covered state standards as well as provided quality daily work for students. The series provides practice opportunities as well as assessment. The 180 days (one page per school day) of black and white worksheets (reproducible for classroom) cover grade-appropriate topics in each of four areas: Civics, Economics, Geography, and History. One area is covered each week. For instance, explorers (history), principles of American democracy and the Constitution (civics), major features represented on maps and globes (geography), and trade and economic independence (economics). The topics build on each other as well as being related in a general way across the year.

Middle School - PE and Electives

Physical Education

Typically listed in the schedule as **Middle School PE (MPE).** PE should be aligned with the Alaska Content Standards for Healthy Living Skills.

Middle School Electives (MEL)

Survey of Emerging Technologies	Ak Cultures & Dog Mushing	Robotics
College & Career Readiness	Fine Arts	Shop Explorations
Culinary	Creative Writing	Drama
Computer Science Discoveries	Explorations in Agriculture	Music
Outdoor Leadership Skills	FFA	MS Online

Elementary: K-5

AGSD K-5 Math Curriculum Overview

Alaska Gateway's K-5 Math curriculum is a complete and comprehensive program comprised of high quality, research-based components, including Core, Supplemental, and Intervention components in both digital and print format. The programs were vetted, reviewed, and chosen by a team of AGSD teachers. When used together and with fidelity, these components present a well-rounded program that challenges and engages students as they build skills to communicate mathematically. Students build skills and knowledge in the three components of rigor: conceptual understanding, procedural skills and fluency, and and application. Students also receive personalized instruction which targets specific needs and is meant to accelerate achievement. Math instruction is structured with the goal of moving students toward being independent learners, building a love of math, and providing a solid foundation for problem solving and real-world application. All K-5 teachers are provided with full access to all components, training for Core Components, and training as needed with Supplemental and Intervention Components.

AGSD's Math curriculum is aligned with the Alaska Standards for Math. To see the grade specific standards (GSS) by grade level, or to see how each standard flows into the next on a K-5 continuum (useful for multigrade classrooms), click here for the planning sheet. To work in the sheet, make a copy of it and add it to your own Google Drive.

Core Components

MyMath is built around the Standards for Mathematical Practices, and engages students with the focus, coherence, and rigor required by the Alaska State Standards for Mathematics. The program is made up of a combination of digital activities and assessments meant to engage students, provide practice, and gather current learning data, as well as associated worksheets, project suggestions, and activities with manipulatives.

Redbird software features adaptive instruction, gamification, and digital project-based learning. STEM projects, exploration of career pathways, and contextualized problems inspire students to develop a love of math and connections to the real world. Redbird provides teachers with recommendations for instructional groups and intervention needs based on data from student's work in the program. Assessment is continual, based on student activity within the program, and provides teachers with up-to-the-minute information about student growth.

Supplemental Components

Math in a Cultural Context (MCC) is a supplemental math curriculum based on a long term collaboration project with the University of Alaska, Yu'pik elders, teachers, and Alaskan school districts to develop culturally based curricular materials. MCC consists of 10 supplemental math modules for varying elementary grade levels. These modules are available for checkout from the District Resource Center. The modules contain the teacher guides, lessons, and other materials and materials suggestion lists. Teachers within AGSD have also worked closely with the MCC project, and have developed manipulative kits available for check-out as well.

Intervention Components

Redbird software provides information for teachers to utilize for intervention purposes to target specific individual and small group needs. The software is adaptive, and also provides targeted instruction within the program. (Login)

A Blended Learning Model

Math instruction should take place approximately 90 minutes of each day. Teachers should use the core components of the AGSD Math Curriculum as the instructional foundation on which to plan each week and to set individual growth learning goals for students. Teachers should have students in the MyMath digital component a minimum of two times per week, and in Redbird at least 15 minutes per day to gather analytical data from activities and assessments. The data from both of these sources should be used by the teacher to plan core instruction as well as to plan for needed supplementals and interventions in the classroom each week.

This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week:

- Students working in the digital core components (MyMath, Redbird)
- Students working in groups around specific concepts or projects
- Students working on skills through supplementals
- Students receiving intervention
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based materials

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AGSD K-5 English Language Arts Curriculum Overview

Alaska Gateway's K-5 ELA curriculum is a complete and comprehensive program comprised of high quality, research-based components including Core, Supplemental, and Intervention components, in both digital and print format. AGSD along with the Alaska Department of Education is shifting our focus to the Science of Reading (SoR). Science of Reading focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students are assessed with universal screeners and data is collected on student progress. For students needing more support teachers will work with students utilizing interventions and will work through the Response to Intervention (RTI) process.

The programs were vetted, reviewed, and chosen by a team of AGSD teachers. When used together and with fidelity, these components present a well-rounded program of tiered instruction geared at reading mastery, moving students toward being independent learners, building a love of reading, and a solid foundation for writing across the curriculum. All K-5 teachers are provided with training and full access to the Core Components. Professional development takes place at the beginning of the year, and then throughout the year as needed for support. All K-5 teachers are provided with full access to all components, training for Core Components, and training as needed with Supplemental and Intervention Components.

AGSD's ELA curriculum is aligned with the Alaska Standards in English Language Arts. To see the grade specific standards (GSS) by grade level, or to see how each standard flows into the next on a K-5 continuum (useful for multigrade classrooms), click here for the planning sheet. To work in the sheet, make a copy of it and add it to your own Google Drive.

Core Components

CKLA Core Knowledge Built on the science of reading, Amplify Core Knowledge Language Arts® (CKLA) sequences deep content knowledge with research-based foundational skills. With new digital features and multimedia resources, it's now more remote-learning friendly and flexible than ever.

Scholastic Book Room - The Book Room is the literature connection of the curriculum. It is a collection of over 6,200 physical books, with over 240 books per reading level. The collection includes acclaimed, authentic books, both classics and new releases, that stimulate student interest and increase engagement and motivation in reading. Short texts, picture books, and chapter books at all levels provide engaging "just right" reading opportunities for students on a daily basis. The books are grouped into sets of 6, so that they may be used individually, or with small groups.

MyOn Reading - MyOn is a digital book library, providing another literature connection. It contains thousands of enhanced and age-appropriate titles for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. MyOn may be used in addition to the Scholastic Book room, as a digital option, with individual students, or with small groups.

Accelerated Reader is an assessment software to be used in conjunction with titles from the Scholastic Book Room, MyOn titles, and other independent titles students may choose from the library. The program contains assessments for over 600,000 titles. Students take assessments in the program for the books they read, and set reading goals based on their assessments. Teachers also utilize the data from the AR program to encourage students and provide tiered, targeted instruction in reading comprehension.

AGSD Writing Program: The District's own writing program is a comprehensive writing program that teaches students the thinking/writing connection through the development of an "Enthymeme" (akin to an organizational thesis statement), in combination with the 6 Traits of Writing. The district provides training for all teachers in the Writing Program, and also a grade-by-grade scope and sequence for instruction.

Beginning Readers and Heggerty Phonemic Awareness - The beginning readers material kits are primarily for K-3, and include an expectation of regular direct instruction in phonemes, phonemic awareness, phonics, and other necessary supports that early readers need. Materials kits checked out at the beginning of the school year.

Supplemental Components

The following resources are approved supplemental components of the K-5 ELA curriculum. Teachers should use these components for targeted instruction and support around the Core Components to help provide a complete program. Teachers needing access please contact the Curriculum Director.

Daily 6-Trait Writing - For grades 1st through 5th, these levels each contain 25 weeks of mini lessons divided into five units. Each unit provides five weeks of scaffolded instruction focused on one of the six traits of writing. Teachers may wish to teach each entire unit in consecutive order, or pick and choose lessons within a unit.

Write Source Skills Book - Supports the writing process by providing students opportunities to practice editing and proofreading skills around mechanics, grammar, and usage. (Available upon request from DRC)

Handwriting Without Tears and Keyboarding Without Tears - Handwriting program uses multisensory, developmentally appropriate strategies to increase success with early and developing writing skills, including cursive. Keyboarding program is a web-based curriculum that teaches typing, general computer readiness, and digital citizenship. (Available upon request from DRC)

Intervention Components

The Scholastic Book Room and MyOn libraries, used in conjunction with Accelerated Reader can also be used for targeted reading intervention, and Easy CBM.

The Sonday System is also used by the District to provide structured, systematic multisensory reading intervention. Each Sonday System lesson includes proven Orton-Gillingham methods to provide effective intervention in one-on-one and small group settings. The Sonday System can be used for beginning readers, intervention, dyslexia instruction, special education, English language learners (ELL), and Response to Intervention (RTI).

A Blended Learning Model

ELA instruction should take place approximately 90 to 120 minutes of each day. Teachers should use the core components of the AGSD ELA Curriculum as an instructional foundation on which to plan each week and to set individual growth learning goals for students. The balance of the ELA time should be spent with the literature components offered by the CKLA, Heggerty, Zoophonics, Scholastic Book Room and MyOn, used in conjunction with Accelerated Reader, and also providing instruction using the AGSD Writing program.

This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations may include a balance of the following throughout the week;

- Students working with CKLA Core Knowledge
- Students working in the digital components (AR)
- Student reading groups (with Scholastic or MyOn)
- Student writing groups - (AGSD Writing Program)
- Students working on skills through supplementals (spelling, vocabulary, writing skills, handwriting, etc.)
- Students receiving intervention (through the core components or Sonday System)
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based reading materials

AGSD K-5 Social Studies Curriculum Overview

The social studies in the elementary grades are crucial if we expect the young people of Alaska to become active, responsible citizens. Unless children acquire the foundations of knowledge, attitudes, and skills in the early years, it is less likely that courses in later years will be successful in preparing them for citizenship in the twenty-first century. The elementary social studies curriculum introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of geography, history, culture, economics, government and citizenship, and how themes from these strands relate to children and their families, homes, schools, neighborhoods, and communities. In the early years, children develop a foundation for the entire social studies program and a beginning sense of efficacy as participating citizens. Support is provided for engaging, hands-on-exploration of themes across the strands of social studies. Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They will acquire knowledge of history to understand the present and plan for the future. Social studies at this level should provide students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments.

The curriculum materials are based on learning lab kits complete with materials, lesson ideas, suggestions for use in stations or centers, and a list of digital resources. These are also supplemented with access to quality online components for students pursuing interests or content related learning within a blended learning structure.

AGSD Social Studies curriculum is aligned with the Alaska Content Standards in Geography, Government and Citizenship, and History. This is best accomplished utilizing the Standards Alignment Worksheets for Geography, Government and Citizenship, and History.

Core Components

Social Studies Kits are scheduled in elementary classrooms around the district at the beginning of each school year. The kits are rotated so that grade level classrooms at each site (k-2, 3--5) receive kits and keep them for approximately 1 month. At the end of that time, they return the kit and receive another. Throughout the course of the school year, each grade level group will receive 1 kit each for six thematic strands of social studies (Alaska, Culture, Government/Citizenship, Economics, History, and Geography). The kits themselves are hands-on kits with accompanying lesson ideas, unit ideas, center/station ideas, and aligned online resources.

TimeLinks - TimeLinks is a textbook based social studies resource. The texts provide grade level content and assessments, are aligned with the Alaska Content Standards, and can act as a supplement to round out lessons with the Social Studies Kits.

Supplemental Components

The following resources are approved supplemental components of the K-5 Social Studies curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. Teachers needing account set-up for these programs should contact the Curriculum Director.

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Social Studies Activity Tubs: These tubs are for K-2 and 3-5 (separate tubs). They contain thematic and age appropriate activities based on the theme, such as games, puzzles, high interest books, art projects, and other activities. The tubs are available for checkout, or, based on demand, may be set on a rotating schedule, which will be posted for all K-5 teachers to see. The tubs themes are Culture, History, Geography, Government & Citizenship, and Economics.

MyOn Reading - MyOn is a digital book library, providing literature connections and social studies related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including the strands of social studies - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

180 Days of Social Studies: This series from Teacher Created Resources is a supplement to assure teachers have covered state standards as well as provided quality daily work for students. The series provides practice opportunities as well as assessment. The 180 days (one page per school day) of black and white worksheets (reproducible for classroom) cover grade-appropriate topics in each of four areas: Civics, Economics, Geography, and History. One area is covered each week. For instance, explorers (history), principles of American democracy and the Constitution (civics), major features represented on maps and globes (geography), and trade and economic independence (economics). The topics build on each other as well as being related in a general way across the year.

AGSD K-5 Science Curriculum Overview

AGSD will provide an inquiry and standards based comprehensive curriculum in life science, earth and space science, and physical science. An integral part of this curriculum is to promote an understanding of the interconnections within the sciences and the interactions among science, technology, society, and the environment.

Science instruction in every elementary classroom will model and provide opportunities for students to participate in scientific inquiry. A variety of cognitively appropriate strategies and resources will be utilized so that all students have opportunities to experience both success and challenge.

Using inquiry implies involvement that leads to understanding. The environment in every elementary science classroom will have students actively constructing knowledge by being engaged in observing, questioning, investigating, problem solving, predicting, evaluating, and communicating ideas.

Through implementation of this curriculum, AGSD will develop scientifically literate students who will learn to ask and investigate scientific questions, evaluate claims and evidence, and make responsible decisions in a rapidly changing world.

Alaska Gateway's K-5 science curriculum is hands-on, project based exploration of the sciences. The curriculum is based on comprehensive learning lab kits complete with materials and lessons. These are also supplemented with access to quality online components that provide the teacher with resources for hands-on explorations and experiments, or digital supplements for students pursuing interests or content related learning within a blended learning structure.

AGSD Science curriculum is aligned with the Next Generation Science Standards (NGSS). Teachers should also utilize the K-2 and 3-5 Scope and Sequence worksheets for curriculum mapping purposes.

Core Components

Carolina Science Kits: Carolina Science Kits are scheduled in elementary classrooms around the district at the beginning of each school year. The kits are rotated so that each grade level classroom (k-2, 3--5) receives a kit and keeps it for 3 months. At the end of that time, they return the kit and receive another. Throughout the course of the school year, each grade level group will receive 1 kit each in life, earth, and physical science. The kits themselves are hands-on kits complete with lessons, assessments, and materials for a multigrade classroom around a particular topic in the sciences. The kits are designed based on a four-stage learning cycle that is grounded in educational research and practice:

- First, students **focus** on what they already know about a topic.
- Second, students **explore** a scientific phenomenon or concept, following a well-structured sequence of classroom investigations.
- Third, students **reflect** on their observations, record them in journals, draw conclusions, and share their findings with others.
- Finally, students **apply** their learning to real-life situations and to other areas of the curriculum.

Below are links to the kits in AGSD's rotation schedule. The links will go to the most current edition of the kit, but be aware that we may have an earlier edition.

Life Science Kits K-3 - Organisms, Butterflies, Plant Growth & Development
Life Science Kits 4-6 - Animal Studies, Microworlds, Plant Experiments

Earth Science Kits K-3 - Weather, Soils, Rocks & Minerals
Earth Science Kits 4-6 - Land & Water, Ecosystems, Measuring Time

Physical Science Kits K-3 - Solids & Liquids, Changes, Chemical Tests
Physical Science Kits 4-6 - Electric Circuits, Food Chemistry, Magnets & Motors

Supplemental Components

The following resources are approved supplemental components of the K-5 Science curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. If you have not received your teacher/classroom access to the following programs, please contact the Curriculum Director.

MyOn Reading - MyOn is a digital book library, providing literature connections and science related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including science - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

Elementary - PE and Additional Programs

APPROVED CURRICULUM MATERIALS and PROGRAMS:

- K-2 and 3-5 Spark PE Curriculum
- All The Right Type
- Keyboarding Without Tears
- Handwriting Without Tears
- Action Based Learning
- Charlie Cart Curriculum (1 cart at Tok School, 1 rotating in outlying sites)

If you have additional questions please email awerly@agsd.us or sbell@agsd.us.