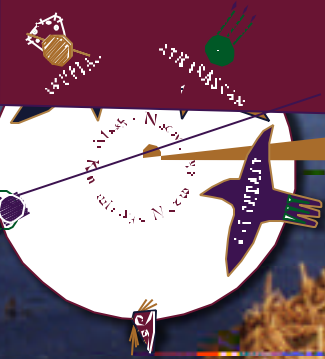




A







# Preface

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ALASKA STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS

Standard 1: Culturally Responsive Schools are places where all students are valued and respected for their individual and cultural differences.

1. Teachers and administrators create a safe and respectful environment for all students, staff, and community members.

2. Teachers and administrators create a safe and respectful environment for all students, staff, and community members.

3. Teachers and administrators create a safe and respectful environment for all students, staff, and community members.

4. Teachers and administrators create a safe and respectful environment for all students, staff, and community members.

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6. Teachers and administrators create a safe and respectful environment for all students, staff, and community members.

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8. Teachers and administrators create a safe and respectful environment for all students, staff, and community members.

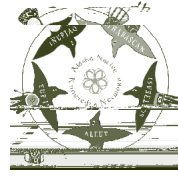
Standard 2: Culturally Responsive Schools are places where all students are valued and respected for their individual and cultural differences.

Standard 3: Culturally Responsive Schools are places where all students are valued and respected for their individual and cultural differences.

Standard 4: Culturally Responsive Schools are places where all students are valued and respected for their individual and cultural differences.



# Cultural Standards for

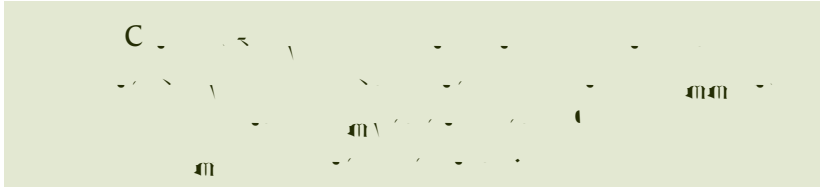


# Students

## A.

Cultural Standards for Students

1. Students will understand the role of the arts in society and the importance of cultural diversity.
2. Students will be able to identify and describe the elements of various art forms.
3. Students will be able to analyze and evaluate the quality of artistic work.
4. Students will be able to create original works of art in various media.
5. Students will be able to collaborate and work effectively in groups.
6. Students will be able to communicate their ideas and feelings through art.
7. Students will be able to understand and appreciate the cultural heritage of their community and the world.



- § 110.10 (3) (b) (ii) (B) Cultural Standards for Students:
1. Students will understand the role of the arts in society and the importance of the arts in the lives of individuals and communities.
  2. Students will understand the role of the arts in the development of the individual and the importance of the arts in the lives of individuals and communities.



# D.

Cultural standards are the foundation of the curriculum. They are the standards that define the culture of the school and the district. They are the standards that define the culture of the classroom and the learning community. They are the standards that define the culture of the individual student.

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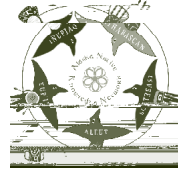


Cultural standards are the foundation of the cultural curriculum. They are the standards that define the cultural knowledge and skills that students should have. The standards are organized into five domains: Cultural Awareness, Cultural Understanding, Cultural Appreciation, Cultural Participation, and Cultural Leadership.

Standards are organized into five domains:

1. Cultural Awareness: Students should be able to identify and describe the cultural differences and similarities among various groups of people.
2. Cultural Understanding: Students should be able to understand the historical and social context of different cultures and the role of culture in society.
3. Cultural Appreciation: Students should be able to appreciate and respect the cultural contributions of different groups of people.
4. Cultural Participation: Students should be able to participate in and contribute to their own and others' cultural traditions and practices.
5. Cultural Leadership: Students should be able to take leadership roles in promoting and preserving cultural heritage and diversity.

Cultural Standards for



# Educators

Cultural Standards for Educators

Elementary Education

1. **Elementary Education** - **Standard 1: Cultural Understanding**
2. **Elementary Education** - **Standard 2: Cultural Awareness**

# B.

Cultural standards for educators are based on the following assumptions:

1. All people have the right to be treated with respect and dignity.
2. All people have the right to be treated as individuals and not as stereotypes.
3. All people have the right to be treated as equal and not as unequal.
4. All people have the right to be treated as members of their own culture and not as members of another culture.
5. All people have the right to be treated as members of their own community and not as members of another community.

Each of these assumptions is based on the following:

1. The belief that all people are created equal and have the same rights and responsibilities.
2. The belief that all people have the right to be treated as individuals and not as stereotypes.
3. The belief that all people have the right to be treated as equal and not as unequal.
4. The belief that all people have the right to be treated as members of their own culture and not as members of another culture.
5. The belief that all people have the right to be treated as members of their own community and not as members of another community.

# C.

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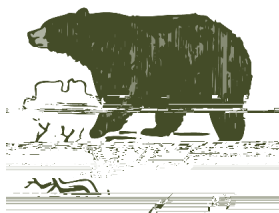
2. understand the role of the teacher in the development of the school and the community;
3. understand the role of the teacher in the development of the profession and the education system;

## D.

1. understand the role of the teacher in the development of the school and the community;
2. understand the role of the teacher in the development of the profession and the education system;

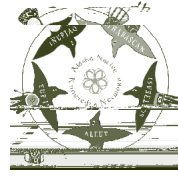
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# Cultural Standards for



# Curriculum

## A.

A. Cultural Standards for Curriculum

1. Cultural Standards for Curriculum
2. Cultural Standards for Curriculum
3. Cultural Standards for Curriculum
4. Cultural Standards for Curriculum
5. Cultural Standards for Curriculum





3. Analyze the role of the individual in society and the relationship between the individual and the community.
4. Analyze the role of the individual in society and the relationship between the individual and the community.
5. Analyze the role of the individual in society and the relationship between the individual and the community.
6. Analyze the role of the individual in society and the relationship between the individual and the community.
7. Analyze the role of the individual in society and the relationship between the individual and the community.

## D.

- A. Analyze the role of the individual in society and the relationship between the individual and the community.
1. Analyze the role of the individual in society and the relationship between the individual and the community.
  2. Analyze the role of the individual in society and the relationship between the individual and the community.

# E.

A student will be able to identify the major elements of a story.

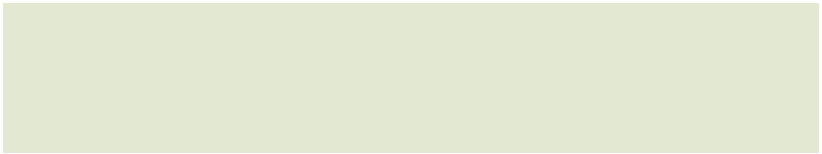
A student will be able to identify the major elements of a story:

1. setting
2. characters
3. conflict



Cultural Standards for

# Schools







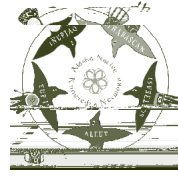
A. *Students will be able to:*

1. *Identify the main idea and supporting details of a text.*

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# Cultural Standards for



# Communities

## A.

A community is a group of people who live together and share common values, beliefs, and customs. Communities are formed by people who have a common interest or goal, and they work together to achieve it.

A community is a group of people who live together and share common values, beliefs, and customs. Communities are formed by people who have a common interest or goal, and they work together to achieve it.

1. Communities are formed by people who have a common interest or goal, and they work together to achieve it.
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## B.

A community is a group of people who live together and share common values, beliefs, and customs. Communities are formed by people who have a common interest or goal, and they work together to achieve it.

A community is a group of people who live together and share common values, beliefs, and customs. Communities are formed by people who have a common interest or goal, and they work together to achieve it.

1. Communities are formed by people who have a common interest or goal, and they work together to achieve it.

2. **C**ommunity members are able to identify and describe the cultural values, beliefs, and practices of their community and those of other communities.
3. **C**ommunity members are able to identify and describe the cultural values, beliefs, and practices of their community and those of other communities, and they are able to explain how these values, beliefs, and practices have influenced the community's history and development.
4. **C**ommunity members are able to identify and describe the cultural values, beliefs, and practices of their community and those of other communities, and they are able to explain how these values, beliefs, and practices have influenced the community's history and development, and they are able to describe the ways in which these values, beliefs, and practices have been passed on to future generations.
5. **C**ommunity members are able to identify and describe the cultural values, beliefs, and practices of their community and those of other communities, and they are able to explain how these values, beliefs, and practices have influenced the community's history and development, and they are able to describe the ways in which these values, beliefs, and practices have been passed on to future generations, and they are able to describe the ways in which these values, beliefs, and practices have influenced the community's identity and sense of place.

# C.

A community member is able to identify and describe the cultural values, beliefs, and practices of their community and those of other communities, and they are able to explain how these values, beliefs, and practices have influenced the community's history and development.

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