

Teacher introduction

Change. Students face an ever-changing world.

They tend to look at their town or village as if it will not change. What they see is a still frame in the middle of a fast paced movie that has no determined ending. In reality, they are on a continuum of accelerating change that will be altered by choices or the passive result of not making choices.

Main purpose. The main purpose of this unit is to help students understand the economy of the past and present so they can prepare for the future.

Main ideas. The main ideas of this unit are:

- Economy drives many of our actions and desires.
- Rural Alaskan economy follows economic principles, but is quite unique.
- Trends can be identified that allow estimations of future conditions.
- To plan ahead is wise. To not plan ahead begs frustration.

Each lesson follows a pattern.

- 1) **Engagement.** A suggested brief, hands-on activity that serves as a “hook” to get students interested and make the lesson real.
- 2) **Essential ideas.** One to three main ideas that summarize the lesson.
- 3) **Materials.** A list of materials needed to perform the activities in the lesson.
- 4) **Vocabulary.** A brief list of words that students might not know. The whole lesson is intentionally written to be high content, lower reading level so as many students as possible can be involved.
- 5) **Student reading.** The content. Suggestions and corrections are solicited by the author to improve the content, syntax, images etc.
- 6) **Assessment.** Two kinds of assessment.
 - a) Basic comprehension/recall questions straight out of the text.
 - b) Math, science, writing and social studies activities that cause the student to think more deeply about the essential ideas of the lesson. Student performance is scored on a rubric provided on the page below.

	Needs improvement	Adequate	Insightful	Creative & imaginative
Assessment Simple Questions	Student answers <70% of the basic comprehension/ recall questions.	Student answers all the questions, >70% correct. Student engages minimally in class activities or discussions.	Student answers questions with clear expression and drawings. Student attempts to understand how to apply questions to life in that community.	Student understands material, and creatively demonstrates ways the information has been processed and applied on a personal and community level.
Math	Student does not do the problems, and/or does not pay attention to demonstrations of the problems.	Student makes a strong effort to do the math problems, or at least pays attention to the teacher demonstration of the procedure.	Student does the math problems, >70% correct. Student attempts to self correct.	Student does math problems, self corrects, and pays attention to teacher demonstration. Student also applies the problem to situations in local community.
Science	Student makes little or no effort to understand the science concepts involved.	Student begins to understand the science concepts. Student participates in class activities.	Student understands the science concepts, and fully participates in class activities.	Student demonstrates understanding of the concepts, participates in class activities, and applies the concepts to real life situations.
Social Studies	Student does not make an effort to apply the concepts to life in the community.	Student makes an effort to look in the local community for answers.	Student applies concepts to local community, fully participates in class discussion and activities.	Student grasps the concept of continuing change and attempts to extrapolate into the future.
Writing	Student writing does not demonstrate understanding of assignment.	Student shows some understanding of the assignment, but doesn't demonstrate original thought.	Student writes a piece that shows understanding of the lesson's concepts, & demonstrates a fair degree of original thought.	Student writes a piece that shows understanding of the concepts. lesson assignment, uses creative & imaginative thought.