How long have you taught social	Do you know about LD 291 the 2001 Act Requiring Wabanaki Studies?	If yes, how did you hear about the law?	Additional comments (if you heard about the law through a media outlet, please type the name below).	Do you feel you are meeting the requirements of the law?	What barriers are in the way of being able to meet the requirements of the law?	Additional comments, clarifications, or questions
25-30 years	No			1	I don't see the relevance or importance of teaching Wabanaki Studies.	
5-10 years	Yes	I heard about it from the social studies department head, Graduate course in Maine history.		5		
15-20 years	No			1	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources, I am not sure how to design Wabanaki Studies related resources, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
20-25 years		I read about it in the newspaper or another media outlet (please specify the forum in the additional comments box)		1	I do not have time to teach Wabanaki Studies related content.	Social studies is always under pressure to add more content to our courses. It is overwhelming. The district does not support our work with adequate staffing and resources. There are a number of state required areas that fall under social studies but have not been taught due to lack of resources.
20-25 years	Yes	I heard about it from the social studies department head, I heard about it from a colleague in my building, heard about it during a PPS course or Community of Learners event, I heard about it in a non-PPS course I took for recertification, I read about it in the newspaper or another media outlet (please specify the forum in the additional comments box), I heard about it as an ETEP Mentor	We also have had the Wabanaki Resource book since I have been here.	3	I do include Wabanaki Studies in Sociology, Religion and Modern World History Classes. These are lessons included in a wider unit (for example, Race and Ethnicity unit in Sociology and Imperialism and Civil Rights Units in History.	
20-25 years	No	Wentor		3	The Wabanaki Nation is one of many minority groups that I will be covering this year.	
15-20 years	Yes	I heard about it during a PPS course or Community of Learners event, I heard about it in a non-PPS course I		2	I do not have time to teach Wabanaki Studies related content., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	Newly arrived immigrants need an overview of Native American studies in general. They generally are not aware that there
20-25 years	Yes	I heard about it from a colleague in my building		3	I do not have time to teach Wabanaki Studies related content.	, , ,
10-15 years	Yes		Race in the US Portland cass	1	Another teacher is teaching that content	
5-10 years	Yes	I don't remember		2	I know little or nothing about Wabanaki history, people, or culture., I don't know where to look for Wabanaki Studies related resources., I am not sure how to evaluate the accuracy of the resources I find online, in the library, or elsewhere. I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
0-5 years	Yes	I heard about it in my teacher education program, I heard about it from a colleague in my building, I heard about it during a PPS course or Community of Learners event		4	I do not have time to teach Wabanaki Studies related content., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	I teach Wabanaki history and culture in my curriculum, but feel like I could use more time to teach it. I also connect it to my broader curriculum, but would like support in strengthening the connection between Wabanaki studies and the broader
20-25 years	Yes	Maine DOE		4	I am doing ok with this but, at least at Deering, we need two full semesters for US history!	
25-30 years	Yes	I heard about it from the social studies department		3	Fitting into a cohesive unit and not just creating a stand alone unit.	
10-15 years	Yes	I don't remember how I heard of it.		1	I know little or nothing about Wabanaki history, people, or culture., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
25-30 years	Yes	I heard about it from the social studies department head, I heard about it from a colleague in my building, I heard about it during a PPS course or Community of Learners event		1	I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	When I taught Early US history I did read Women of the Dawn with students. My current history course is 1900-now and I don't have a ready resource for contemporary Wabanaki studies
0-5 years	Yes	I heard about it in my teacher education program, I heard about it during a PPS course or Community of Learners event, I read about it in the newspaper or another media outlet (please specify the forum in the additional comments box), It was in the Press Herald recently		3	I know little or nothing about Wabanaki history, people, or culture. I don't know where to look for Wabanaki Studies related resources., I am not sure how to evaluate the accuracy of the resources i find online, in the library, or elsewhere., I have recently found out how to evaluate, but that was a barrier prior.	
15-20 years	Yes	I heard about it from a colleague in my building		2	I don't know where to look for Wabanaki Studies related resources., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
0-5 years	Yes	I just learned of it today from Fiona.		1	I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
10-15 years	Yes	I heard about it in my teacher education program		1	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
10-15 years	Yes	I heard about it from a colleague in my building		1	I know little or nothing about Wabanaki history, people, or culture, I do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	
10-15 years	Yes	I don't remember.	I know there is a law that we have to teach Wabanaki stuff, but I don't know if it says anything else, and if it does, what it says.	2	I know little or nothing about Wabanaki history, people, or culture.	
0-5 years	Yes	Heard about it from my first teaching position in Maine.		4	I know little or nothing about Wabanaki history, people, or culture.	Coming from the Midwest my knowledge of the Wabanaki is rather limited.
5-10 years	Yes	Fiona's race class		3	I know little or nothing about Wabanaki history, people, or culture., I worry about getting it wrong	
0-5 years	Yes	I heard about it from a colleague in my building		1	I do not have time to teach Wabanaki Studies related content.	
0-5 years	Yes	I heard about it during a PPS course or Community of Learners event		3	I know little or nothing about Wabanaki history, people, or culture., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	I absolutely want to know so much more!
10-15 years	Yes	I heard about it in a non-PPS course I took for recertification, I read about it in the newspaper or another media outlet (please specify the forum in the additional comments box)		3		
15-20 years	Yes	I heard about it from a colleague in my building		1	I do not have time to teach Wabanaki Studies related content.	
20-25 years	Yes	I heard about it in my teacher education program		3		
10-15 years	Yes	I heard about it in my teacher education program	I've nibbled on the edges of this and plan to do a lo more. I feel strongly about meeting this requirement.	t 2	I know little or nothing about Wabanaki history, people, or culture., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum., think we need to be held accountable for teaching this.	

	I heard about it from the social studies department head	3		
15-20 years	I heard about it from the social studies department head, I heard about it in a non-PPS course I took for recertification		I know little or nothing about Wabanaki history, people, or culture, I do not have time to teach Wabanaki Studies related content., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	

# Social Studies Update

April 8, 2019

## Agenda

- Introductions and Announcements
- Social Studies Survey Results
- Wabanaki Studies and Native Studies Update
- Plans for 2019-2020

## Social Studies Learning Progression from 2000ish

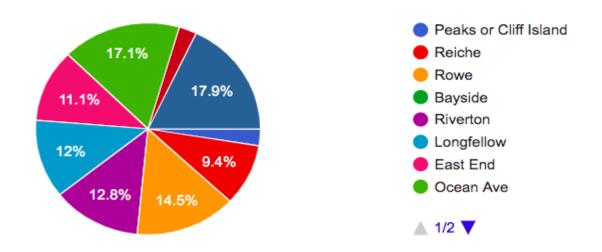
K-2: Neighborhoods and Communities (defining them, mapping them, learning basic geography and civics terms that supported defining and mapping communities)

- 3: The City of Portland (history, landmarks, architecture. leaders, etc)
- 4: The State of Maine (history, geography, economics, government, Indigenous People)
- 5: Early US History: The 13 colonies, American Revolution, US Government, Geography, Slavery, Westward Expansion
- 6: World Geography and Cultures
- 7. Ancient Civilizations: Sumer, Egypt, Greece, Rome, Muslim World, Middle Ages
- 8: Early US History: 13 Colonies through Reconstruction
- 9: World Civilizations: Sumer through the French Revolution
- 10: Early US History: 13 Colonies through Gilded Age
- 11: Modern US and World: Imperialism through Present Day

## K-5 Survey Results Summary

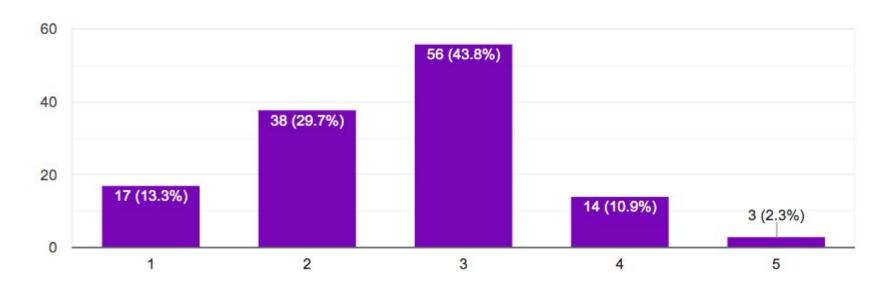
## Response Breakdown

Responses from all grade levels, K-5, and across all schools (133 responses)



#### **Social Studies Content Covered**

1 = 1 am not able to cover SS content, 5 = I am able to cover 5-6 units

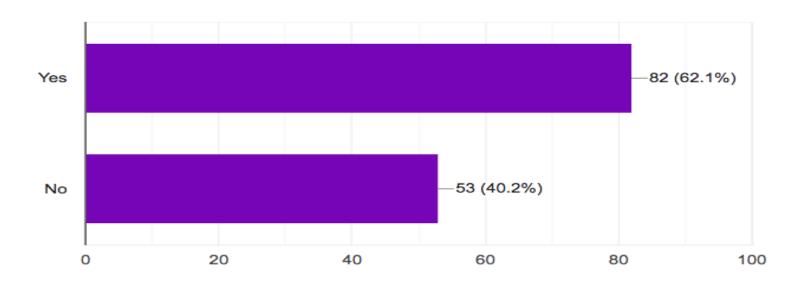


#### **Additional Notes**

- Though the bulk of elementary school teachers do not hold a BA in history, over ⅓ report having taken undergraduate courses in history and more than half have taken a social studies methods course.
- Another ⅔ report having a personal interest in social studies content.
- Teachers' additional comments reflect a desire to teach more social studies and a frustration at not having time or resources to do so.
- Many comments expressed a desire for district leadership in the area of elementary social studies.

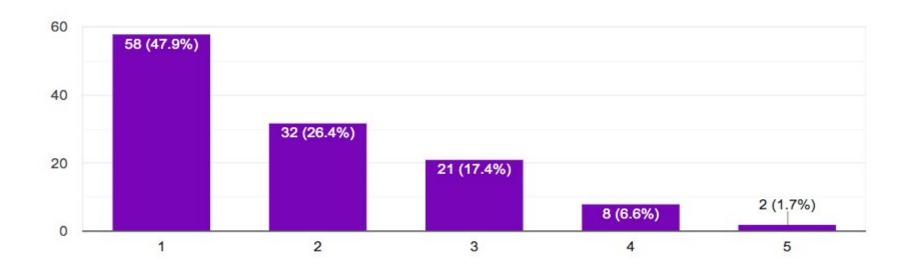
## LD 291: An Act Requiring Wabanaki Studies

Do you know about LD 291?



## LD 291

Do you feel you are meeting the requirements of the law? (1 = no, 5 = yes)

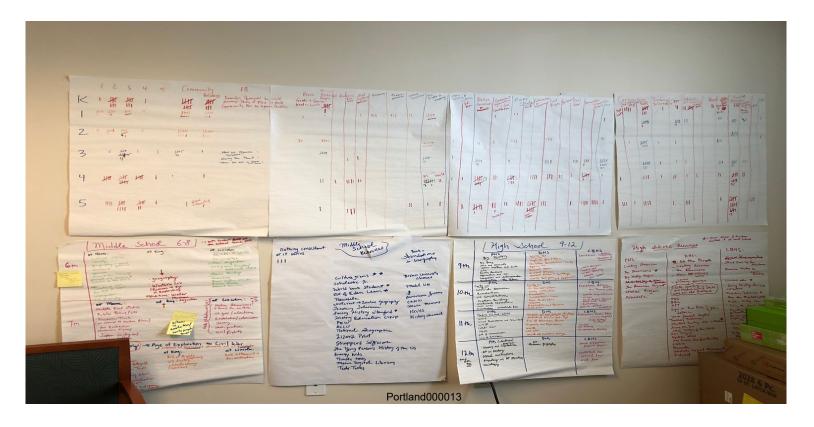


#### **Additional Notes**

- The majority of respondents named knowing little or nothing about Wabanaki Studies and not being sure how to design a Wabanaki Studies unit as the two major barriers they face.

 Not having time and not knowing where to look for or how to evaluate resources were also named as barriers.

## K-5 Social Studies Topics



## Major Themes Across K-5

K - 2

Holidays

Community (school or neighborhood)

Culture (homes, transportation,

resources)

Geography and Mapping

Historical People Storytelling

Portland000014

Westward Expansion

Early US history

Revolutionary War

3 - 5

**Portland** 

Maine

events

geography

immigration

current

Civil War

#### K-5 Resources

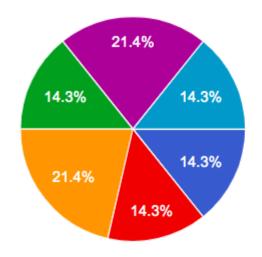
 The vast majority of respondents listed "my own resources," books, and websites as their curriculum resources.

- Some listed specific websites, such as Time for Kids, Scholastic, etc)

## 6 - 12 Survey Results

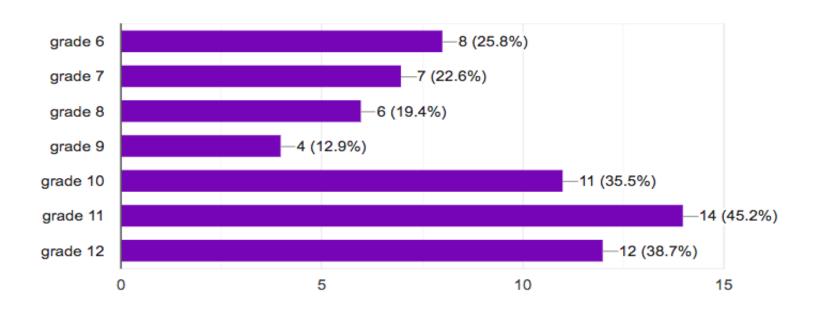
## Response Breakdown

#### 31 responses

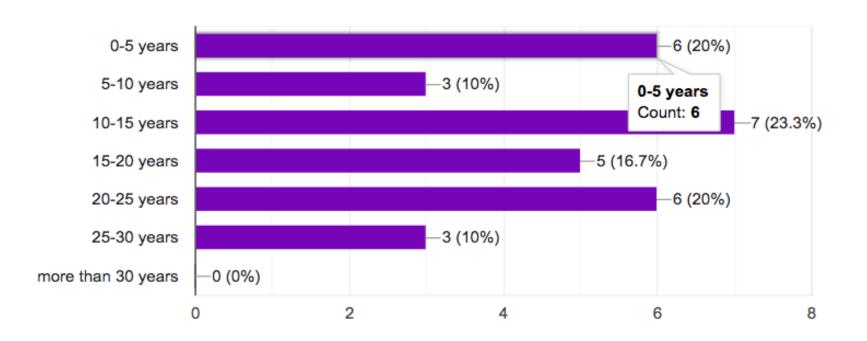


- Casco Bay
- Deering High School
- Portland High School
- Lincoln Middle School
- Lyman Moore Middle School
- King Middle School
- PATHS
- Bayside

## Responses by Grade Level



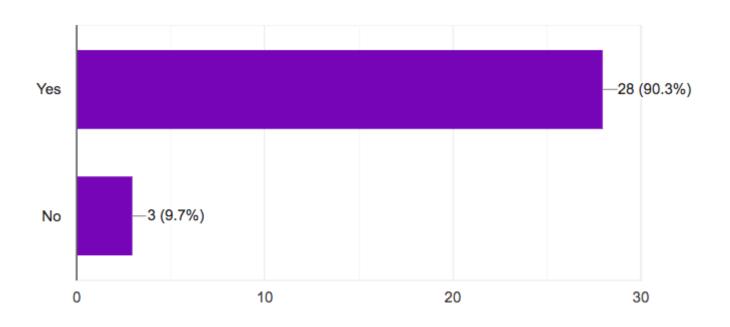
## Number of Years Teaching Social Studies



#### **Additional Notes**

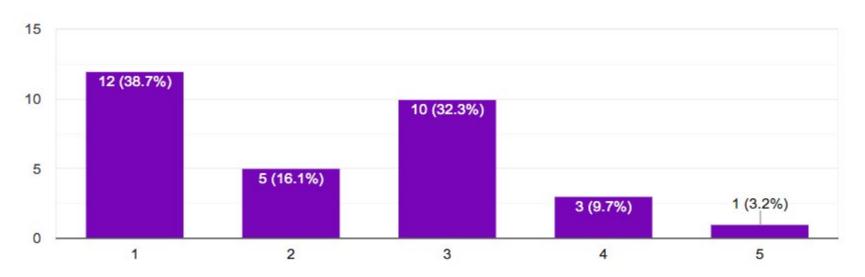
- 26 of 31 respondents have a BA in history, have an MA in history, or are working toward an MA history. Wow!

## LD 291: An Act Requiring Wabanaki Studies



## LD 291

Do you feel you are meeting the requirements of the law?



#### **Additional Notes**

- Respondents identified not knowing anything about Wabanaki Studies and being unsure of how to integrate Wabanaki Studies into their broader curriculum as the major barriers to meeting the requirements of LD 291.

 Fewer respondents identified not having time or not knowing where to look for resources as barriers.

## 6-8 Social Studies Units

6th grade	7th grade
Cultural studies and identity	Middle east study
Geography	Public policy/UN
Election	Africa (pre-colonial to modern)
Speeches	Art restitution
Ancient civilizations/ancient and modern	Japan: history and culture
wonders of the world	Early US History (colonization and slavery)
Immigration/Human migration (expedition)	Immigration
Research skills	Portland000024

Civil rights

#### 6-8 Social Studies Units Covered

#### 8th grade

US geography

Early US History through Civil War Ear

Bill of Rights Expedition

Climate Change Expedition

#### 6-8 Resources

- Many people listed teaching/curriculum websites (Teaching Tolerance, Facing History, Out of Eden, Choices, World Book Student, etc)
- Many people also listed news or history related sites (Newslea, National Geographic, History Channel, Young Person's History of the US, Lizard Print, PEW, American Journey, CNN10, etc.)
- Others listed geography sites or books (Zombie Geography, National Geographic, Foundations in Geography)

#### 9-12

**9th** - World Civilizations (DHS), Big History (PHS) Building Community and Questions of Conscience (CBHS)

**10th** - *Early US History* (PHS and DHS) Africa Rising and Arc Toward Justice (CBHS)

**11th** - *Modern US and World History* (PHS and DHS) Public Policy and Oral History Theater (CBHS)

12th - electives (PHS and DHS) Expert Paper (CBHS)

#### 9-12 Resources

- Many teachers listed specific curricula, books, or textbooks, such as Big History Project, Creating America, We the People, Facing the Lion, New Visions, and The Americans.
- Many teachers also listed curriculum and news websites such as Choices,
   Teaching Tolerance, Facing History and Ourselves, Scholastic Upfront
   Magazine, CNN10, Newsela, BBC, NYT, and PBS.
- Many high school teachers also listed films as curricular resources

# Realigning and Reshaping Curriculum Through Wabanaki Studies and Native Studies

## Curriculum Development Process

#### **Decolonization**

- Collaboration
- Privileging of Indigenous Voices
- Truth Telling

#### **PPS Process**

- Tribal Leaders Advisory
   Group
- Wabanaki Studies
   Commision Report from 2002
- Teacher PD
- Resources by Indigenous Peoples

## Wabanaki Studies Curriculum Map

#### **Guiding Principle**

The landscape and natural environment are sources of knowledge. Gaining knowledge from the environment and landscape (land, forests, rivers, animals, weather, etc) is critical for understanding cultures, conflicts, and societies of the past and present.

## From the 2002 Commission Report . . .

- A.) Who Are the Wabanaki People?
- B.) Wabanaki Tribal Territories
- C.) Maine Tribal Governments and Political Systems
- D.) Wabanaki Economic Systems
- E.) Experiences of Wabanaki People Throughout History
- F.) Wabanaki Cultural Systems

## Wabanaki Curriculum Map

#### Color Coding

Wabanaki Studies and Native Studies--for the purpose of social studies--are broken into three major components:

- Building Awareness and Respect includes natural history, geography, pre-contact culture, economics, and government
- Understanding Dispossession and Survival includes Indigenous perspective on and experiences in the period from The Age of Exploration through the Great Depression
- 3. Identifying Contemporary Contributions and Challenges includes Indigenous perspective on and experiences from World War II through today

## Wabanaki Studies Curriculum Map

A view of the curriculum map, K-12, by color coding only

## PreK - 5

Grade Level	preK-2	3rd	4th	5th
Major Emphasis	Developing observation and awareness of environment	Developing awareness of the geography and ecosystems of the Presumpscot Watershed	Developing awareness of the topography, geology, geography, and ecosystems of Maine	Developing awareness of the topography, geology, geography, and ecosystems of the United States
Areas of Focus	Past and continued existence of Wabanaki Peoples and other Indigenous Peoples	Experiences of Wabanaki peoples of Southern Maine, pre and post contact	Experiences of Wabanaki peoples of Maine, pre and post contact	Experiences of Wabanaki Peoples and Indigenous Peoples of North America, pre and post contact
	A, B, and F	A, B, E, F (some C and D)	A-F, emphasis on C and D	A-F, emphasis on C and D
Social Studies Topics Covered	Holidays (Indigenous Peoples' Day and Thanksgiving) Community (School and Neighborhood)	Portland History Immigration	Maine Study Immigration	US Region Study Revolutionary War Westward Expansion Civil War Civil Rights Movement
	Historical People	Portland000035		
	Storytelling (*see note!)			

## 6 - 8

Grade level	6th	7th	8th
Major Emphasis	Developing awareness of the topography, geology, geography, and ecosystems of ancient societies	Developing Awareness of the topography, geology, geography, and ecosystems of world civilizations	Continued Awareness and Understanding of the topography, geology, geography, and ecosystems of Maine, New England, and the early colonies of the USA
Areas of Focus	Early peoples and ancient societies with a focus on Indigenous peoples of the Americas	World civilizations with some focus on Indigenous peoples in Maine and across the globe	Inclusion of the perspectives and experiences of Wabanaki and other Native Peoples in the colonization and development of the US
Social Studies Topics Covered that relate to Wabanaki Studies and Native Studies	Cultural studies and identity  Ancient civilizations  Immigration	UN and Public Policy Pre-colonial to Modern Africa Art Restitution	Colonial America Revolutionary War Westward Expansion Civil War Constitution
	Re-Wilding Deering Oaks Park Expedition at the EL middle Portla	Human Migration Expedition at	Bill of Rights  Climate Change Expedition at the EL middle school

# 9 -12

	9th	10th	11th	12th
Major Emphasis	Developing and understanding of the relationship between environment and history	Deepening understanding of the relationship between environment and history	Deepening understanding of the relationship between environment and history	Refining understanding of relationship between environment, history, and contemporary issues
Areas of Focus and Guiding Questions	Indigenous peoples of the globe	Doctrine of Discovery  Treaties of colonial	Land Claims Settlement Act of 1980	
	Doctrine of Discovery	American and the Maritimes	Indian Law	
	What is the relationship	Scalp Proclamations	Contemporary struggles	
	between Indigenous peoples and their homelands? How does it differ from non-Indigenous people?	What is the relationship between genocide and land?	Do Native Americans have the full rights of US Citizens?	
Courses Offered	World Civilizations	Early US History Portland0000637	Modern US and World History	Elective courses

# Plans for 2019-2020

- Focus will be on design and planning for implementation
- Continued teacher PD (funding dependant)
- Tie into equity team work
- Continued collaboration with tribal leaders (2 large meetings per year)
- Continued outreach and work with Indigenous families in PPS
- Development of Teacher Advisory Committee for preK-5 and 6-12 (sign up today!!)

Timestamp	Where do you teach?	What grade level's do you teach? Check all that apply.	Do you teach social studies	Additional comments, clarifications, or questions	Do you know about the 2001 law regarding the teaching of Native American history and culture?	What's your social studies background? Check all that apply.	If you teach social studies, what topics do you cover in a given year? For about how many weeks? If this information lives in team document, plasse link it one below, share it is poople drive email to hoppedigoorilandschools, or let me know the name of the person who I can get it from. Otherwise you can type a list of topics below. Thank you!	If you teach social studies, what resources do you use? List test s, books, periodicals, websites, or other curricular resources you use regularly	Additional comments, clarifications, or questions	If yes, how did you hea about the law?	r Additional comments (if you heard about the	Do you feel you are meeting the requirements of the law?	What barriers are in the way of being able to fulfill (and exceed) the requirements of the 2001 law? Check all that apply.	Additional comments, clarifications, or questions	
			content?		American Natory and culture?		team document, please link it to me below, share it in google drive email it to hoppet@portlandschools, or let me know the name of	<ul> <li>books, periodicals, websites, or other curricular resources you use regularly</li> </ul>			ar Additional comments (if you heard about the law through a media outlet, please type the name below).				
							the person who I can get it from. Otherwise you can type a list of topics below. Thank you!				name below).				
CONTROL INCOMES	Paralle or CMI laboral	Control I													
12/32010 13/00/33	Peak G Cili IIIIIG	ULLU V	ľ			I have complied several undergraduate classes in the areas of history, peopphyl, economics, openment or antiropology, I am televasted in history, peopphyl, economics, government, and/or antiropology and have educated mycell frough electancy reading, travel, and independent study, I am interested in history, peoppatyl, economics, government, and antiropology, though I don't have much time to pursue my interest.	This my first year all this achool (and shale) and I know there are standards for fourth grade but I've been given zero resources from our achool leaderships for records and work in EAV, I've asked about beginning it implement aswers! I there but asses life follow up. I stated doing 1 on my consumption of the standard party achool and party for the charter Party Teachers and other bashbers laught onto in Manacolo and Li houses, such that but of the but of the chart party and the standard party and th	to	The abox comment is me saying (and kind of half-senling), if there are any arbods who would be willing is hard booth grade such distinct curriculars I would LOW TO HAVE IT FILED My bids to the send to the send of the time of the send is least to kind, by the send to the send of the				Moved to Maine this summer and my achool leadership has given us zero information about curriculum requirements saide from the district moving towards standed based learning (and even to see dethic frish the PD). I leach based off ship the Impact to the Impact of the Impact to Impact t		
						anthropology and have educated myself through extensive reading, travel, and independent study, I am interested in history, geography,	implement several times but seen little follow up. I started doing it on my own using Liberty's Kids and plans from Teachers Pay Teachers and	y	need these kinds of lessons in their tives and I want to bring it to them. It would be arracing if we could pool resources as a district				based off what I learned in Massachusetts, plus what I learned in grad school and my own research of the standards.		
						economics, government, and anthropology, though I don't have much time to pursue my interest.	other teachers I taught with in Massachusetts. However, with the lack of support across the board in our school, its just too much for me to plan		and create Social Studies curriculum through a lens of diversity and equity that would exist and be taught across school lines.						
							every single subject from levels A-Z for my kids across the board and I had to drop it.	'							
12/5/2018 15:10:45	Peaks or Ciff Island	Kindergarten	2		Yes	I have a master's degree, or am working toward a master's degree, in history, geography, economics, government, or anthropology.	There appears to be no social studies curriculum expectations at this school, so that its unforkmate and strange and I am making it up as I go 50 far I have been backling the concept of community, in terms of my adulents as members of our classroom community, community halpers (in our classroom, achool and on the latent) etc.	I lose and am inspired by Teaching o. Tolerance's critine and printed resources. In terms of classroom community, I use some Responsive Classroom-related resources.	I'm glad that you are looking into this because I think there should be more expectations in this area.	The newspaper!			This is embarrassing but you have reminded me of this for the first time this year. Despite me asking several times this year about curricular espectations, no one has verbalized this espectation, offered resources, planning time etc.		
							So far I have been tacking the concept of community, in terms of my students as members of our classroom community, community helpers	In terms of classroom community, I use some Responsive Classroom-related					no one has verbalized this espectation, offered resources, planning time etc.		
							(in our classroom, achool and on the island) etc.	PRIOUPCES.							
12/5/2018 15:18:51	Peaks or Clff Island	Grade 1, Grade 2, Grade 3	1		No	These completed several undergraduate classes in the aneas of history, geography, economics, government, or antiropology, I have completed a social studies leaching methods or equivalent course, I am interested in history, geography, economics, government, and antiropology, though I don't have much time to pursue my interest	Out TRL, with one The tast free years that a fixed on controllarly aspectively the years of the fixed series above as an extravely aspectively the years of the fixed series desired as a fixed series of the years of years of the years of the years of years	nd Decause of our specially-designed	With this year's lack of human resources and follow-through we are				I don't know where to look for Webenski Studies related resources, I am not were how be exhalse the accuracy of the resources if find online, in the library, or desember, the not baught the same gradulicitas thoray war to year and i shoppils to know how to design unless that field accessible across several gradu- lisms thought.		
						history, geography, economics, government, or anthropology, I have completed a social studies teaching methods or equivalent course, I	specifically the impact that this science has on our community: RPResolution (Reduce, Reuse, Recycle evolution) (Fall 2016): This	nd Because of our specially-designed projects we cobbled together most of our own resources from many sources including National Geographic, NPR, Portland Press Herald, NewsELA, etc.	With this year's lack of human resources and follow-through we are unable to plan and essouls a number of our curricular espectations, rackding social stakes. For the last three years our school has been a PEL school, diving deep into social studies and solence— based unities and integrating math, sending and writing, but with new leadership, this model has fallen by the weighted and with it has go any knowledge of what we should be dedge and/or how we should be any knowledge of what we should be				sure how to evaluate the accuracy of the resources I find online, in the library, or elsewhere, I've not taught the same grade/class from year to year and I		
						an insessed in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest	project cummassed in each or our 3 cassarcoms decuting functional implements to help our school to reduce waste. Clean Plate (Winter	Portland Press Herald, NewsELA, etc.	based unites and integrating math, reading and writing, but with nex				struggle to know how to delegit under that need accessable across several grade- levels, from K-3.		
							qualifies as healthy food and why and by the end of the unit, were able to sensor our assential reseation. "How you arrisons halo us make		any knowledge of what we should be doing and/or how we should be						
							healthy food choices?" Homegrown Heroes (Spring 2017): Our students learned about the importance of impains where our food comes from	h							
							the local food system versus the industrial system. "Why does it matter where our food comes from?" Digging Through History (Fall 2017 &								
							Winter Spring 2018: This project focused on farming in Maine and aimed to teach students about the resources different communities have								
							new knowledge and skills to help us solve the food production problems.								
12/12/2018 14:16:15	Longfellow	Grade 1, Grade 2					on our same and more specinically, in our school yard.						I do not have time to teach Wabanaki Studies related content.		
	Liighton .	0.000 1, 0.000 2	ľ			I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.									
12/12/2018 14:17:11	Longfellow	Grade 1, Grade 2	1		Yes	I have completed a social studies teaching methods or equivalent rounse.				I read about it in the newspaper or another	Portland Press Herald maybe online		I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related recurrors. I am not sure how to I would like to know if I am covering the topic adequately. What are the targeto?		
12/12/2018 14:23:37	Ocean Ave	Grade 3	3		Yes	I have completed a social studies teaching methods or equivalent	TRANSDISCIPLINARY THEME: Now We Organize Ourselves Theme			another district	,		I would like to know if I am covering the topic adequately. What are the targets?		
			l	l	l	I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and/or anthropology and have educated myself through estimate reading, travel, and independent study.	TRANSCRIPT, UNIVEY THEME: New We Opposes Chrankes Theme we give me for commenter CERTIFIC LIGHT. Or right an otitions are regimen and commenter CERTIFIC LIGHT. Or right an otitions are presented by reproposally as had alread an extension, and an application proposal programment of the second commenter of the CERTIFIC LIGHT. Or report of the commenter of the second commenter of the commenter of the study enterior theory of the commenter of the second commenter of the second commenter of the STATES. VIETNETS were STATES IN PLACE AND THE PRIME Description. The STATES IN STATES WERE AND	.1	1	1	1				
			l	l	l		level. TRANSDISCIPLINARY THEME: SHARING THE PLANET Theme Descriptor: Peace and conflict resolution CENTRAL IDEA: The need to		1		1				
			l	1	l	1	share limited resources can cause conflict among communities and shape relationships. (Unequal access to limited resources in a		1	1	1				
			l	l	l	1	community can create imbalance and inequity.) TRANSCISCIPLINARY THEME: WHERE WE ARE IN PLACE AND TIME Theme Descriptor.	*	1		1				
			l	l	l	1	Orientation into time and place CENTRAL IDEA: Interactions between emironment, cultures and peoples change communities over time.		1		1				
12/12/2018 14:24:41		Grade 2	3		No	I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology.	We talk about heroes and this incompasses a great number of famous historical indistribute.			<b>1</b>			I know little or nothing about Wabanaki history, people, or culture, I don't know about in look for Wabanaki Khutlas salahut		
			l	1	l	, , , , , , , , , , , , , , , , , , ,			1	1	1		evaluate the accuracy of the resources I find online, in the library, or elementure. I do not have time to teach Waterask Studies related revolunt.		
						1			1				I know little or nothing about Walkensik history, people, or culture, I don't know where is look for Walkensik Studies related resources, I am not are how to exaliste the accuracy of the resources fill ord ordins, in the little, in exhauster than accuracy of the resources fill ord ordins, in the little, in shadow the control of the studies of the studies related context. An act sure both to being historiantic Studies related context, and and some lost or controllars or Three little or nothing about Walkensik history, people, or culture.		
12/12/2018 14:26:17	Ocean Ave	Kindergarten	4		No	I have completed several undergraduate classes in the areas of history, secondarly, economics, soverment, or arthropology.							I know little or nothing about Wabanaki history, people, or culture.		
12/12/2018 14:20:43	Ocean Ave	Grade 1	3		No	Hallow, geography, economics, government, or anthropology.  I are interested in history, geography, economics, government, and/or anthropology and have educated myself brough estensive reading hasel and independent study.  I have completed a social studies teaching methods or equivalent course.	Unit on group and incluidual choices impacting others Unit on homes around the world						I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources., I do not have time to teach Wabanaki Studies related content. I am not sure how to desion Wabanaki.		
12/12/2018 14:20:44	Ocean Ave	Control 1			v	reading travel, and independent study.	Unit on transportation avalents Watanaki Studies, Revolutionary War			Ubout doct the fire			teach Wabanaki Studies related content. I am not sure how to design Wabanaki		
12/12/2018 14:27:54	Orean Aire	Grade 5	-		Yes	Course  Law interested in history necessarily encountry coverned	Moration, Delovers, Societies, Self Reflection, some current events	Flocabulary, NEWSELA		principal, assistant			I am not sure how to evaluate the accuracy of the resources I find online, in the Strary, or elesswhere, I do not have time to teach Wabanaki Studies related I do not have time to teach Wabanaki Studies related content.		
	CLEAN PAIN		ľ			and/or anthropology and have educated myself through extensive reading travel and independent study	mgano, aquan, summa, sa reacut, ana curentera	rocasany, nervous		I was educated about the law by my school district at the time			1 SO ILL HAVE BIRE D MINUT YEAR BOO SHADER HARRING COTTON.		
12/12/2018 14:28:07	Ocean Ave	Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	3	I teach culture and geography of the Spanish- speaking world.	Yes	cones.  I are interested in history, geography, economics, government, and/or arthropology and succeeding regular large destination and antisposition grant destination and assessment has a succeeding a succeeding and antisposition and antisposition and antisposition and history, geography, economics, government, or antisposition; I am completed a social studies lastering methods or equilated course. I am interested in history, geography, economics, government, and on whether other productions are produced from the complete and antisposition and the education of years frough government, and/or antisposition grant education of years frough government, and/or antisposition grant education of years frough government.				I heard about it during m PPS new teacher	v		I am a Spanish teacher.		
				speaking world.		have completed a social studies teaching methods or equivalent course., I am interested in history, geography, economics,				orientation					
						government, and/or anthropology and have educated myself through elemants resided, treat, and independent skelp.  These is bachalot's degree might in history, geography, economics, government, or enthropology. These completed as circle skeldes searching methods or equivalent corese, I am interested in history, peography, seconomics, government, and/or anthropology and hase adscalled myself through estensive reading, travel, and independent seconomics.									
12/12/2018 14:28:33	Ocean Ave	Grade 2	2	I am new this year. I believe we cover social studies during a 5 week IS unit on Heroes in the Spring. Other than this, I by to interject it in	No	I have a bachelor's degree major in history, geography, economics, government, or anthropology., I have completed a social studies	6 weeks for a Heroes Unit in the spring. We study heroes throughout history and to the present day.	Primarily biographies.	I would like to incorporate social studies throughout the year.				I do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.		
				during a 5 week IS unit on Heroes in the Spring. Other		teaching methods or equivalent course. I am interested in history, geography, economics, government, and/or anthropology and have							broader curriculum.		
2010000000000000	Orana dan	National Code I Code		discussions here and there.											
12/12/2018 14:28:54	Ocean Ave	Grade 4	3	TATISMINAL MALINI AL	Yes	I have completed sewaral undergraduate classes in the areas of habitary, separately, economics, government, or anthropology, I in common a proper property of the common and the common and common a law threated in history, opengraphy, economics, government, and/or anthropology and have educated may all threaten elementary reading, sexual and independent study, I am interest in habitary, separately, economics, government, and earthropology, Society for the sexual here to present my pleases.	Economics, Resolutionary War- Various Perspectives	Ubrary, Maine Halorical Society, Technology, Field Trips (Straeberry Banke & Maine State Museum) Lucy Calkins-Reading & Writing Uhits.		I heard about it from the principal, assistant principal, or building	Newspaper		2 I know little or nothing about Wabanald history, people, or culture, I do not have time to leach Wabanald Studies related content, I am not sure how to design Wabanald Studies related lessons or units so they fit with my broader		
						have completed a social studies teaching methods or equivalent		Banks & Maine State Museum) Lucy		principal, or building			Wabanaki Studies related lessons or units so they fit with my broader		
						government, and/or anthropology and have educated myself through extensive reading, travel, and independent study. I am interested in				I read about it in the newspaper or another					
						history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.				curriculum leader/coach i read about it in the newspaper or another media outlet (please specify the forum in the					
12/12/2018 14:29:36	Ocean Ave	Kindergarten	3		No	I am interested in history, geography, economics, government, and	Kindergaden IS Units include: Families throughout the World; Journeys A study of places in the world; Community - How we organize ourselves	s - Scholastic Let's Find Out Magazine;		and distance of the last			I know little or nothing about Wabanaki history, people, or culture, I do not have time to teach Wabanaki Studies related content.		
							A study of praces in the world; Community - How we organize oursewes	focus on who we are in the world (familie					time to Mach Walcarake Studies reased content.		
12/12/2018 14:29:55	Ocean Ave	Grade 5	2	We cover 3 well planned units (explorers, colonies,	No	I have completed a social studies teaching methods or equivalent course.	Our units last approximately 6 weeks	Newsels, commonlit.org, websearches, TPT					I do not have time to teach Wabanaki Studies related content.	This is not part of our current studies. I am not sure if it is covered in a different grade lessi.	
				we cour 3 was panned units (epioners, colories, regration, government, accleties, western expansion). Many of these are combined into 1 unit.											
				espansion). Many of these are combined into 1 unit.											
12/12/2018 14:30:02	Ocean Ave		5	Wa keech 1 sansraks unik	Yes	I have completed a social studies teaching methods or equivalent				can't remember					
						I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and/or anthropology and have educated myself through estensive reading, travel, and independent study.									
12/12/2018 14:30:30	Ocean Ave	Grade 1	3	l love our units and think	Yes	I have completed a social studies teaching methods or equivalent	transportation/systems, community, homes, needs and wants	our IS units. I would like an actual social	I would love an across the district social studies Scope and Sequence. Or a link to the Maine Learning Results social studies standards - they've hard to find	I heard about it during a			I know little or nothing about Wabanaki history, people, or culture, I do not have time to teach Wabanaki Studies related content.		
			l	I love our units and think they're prefit great! They could use some things adde in like Wabanik Studies, but overall good. However I still don't have enough time to each seach them as well as I feel like I shouth- math takes up all of my time	l	course.		our IS units. I would like an actual social studies cunfoulum though that our IS units can then be balloned around. I don't feel like hey'ne comprehensive enough o social studies standards.	sequence. or a link to the Maine Learning Results social studies standards - they're hard to find	I heard about it during a PPS course or Community of Learners exert, None of my coursework mentioned it that I remember - but the librarian at my achool during spring seacher internably talead about during my time at the colonia.	1		sme to seach waternaki Studies related content.		
			l	overall good. However I still don't have enough time !~	l	1		social studies standards.	1	coursework mentioned it that I remember - but the	:1				
			l	even teach them as well as I feel like I should- math takes	l	1			1	Strarian at my school during spring teacher	1				
			l	up all of my time	l	1			1	internable talked about it during my time at the	1				
12/12/2018 14:30:37	Ocean Aire	Grade 4, Grade 5	2	As an ELL teacher, I suppor	Yes	I have a bachelor's degree major in history, geography, economics,		PEACH books (gr. 3 and 4); Readworks; Newsels; TPT; picture books	My work with social studies content wrise from year to year.	I heard about it in my teacher education	<b>+</b>		I know little or nothing about Wabanaki history, people, or culture, I am not sure		
			l	As an ELL teacher, I suppor content from classroom teachers. I also teach Reach curriculum that includes social studies.	l	These is back-back degree error in thickey, geograph, eccorates, programmer, or supporting the state of the degree error in history, geography, eccorates, government, or antiversite degree error in history, geography, eccorates, government, or antivegality, it has completed several indergrandistic classes in the seward of history, geography, eccorates, government, or antivegality, it has completed and the several control of the seve		rement, IP1 ; picture books	My work with social studies content varies from year to year, depending on classroom teachers and student needs, as well as whether PEACH is an apropriate curriculum for students I am teaching.	program	1		I know little or nothing about Wabanaki history, people, or culture, I am not sure how to evaluate the accuracy of the resources if find cellers, in the library, or alseablers, I do not have lime to basch Wabanaki Shudies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.		
			l	includes social studies.	l	history, geography, economics, government, or antiropology, I have completed a social studies teaching methods or equivalent					1		my broader curriculum.		
			l	1	l	course. I am interested in history, geography, economics, government, and/or anthropology and have educated myself through			where RCCVI are appropries contracted to dealers I an assistance of the contract of the contract of the contract of south these are a contract of the contract of the contract of contract of contract of the contract of contract o	1	1				
						estensive reading, travel, and independent study., J.D.; middle achool social studies certification. I have completed several undergraduate classes in the areas of			<u> </u>						
12/12/2018 14:31:31		Grade 5	,	ID: Societies through teaching Explorers,	Yes	I have completed several undergraduate classes in the areas of history, geography, economics, government, or antiropology, I am interested in history, geography, economics, government, and antiropology, though I don't have much time to pursue my interest.	All of this information is in our PCI for III.	NEWSELA, old textbooks, internet articles, teachers pay teachers	I wish there were a continuum of learning for social studies that runs from K-5. Something that explains what is expected of each	I learned a lot about it at Year 2 Teacher course			I know little or nothing about Washanaki history, people, or culture, I don't know where to look for Washanaki Studies related resources, I have found resources! mould use, but here in or money available air ny achood for purchasing plans, I am not sure how to essakais the accuracy of the resources if find cellers, in the larry, or eleventure, I do not have leve time the text Machanaki Studies related to		
			l	Government Migration by	l	interested in restory, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.			grace sees and is district-wide so every kid in Portland gets the same information. I feel like it should sequential as that is how thing naturally harmen, or it is strange for an other for formal.	wen Beth Linevich	1		would use, our more is no money available at my school for purchasing them, I am not sure how to establish the accuracy of the resources I find online, in the Promy or elevations. I do not have limit to the only Michael Product.		
			l	Expansion and Immigration	l	1			Revolution in 9th grade, but cover events leading up to it, and leading search from 8	1	1		content.		
12/12/2018 14:32:03	Ocean Ave	Grade 3	3	Itt Societies through teaching Explorers, Geography, Colories, Government, Mignation by teaching Westward Expansion and Immigration (IB and ELA). We do not have time to teach Science and Social Studies at the same time.	No	I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	see Judi Riley's response-she said she debiled it out. She is on same grade level team.	Dk Readers: Ottes through time, Read Aloud (usually a speech to find one of the	Would like to think about the value of Portland's History for ELL students or even Wabanaki. Perhans learning our current and the students of even was a students or even and the students of	I didn't know about it.			I don't know where to look for Wabanaki Studies related resources. I have found resources I would use. but there is no money workship at my when for		
			l	Studies at the same time.	1	government, and anthropology, though I don't have much time to pursue my interest.	·	align), heavy relance on units that have been previously taucht. Mains Merrory	would be more valuable? Just a wondering.	1	1		I don't leave where to look for Wabanaki Studies related resources. I have found resources I would use, but there is no money available at my achool for purchasing them. I am not sure how to evaluate the socuracy of the resources I find online, in the library, or elsewhere.		
			l	1	l	I '		Natural for Portland's History, Portland Maps, CISHER Map Library, City is a	1	1	1				
								Classroom book, Country Studies nonfiction books.							
12/12/2018 14:32:32	Ocean Ave	Grade 1	4		No	I have completed several undergraduate classes in the anexa of history, geography, economics, government, or antiropology, I have completed a social student searching methods or equivalent occurse. History, geography, economics, government, and antiropology are not anexa of personal inferent.	We cover 3 social studies units: communities & self (4 weeks), homes and shelters around the world (4 weeks), and transportation systems	nonfiction books. We use bits of books from the library for all units, iPade to book at homes around the world via Google Earth, videos of the space shafton for homes, other videos of homes around their world, and videos about how to save resources, blow up globes to look at the Earth.					I know little or nothing about Wabanaki history, people, or culture, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my	I did not know about this law before hearing about this. I would low to create a unit with my findigrade learn to teach it. I do not know anything about it and would feel more confortable if our team set.	
			l	1	l	have completed a social studies teaching methods or equivalent course., History, geography, economics, government, and	and how they work (4 weeks), natural resources (4 weeks).	the world via Google Earth, videos of the space station for homes, other videos of	1	1	1		broader curriculum.	anything about it and would feel more comfortable if our team sat down and planned things out and researched myself more about if	
			l	1	l	anthropology are not areas of personal interest.		homes around thew world, and videos about how to save resources, blow up	1	1	1				
12/12/2018 14:33:55	Ocean Ave	Kindergarten, Grade 1, Grade	2	<b>-</b>	Yes	I have a bachelor's degree major in history, geography, economics,	I by to align the Reach units with the grade level IS units when possible.	globes to look at the Earth.  Net Geo Reach, Brain Pop jr and Flocabulary (both for building vocab and	<del> </del>	I heard about it during a	<del>                                     </del>				
1		2	l	1	l	I have a bachelor's degree major in history, geography, economics, government, or antiropology, i have completed a social studies susching methods or equivalent course, I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	I by to align the Reach units with the grade level IS units when possible. Some of the units I teach are about communities, family, goods & services, needs & wants, citzenship (traits and characteristics of being a good citzen) and community workers.	Flocabulary (both for building vocab and background knowledge)	1	PPS course or Community of Learners	1				
			l		1	geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	a good citizen) and community workers.		1	I heard about it during a PPS course or Community of Learners event, I heard about it back around 2007 when Tracy Warren (maybe?) or someone in the district	.1		1		
			l	1	l				1	or someone in the district	et				
12/12/2018 14:33:58	Longfellow	Grade 1, Grade 2	2	Usually includes holidays, and things that come up in reading.	No	I have completed several undergraduate classes in the areas of history, geography, economics, government, or antirocoloov I	Community 6 weeks	Picture books					I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources., I do not have time to		
			l	reading.	1	I have completed several undergraduate classes in the anexs of history, geography, economics, government, or anthropology, I have completed a social shades hashing methods or equivalent course. I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursua ware interest.			1	1	1		I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources. I do not have fire to tasch Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader cunriculum.		
12/12/2018 14:34:15					L	government, and anthropology, though I don't have much time to numerous my interest.  I have contributed a special studies learning methods or equipolated.				l			I don't know what the requirements are for my grade level.		
12/12/2018 14:34:15	ucean Ave	rundergarten	,		NO.	I nave completed a social studies teaching methods or equivalent course.	IS Program of Inquiry has a strong social studies focus. Kindergarten untrils include: WHO YEL ARK (searring) about each other, families, etc.); WHERE WELARS IN PLACE AND TIME (People come from and have to different places in different ways and for different reasons - bill about (purmeys, etc.); HOW WELCHSANZE CURSELVES.	Lets Find Out magazines, books, etc.		1			I con't know what the requirements are for my grade level.		
			l	l	l	1	travel to different places in different ways and for different reasons - tall short increases at 1 HOW ME CREGARITY OF BEST 1-20		1	1	1				
12/12/2018 14:34:17	Longfellow	Grade 3, Grade 4	3		Yes	I have completed a social studies teaching methods or equivalent	(Community) community communities, landforms, current events, clid war, famous people			I heard about it from the	1		I have found resources I would use, but there is no money available at my		
	-		l	l	l	course.		Time for Kids, Social Studies book, online resources	1	I heard about it from the principal, assistant principal, or building	1	1	achool for purchasing them.		
12/12/2018 14:34:24	Ocean Aire	Grade 2	2	We cover social studies	Yes	I have completed a social studies teaching methods or equivalent	the role of story telling in a culture-4 weeks (not only do we read stories	s biographies, afasses, folk tales, maps, google maps, news stories	1		+		I know little or nothing about Wabanaki history, people, or culture, I don't know	I can see how wabanaki studies could fit into our storytelling unit (if	
			l	We cover social studies concepts in our IS units, but don't necessarily teach it specifically.	1	course., I am interested in history, geography, economics, government, and anthropology, though I don't have much time to	the role of story telling in a culture-4 weeks (not only do we need stories from other cultures, we also touch on the geography of where these places are, Horses (historical, everyday, conferencys) (6 weeks, geography (while we teach a unit on land changes we get into	google maps, news stories	1	I heard about long ago while teaching in a different district	1		I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources. I do not have time to tasch Wabanaki Studies related content, Wabanaki studies are not bull into our salls of study. I can see how it night fit in in our story telling unit and our hero	I can see how wabanaki studies could fit into our storytelling unit (if see can find nesources & stories), it can also fit into our Hero unit if see can find out about important Wabanaki people.	
		L		specifically.	l	pursue my interest.	geography (while we teach a unit on land changes we get into	1	1		1		ures or study. I can see how it might fit in in our story telling unit and our hero		

12/12/2018 14:36:11	Longfellow	Grade 1, Grade 2	2	much of our social studies work is ongoing throughout	Yes	I have a bachelor's degree major in history, geography, economics, government, or anthropology.	JA units are 5 weeks	rraps, books, websites		I heard about it from the principal, assistant principal, or building curriculum leader from the		1	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources., I am not sure how to			
1	1	1	1	much of our social studies work is organing throughout the year and covers the ideas of community and social espectations. I also take Jantor Achievement units for both years that cover family and community economics.	l				1	principal, or building curriculum leader/coach	1		Fixon William or nothing about Wilabanaki hishoy, people, or cultims, I don'll insue where to look for Wilabanaki Studies rehind resources, I am not any on the to exitate the accuracy of the resources. If not ordine, in the library, or elsewhere, I am not sure how to design Walabanaki Studies rehind lessons or units so they fit with my broader curriculum.			
				social expectations. I also have Junior Achievement									units so they fit with my broader curriculum.			
	l	1	l	units for both years that cover family and community	l	1		1	I	I						
				economics.												
12/12/2018 14:37:01	Longfellow	Grade 3, Grade 4	3		Yes	I have completed a social studies teaching methods or equivalent	Srd-Communities (6 weeks)	Books, websites, youtube, google.	This is too much information to share via a Google Form. If more information is desired, you should contact learns directly.	I heard about it from the principal, assistant principal, or building		2	I know little or nothing about Wabanaki history, people, or culture, I don't know			
1	1	1	1	I	l		And Communities (8 meaks) DOI 1974 - Was Allen Frandring (8 meaks) Frortland (8 meaks) Frortland (8 meaks) Frortland (8 meaks) Service Structure Challeton Rhanding (6 meaks) site Malance (7 meaks) Allen American (1 meaks) Allen American (1 meaks) Allen American (1 meaks) Allen American (1 meaks) American (1 meaks) American (1 meaks) American (1 meaks)		,	principal, or building curriculum leader love-h	1		I know little or nothing about Wabanaki history, people, or culture, I don't know where to book for Wabanaki Studies related resources., I do not have time to teach Wabanaki Studies related content, I am not some how to design Wabanaki Studies related issumors until so they fit with my broader curriculum.			
1	l	1	1	I	I	1	4th-Maine(G weeks)	1	1		1		nwing some concess.			
1	1	1	1	I	l		Branches of Government (1 week) Native American (1 week)		1	1	1					
	l	1	l		l	1	American Revolutions-Lucy Caulkings Reading and Writing Unit(10 Weeks)	1	I	I						
12/12/2018 14:37:13	Ocean Ave	Grade 1	4	We leach 3 units with a	Yes	I have completed several undergraduate classes in the areas of	Study of community, homes around the world, transportation and natur	al Abbe Museum teacher resource binder		I heard about it in my		4	I have found resources I would use, but there is no money available at my			
	1	1	1	We teach 3 units with a Social Studies focus, but also bring in 5.5 content shenever possible.	l	I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology.	Study of community, homes around the world, transportation and return resources, prominent figures in history when I focus on biographies, matudetts also learn basic map skills.	ny (used a lot in 3rd grade)	1	I heard about it in my teacher education program	1	]	I have found resources I would use, but there is no money available at my achool for purchasing them.			
				whenever possible.												
12/12/2018 14:39:05	Longfellow	Grade 1, Grade 2	3		Yes	I am interested in history, geography, economics, government, and/or anthropology and have educated myself through extensive	Topics: holidays, community, social skills, geography, US study, Skudy of Maine	websites, books, teacher resources		I heard about it from a colleague in my building		1	I did not know I was expected to. Nor have we been given any curriculum. I thought it was for fifth grade.			
						reading, travel, and independent study., I am interested in history, geography, economics, government, and anthropology, though I										
12/12/2018 14:40:09	Longfellow	Grade 4	4	landforms, geography,	Yes	geography, economics, government, and anteropology, though it doubt have much time to narrow my interest. I have a bachelor's degree major in history, geography, economics, government, or anthropology.		social studies book, Time for Kids, online sources, Google,	1	I heard about it from the		3	I have found resources I would use, but there is no money available at my achool for purchasing them.			
	1			landforms, geography, Maine studies, current exents				sources, Google,		I heard about it from the principal, assistant principal, or building			achool for purchasing them.			
12/12/2018 14:40:13	Longfellow	Grade 3, Grade 4	4	I try to teach social studies 1 2 times a week.	Yes	I have completed a social studies teaching methods or equivalent	3rd Grade:	Presenters	NA NA		NA	2	I have found resources I would use, but there is no money available at my achool for purchasing them.	<del>-</del>		
				2 times a week		I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	Communities - 8 weeks Landforms - 4 weeks	Presenters Barry Disco Notive American Presenter Anagret - African Drumming Victorian Mansion presenter Time for Kids Google Youtube		I heard about it from the principal, assistant principal, or building			achool for purchasing them.			
						pursue my interest.	Portland, Maine - Integrated almost all year Native American Studies (focused on Maine tribes) - 3 weeks	Victorian Mansion presenter Time for Kids		curriculum leader/coach						
							AfricalAfrican Drumming - 2 weeks BiographiasFamous People - 5 weeks	Google Youtube								
	l	1	l		l	1	3rd Grader - 3 reselat Communities - 3 reselat Communities - 1 reselat Communities - 2 reselat Communi		I	I						
12/12/2018 14:41:13		Grade 3	5		Yes	I have considered a social studies teaching methods or an explaned	Test continuous and c	Barry Dana hooks sehale to mode		Valeran Teacher trid me	-		I have found represent I would use but there is no more conliste at my		$\longrightarrow$	
2200 1441.0	l		ľ		I -	I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and/or anthroplogy and have educated myself through estensive reading, travel, and independent study.	The financiation has a financial series of the financi	you tube, computer research, Presenters  Annepret Baler, Barry Dana, research		Veteran Teacher told me years ago		1	I have found resources I would use, but there is no money available at my achool for punchasing them, need updated info, and resources			
						estensive reading, travel, and independent study.	Civil War-5 skx./Maine-10skx, LIS Regions-7 months of focused/intersited studies. Natus American (LIS Arbest 7 months ):	from Victoria Mansion, TKF, games								
12/12/2018 14:41:14	Longfellow	Grade 3, Grade 4	2		Yes	I have completed several undergraduate classes in the areas of history, geography, economics, government, or antiropriew. I we	4th Grade: Revolutionary War - Lucy Calkins reading and writing unit t seeks, Maine 6 weeks, Maine Natives 2 weeks. Branches n	<ol> <li>Library websites, books, google, Youtube field trips, guest speakers</li> </ol>	There are many resources that I have but don't know how to add. I have many units with ederative book titles.	I heard about it from the principal, assistant principal, or building		4	I have found resources I would use, but there is no money available at my school for purchasing them, I am not sure how to evaluate the accuracy of the reasources if find online, in the Birmy, or elsewhere, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader controllers.			
1	l	1	1	I	I	interested in history, geography, economics, government, and anthropology, though I don't have much time to pure an interest	Government 4 weeks, United States Map 2 weeks.  2rd Grade: Portland/Communities 6 weeks. Club Way Rook Research.		-	principal, or building curriculum leader row-h	1		resources I find online, in the library, or elsewhere., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my herester			
							Clubs 5 weeks, Farrous Person research unit 5 Weeks, Map works il bided States. Continents 4 weeks						ouniculum.			
12/12/2018 14:46:21	Longfellow	Grade 3, Grade 4	1		No	I have completed a social studies teaching methods or equivalent course.	Larin Nick or Sear-Control Louis, Louis Organizario Territoria, con confessional del Canada Productional Part Laring Collection sensing and confessional confessi	Can share in a meeting if necessary				2	Executible or nothing about Winbanasis history, people, or culture, I don't know where is book for Winbanasis Studies related resources, I are not are how to evaluate the accuracy of the resources in the ordine, in the latency, or deserbers, I do not have time to knoch Winbanasis Studies related content, I are not some to design with the source or units so they fit with my broader custicular.		T	
1	l	1	1	I	I	1	*urban, rural (2 weeks) *needs and wants (1 week)	1	1	1	1		evaluate the accuracy of the resources I find online, in the library, or elsewhere., I do not have time to teach Wabanaki Studies related content., I am			
	l	1	l		l	1	*goods/services (1 week) *producer, consumer (1 week)	1	I	I			not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
1	l	1	1	I	I	1	* bartering/trade (1 week)	1	1	1	1					
1	1	1	1	I	l		Portland Studies (5 weeks) * Introduction to Portland (1 week)		1	1	1					
1	1	1	1	I	l		* History of Portland (1 week) * Portland Landmarks (Longfellow House, Victoria Mansion, Portland		1	1	1					
	l	1	l		l	1	Porland Studies (8 westos) * Introduction to Porland (1 west) * Introduction to Porland (1 west) * Heatry of Porland (1 west) * Porland Landmarks (Longlation Hause, Victoria Mansion, Porland Cleannotiny, 1 west each one) * Working Waterhord (2 wests)	1	I	I						
1	l	1	1	I	I	1	Maine Studies ( 5 weeks)	1	1	1	1					
	l	1	l		l	1	Geography (2 weeks) Tourism (2 weeks)	1	I	I						
1	1	1	1	I	l		Water Studies ( 8 seeks)  * Geography (2 seeks)  * Toutimn (2 seeks)  * Toutimn (2 seeks)  * Branches of Government ( 2 seeks)  * Branches of Government ( 2 seeks)		1	1	1					
							* Branches of Government (2 seeks) Chil War as part of Reader's Workshop (4 seeks) Washard Expansion, Industrial Revolution, WWII, Water Consecution/Child Reads Weshard Expansion, Industrial Revolution, WWII, Water Consecution/Child Reads Weshard Expansion, Industrial Revolution, WWII, Water Consecution/Child Reads									
12/12/2018 15:30:35	Longfellow	Grade 5	4		Yes	Dementary Education	Westward Expansion, Industrial Revolution, WWII, Water	Merature, Lucy Calkins curriculum,				3	need money for materials and more resources			
12/12/2018 15:32:15	Longfellow	Grade 5	4		Yes	Elementary Education	Conservation/Gobal Issues Westvard Expansion, Industrial Revolution, WWII, Water	Blerature, Lucy Calkins curriculum, current assentativasse stroller internal Ulterature, Lucy Caulkins, Newspaper articles		Fox News		3	Need money for materials and resources.	<del></del>		
12/12/2018 21:38:46	Longfellow	Kindergarten	2		No		COMMUNICATION STREET			t		1	I would need a K curriculum guide. What are K students suppose to know about Wisharaki needs and rullium?		-	
010020012 06:38-07 02222012 04:05:11		Grade 2, Grade 3	ļ.		v		by to do swerd 6-0 week topics, alternating between science and accold studies. If yo in integrate them into my content areas as much as possible.  This year I have taught a unit about Porfundiour community and integrated a respong unit. I plan to reveal this unit allest and pursue more	Products there had not	1	Character State			A SAME AND LABOURY		=	
1/22/2019 14:00:13		Grade 2, Grade 3	*		144	powerment, or anthropology, I have completed a social studies	I by to do sales to 4 week topics, assistantly between solence and social studies. I by to integrate them into my content areas as much as	pictures, field trips		I heard about it in my teacher education		1				
1	l	1	1	I	I	geography, economics, government, and/or anthropology and have geography, economics, government, and/or anthropology and have advanted moved formuch authorise marking from	This year I have burde a unit shoul Destanding con-	1	1	program, I heard about it in a non-PPS course I took for recentification	1 1					
1	l	1	1	I	I	study.	This year I have taught a unit about Portlandiour community and integrated a mapping unit. I plan to revial this unit later and pursue mo history to weave in Watsenaki studies. I do lots of mapping work and ta	m a	1		1					
1/22/2019 15:53:24	Lyseth	Grade 4		I work in Projects, where	Yes			I build my own projects and use many	<del> </del>	Immeration program	<del>                                     </del>	3	I know little or nothing about Wabanaki history, people, or culture, I arrived from		$\longrightarrow$	
				I work in Projects, where different units are connected. I plan to teach 3 projects, 2 thereatic weeks this year.		These a bachstoris degree major in history, geography, economics, government, or anthropology. I have completed a social studies teaching rembods or equivalent course. I am interested in history, geography, economics, government, and/or anthropology and have educated reguest frough esternishe reading, study, and independent.	Geography, some history and some science), we are actually working about USA oeography and native Americans. Some more historical	different resources.		responsible and Principa told us.	1 1		I know little or nothing about Wabanaki history, people, or culture., I arrived from Spain, my native country, in January. I am trying to learn as much as I can, but this is something completely new for me.			
				projects, 2 therratic weeks this year.		geography, economics, government, and/or anthropology and have educated myself through extensive reading, travel, and independent	content will follow before we finish.						* . ,			
						study.	Second project will be Scientific.									
							Third project will be about Government organizations.									
1/22/2019 20:40:15	Lyseth	Kindergarten, Grade 1, Grade		special education teacher	No	special education leacher: reading, writing, math	The section of the se						special education teacher: reading, writing, math	<del> </del>		
1/22/2019 21:54:01	Lyseth	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 Kindergarten	2		Yes	Helory, geography, economics, government, and anthropology are	community - what it means to be a member of the community/etc	Let's Find Out magazine.		I am not sure where I		2				
1/23/2019 8:05:58	Lyseth	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	3	I teach in collaboration with	Yes	I have a master's degree, or am working lowerd a master's degree,	In collaboration with others: Colonial America, Rev. War, Weshward Espansion	Ducksters online, National Geographic books and online, Booksource (Welcome		I read about it in the		2	My work depends on what classroom leachers present to their students. I by to incorporate readings about Native American in my small reading groups, but would like more resources.			
		2, 01200 3, 01220 4, 01220 3	1	I teach in collaboration with classroom teachers (ELL pull out and push-in).		am interested in history, geography, economics, government, and/o	- Apparation	Books)		media cutlet (please			would like more resources.			
						travel, and independent study.				additional comments						
										about it when I taught at	1					
										colleague at that school						
							l		1	beant about it in the rewapaper or another media colder (please apacity the forum in the additional comments bost), I remember reading about it when I taught at another school. Also a colleague at that school seas very instrueted inlactive in teaching shoot that the collection.						
1/23/2019 8:54:05		Grade 4	3	Mostly as a content hook for literacy skills.	Yes	I have completed several undergraduate classes in the areas of history, secondary, economics, government, or anti-revolvey. I	Mapping and Physical Geography, State of Maine, Famous African Americans	Too many to list		I heard about it from the principal, assistant principal, or building curriculum leader/coach		1	I am not sure how to evaluate the accuracy of the resources I find online, in the Brary, or elsewhere I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
	l	1	l	,	l	I have completed soweral undergraduate classes in the sness of bladay, geography, occoretics, government, or anthropology, I have completed a social shades teaching rethodor or equivalent course, I am interested in history, geography, according government, and anthropology, though I don't have much time to		1	I	interest or building			leasons or units on they fit with my honorier controllers			
		1	Ш.			government, and anthropology, though I don't have much time to pursua my integer. Tought Social Station in Middle School		1		curriculum leader (non-h						
1/23/2019 9:08:12	Lyseth	Grade 2	4			I am interested in history accounts a constant of the constant				curriculum leader(coach						
L					No	andior anthropology and have educated mixed through extension	Daily Geography with my students, Continents, Oceans, Hernisphere, Poles, Equator, Rotate/Revolve to cause Dav/Noht, commi <sup>-sh</sup>	Materials that I have gathered over the years, Daily Geography (Evan-M+++)		curriculum leader/coach	I believe 3rd grade teaches a Native					
1/23/2019 14:09:35	Lyseth				No	I am interested in history, geography as on access overment, and/or anthropology and have educated myself through extensive reading, travel, and independent study.	Daily Geography with my students, Continents, Oceans, Hernisphere, Poles, Equator, Rotale-Revolve to cause Day/Night, community	Materials that I have gathered over the years, Daily Geography (Even-Moor), McGraw Hill resources, Epiloring Where and Witz (Morkmel).			I believe 3rd grade teaches a Native American Unit		fire sure I can find information on Walterski Studies but would like to see Key Learnings (goals) that I need to Incorporate into my leaching.			
		Grade 1, Grade 2	3		Yes			Materials that I have gathered over the years, Daily Geography (Even-Moor), McCase Hill resources, Exploring Whene and Who: Hilloatened Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature			I believe 3rd grade feaches a Native American Unit	2				
		Grade 1, Grade 2	3		No Yes	I have completed a social studies teaching methods or equivalent course., I am Interested in history, geography, economics, government, and anthropology, though I don't have much time to	Community (Classroom) , geography, maps, countries, presidents, elections, Thanksgiving, MAX Jr., Prinnindship, Colerbon, Matrix, (All taught fitness). Thereats: Units / Literacy Centers)	Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature		I heard about it from the principal, assistant principal, or building	I believe 3rd grade teaches a Nethe American Unit	2	fm sure I can find information on Walbanski Studies but would like to see Key Learnings (goals) that I need to incorporate into my teaching.  I strow little or nothing about Walbanski history, people, or culture.			
1/23/2019 10:13:52	Lyseth	Grade 1, Grade 2 Grade 1	3	I find little time for 'tormal' accial studies units or	Yes Yes	I have completed a social studies teaching methods or equivalent course., I am Interested in history, geography, economics, government, and anthropology, though I don't have much time to	Community (Classroom) , geography, maps, countries, presidents, elections, Thanksgiving, MAX Jr., Prinnindship, Colerbon, Matrix, (All taught fitness). Thereats: Units / Literacy Centers)			I heard about it from the principal, assistant principal, or building	I believe 3rd grade teaches a Native American Unit	2	fire sure I can find information on Walterski Studies but would like to see Key Learnings (goals) that I need to Incorporate into my leaching.			
1232019 16:13:52	Lyseth	Grade 1, Grade 2 Grade 1	2	I find 188s time for Yormal' social studies units or lessons. I fit some in during literacy or setting or read-	Yes Yes	I have completed a social studies teaching methods or equivalent course., I am Interested in history, geography, economics, government, and anthropology, though I don't have much time to	Community (Classroom) , geography, maps, countries, presidents, elections, Thanksgiving, MAX Jr., Prinnindship, Colerbon, Matrix, (All taught fitness). Thereats: Units / Literacy Centers)	Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature			I believe 3rd grade teaches a Native American Unit	2	fm sure I can find information on Walbanski Studies but would like to see Key Learnings (goals) that I need to incorporate into my teaching.  I strow little or nothing about Walbanski history, people, or culture.			
1/23/2019 10: 13:52	Lyseth	Grade 1, Grade 2 Grade 1	2	I find little time for Tormal' social shades units or lessons. If it some in during Blancy or selfing or read- slood. We talk about class community and how to be a	Yes Yes	These complients a social studies leading restroin or equivalent courses, I am Indeesed in history, ageignely, economics, government, and anthropology, Bough I don't have much limit to contain an inclination of the course of the course of the course of the government or anthropology, I am intensited in history, peoparative economics, government, and/or anthropology and have seen con- cernories, government, and/or anthropology and have seen and many or and the course of the present of the course of the		Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature		I heard about it from the principal, assistant principal, or building controlled inductions: I heard about it during a PPS course or Community of Learners essent	Ebellowe 2nd grade teaches a Native American Unit	2	No ears I can be difference in Wildersell Studies for each file is now for Learning (point) and I need to incorporate for by tracing.  Choose life or nowling advantational labelary, people, or cubes.  Court have where to look for Endowed Studies related resources, I do not leave the or to have O'Verdersell Studies related resources, I do not leave to see that the Verdersell Studies related contact.			
123/2019 16:14:41	Lyneth Lyneth	Crade 1, Crade 2  Grade 1  Grade 2	2	I find title line for formal social studies units or learning litteres. If it come in during litterey or willing or read-about five title about class commany and they to be a social critical make a bit.	Yes Yes	These complients a social studies leading restroin or equivalent courses, I am Indeesed in history, ageignely, economics, government, and anthropology, Bough I don't have much limit to contain an inclination of the course of the course of the course of the government or anthropology, I am intensited in history, peoparative economics, government, and/or anthropology and have seen con- cernories, government, and/or anthropology and have seen and many or and the course of the present of the course of the	Community (Classroom) , geography, maps, countries, presidents, elections, Thanksgiving, MAX Jr., Prinnindship, Colerbon, Matrix, (All taught fitness). Thereats: Units / Literacy Centers)	Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature		I heard about it from the principal, assistant principal, or building controlled inductions: I heard about it during a PPS course or Community of Learners essent	I believe 3rd grade teaches a Native American Unit	2	No ears I can be difference in Wildersell Studies for each file is now for Learning (point) and I need to incorporate for by tracing.  Choose life or nowling advantational labelary, people, or cubes.  Court have where to look for Endowed Studies related resources, I do not leave the or to have O'Verdersell Studies related resources, I do not leave to see that the Verdersell Studies related contact.			
1/23/2019 16:14:41	Lyseth Lyseth	Crade 1, Crade 2  Grade 1  Grade 2	2	I first little form for "homest social shades units or features." If it some in during the financy or welfar or read-about. We talk about clean conversally and how to be a social citizen exists a hill.	Yes Yes Yes	I have completed a social studies teaching methods or equivalent course., I am Interested in history, geography, economics, government, and anthropology, though I don't have much time to	Community (Classroom) , geography, maps, countries, presidents, elections, Thanksgiving, MAX Jr., Prinnindship, Colerbon, Matrix, (All taught fitness). Thereats: Units / Literacy Centers)	Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature		I heard about it from the principal, assistant principal, or building	I believe 3rd grade teachers a Native American Unit	2	No ears I can be difference in Wildersell Studies for each file is now for Learning (point) and I need to incorporate for by tracing.  Choose life or nowling advantational labelary, people, or cubes.  Court have where to look for Endowed Studies related resources, I do not leave the or to have O'Verdersell Studies related resources, I do not leave to see that the Verdersell Studies related contact.			
	Lyseth Lyseth	Crade 1, Grade 2  Grade 1  Grade 2  Grade 2	20	First little form for Thomas's cool sheden units or features. If it some in during therapy or welfar or read-aloud. We little about clean coordinates on the little about the coordinates of the little about the	Year Year Year	These completed a social delates sending embodic or exposites counses, from the extra property of consortium of counses, from the extra property of counses to consortium of counses of counses sending and counses of counses of counses of counses sending and counses of co	Community (Casescord), pagguaphy, maps, couchess, presidents, electrons, floreinghing Mick Zr. Foreinghing, Collections, Manne, All supplier Frough Phaselli Mich Liescopy Carlonia.  Flascic Social addies any informacy flore social foreing from the control of th	Configuration Pay Trackers, Configuration Configuration C		Theory about 8 from the principal, sealther in principal, or building nearther an investment of building nearther an investment of their programs or Community of Learners energy.  Theory about 8 in my teacher education program		2	The case is not but desirable on Hillanders Studies has easied the same dep- ceasing plant feet much be required the ray solving changing plant feet of the surprise the ray solving. The case has no shalling desirable feet desirable the papers of the case of the desirable that the case of the last feet of the case of the last feet or other passed from the case of the case of the case of the last feet or other passed from the case of the case of the case of the case of the case of th			
1/23/2019 16: 14:41 1/23/2019 16: 14:41	Lyseth Lyseth Lyseth	Crade 1, Grade 2  Crade 1  Crade 2  Crade 2  Crade 2  Crade 2	2	I find little leves for Yomma's accid shades unth or hearen. If it some in during about the shade about the shade disease commanly and how to be a smooth filters each to be a house of the shade about the shade disease commanly and how to be a smooth filters each a hit.	Yes	These completed a social delates sending embodic or exposites counses, from the extra property of consortium of counses, from the extra property of counses to consortium of counses of counses sending and counses of counses of counses of counses sending and counses of co	Community (Casescord), pagguaphy, maps, couchess, presidents, electrons, floreinghing Mick Zr. Foreinghing, Collections, Manne, All supplier Frough Phaselli Mich Liescopy Carlonia.  Flascic Social addies any informacy flore social foreing from the control of th	Configuration Pay Trackers, Configuration Configuration C		Theory about 8 from the principal, sealther in principal, or building nearther an investment of building nearther an investment of their programs or Community of Learners energy.  Theory about 8 in my teacher education program		2	No ears I can be difference in Wildersell Studies for each file is now for Learning (point) and I need to incorporate for by tracing.  Choose life or nowling advantational labelary, people, or cubes.  Court have where to look for Endowed Studies related resources, I do not leave the or to have O'Verdersell Studies related resources, I do not leave to see that the Verdersell Studies related contact.			
	Lyseth Lyseth Lyseth	Crade 1, Grade 2  Crade 1  Crade 2  Crade 2  Crade 2	2	I find little lime for Yomes' accid radies units or lessons. It is unit or in littles or writing or read- places or writing or read- community, and how to be a smooth citizen make a bit.	Yes Yes Yes Yes Yes	These completed a social delates sending embodic or exposites counses, from the extra property of consortium of counses, from the extra property of counses to consortium of counses of counses sending and counses of counses of counses of counses sending and counses of co	Community (Casescord), pagguaphy, maps, couchess, presidents, electrons, floreinghing Mick Zr. Foreinghing, Collections, Manne, All supplier Frough Phaselli Mich Liescopy Carlonia.  Flascic Social addies any informacy flore social foreing from the control of th	Google, Teachers Pay Teachers, Enchanted Learning, Children's Literature		Theory about 8 from the principal, sealther in principal, or building nearther an investment of building nearther an investment of their programs or Community of Learners energy.  Theory about 8 in my teacher education program		2	The case is not but desirable on Hillanders Studies has easied the same dep- ceasing plant feet much be required the ray solving changing plant feet of the surprise the ray solving. The case has no shalling desirable feet desirable the papers of the case of the desirable that the case of the last feet of the case of the last feet or other passed from the case of the case of the case of the last feet or other passed from the case of the case of the case of the case of the case of th			
1/23/2019 16:15:18	Lyseth Lyseth Lyseth	Crade 1  Grade 2  Grade 5	2 2		Yes  Yes  Yes  Yes  Yes	The companies a send during moting required or equivalent or equivalent, in ordinate the region of the common of the companies of the companie	Contractly Company of Agric Africa, and confirming produced by the Agric	Google, Neutries Pey Teachers, Chorchestel Learning, Childhein Lineard, Sacross States, May Teach Teach States, Sacross States, Childhein Linear, Chil		Theory about 8 from the principal, sealther in principal, or building nearther an investment of building nearther an investment of their programs or Community of Learners energy.  Theory about 8 in my teacher education program		2	The case is not but desirable on Hillanders Studies has easied the same dep- ceasing plant feet much be required the ray solving changing plant feet of the surprise the ray solving. The case has no shalling desirable feet desirable the papers of the case of the desirable that the case of the last feet of the case of the last feet or other passed from the case of the case of the case of the last feet or other passed from the case of the case of the case of the case of the case of th			
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1/23/2019 16:20:40	Lyseth	Grade 4	2	These limited time to teach Social Studies. I make sure to teach basic geography such as continents, coasse, tendorms and some mapping skills. I also teach a unit on the state of Maine including a field trip to Augusts. In addition, I use Scholastic Meiss magazines each year to coaer current and teach teach and teach teach and teach teach and teach and teach and teach and teach and teach and teach and teach and teach and teach and teach and teach and teach and teach te	Yes	I am interested in history, geography, economics, government, and/or anthropology and have educated myself through estensive reading, travel, and independent study.	Basic mapping and geography skills including landforms, State of Maine, Famous Historical People, Colonization and Revolutionary War	Maine Secretary of State Kids website, Duckster's, com (free web based program), Scholatic Nieve & Geography Spin, the Who Was? and Who Is? book series for biographies, I Survived Series	I'd love to teach more social studies and be able to use children's literature as a resource. Any suggestions sould be appreciated 1 will be going to the Wibbanald sessions you are offering and will be contacting you about central in to meet with my grade 4 team of teachers. Thank you!	I heard about it from a colleague in my building. A representative from the state of Maine Department of Education		2	I know little or nothing about Wabanaki history, people, or culture., I don't know where to look for Wabanaki Studies related resources., I am not sure how to desion Wabanaki Studies related lessons or units so they fit with my broader	I would like to meet with you to plan how to teach a Wabanaki unit and integrate it into Maine Studies.		
				to teach basic geography such as continents, oceans,		reading, travel, and independent study.		program), Scholastic News & Geography Spin, the Who Was? and Who Is? book	will be going to the Wisbanaki sessions you are offering and will be contacting you about coming in to meet with my grade 4 team of	A representative from the state of Maine			design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
				mapping skills. I also teach a unit on the state of Maine				anna io oogupiaa, i oo waa oo aa	Machine Hamilyou	told me	1					
				including a field trip to Augusts. In addition, I use												
				each year to cover current												
1/23/2019 16:25:59		Grade 3	2		Yes	I have completed a social studies teaching methods or equivalent course.	Chill Rights: approximately, 10 days, Wabanaki: 5 weeks; Portland Unit apread out throughout the years	t I use all of the above	Does the District have a link on the website for Wabanaki resources?	I heard about it during a PPS course or Community of Learners		3	he spert quite a bit of firme booking for Whaharaki Information, for excerpts, i spert probably an hour and a half booking for resources on TPT and these seas official section of the probability of the section of TPT and these seas distribution on all definitions. All the section of the section of the section of the book of the section of the financial form of the section of the processing them. In our three section of the section of the section of the processing them. In one of the section of the section of the processing them. In one of the section of the section of the processing them. In one that section of the section of the processing the section of the section of the processing the section of the section of the section of the section	Lyselh SCHOOL		
										exert			put logether resources on my own from various websites and from one of the			
1/23/2019 16:30:29	Lyseth	Grade 5	2	We (the fifth grade team) have worked together to teach a thorough unit on Westward Expansion and have been working to expand the perspective of this topic beyond that of the white settlers. In addition, I use Scholastic Magazines to touch on other Social Education and Inc.	Yes	I have a bachelor's degree major in history, geography, economics, government, or anthropology. These completed several undergodulate locales in the areas of history, geography, economics, government, or anthropology. I have completed a social studies teaching method or equilibered course, I am interested in history, geography, economics, government, and anthropology, thought don't have much time to primate my lettered.	Weahard Expansion (movement) in the U.S. from 1775-1900. We task this topic in conjunction with our informational uniting unit. Disclaries task, meaning, maybe, and they complete joined of Cligatines town, immediate, maybe, and they complete joined of Capanison. We spend ready one introduct joined on the U.S. in the first with complete joined and produced orderance building in the spending your order-buildings of character building in the spending your order-buildings of character building in the production of the complete joined and the production of production of the complete joined and the production of the spending your production of the production of the spending production of the production of the spending production of the production of the spending production of the production of the production of the prod	OLD Harcourt Brace lind books that were in the classroom when I started - we use them as reference. (They have great maps.) We use a project-based resource (Yelsovy Pockets: Moring West!) that has subspicies that we read about and complete projects about. We use a Scholastic book about Levils and Clark (by George Sullivan).		Equity Cohort (this year)		,	I know little or nothing about Wabanaki history, people, or culture. I have found resources I would use, but there is no money available at my school for	I have looked briefly at the resources produced by the Dawnland film producers, but it is overwhelming.		
				Westward Expansion and have been working to expand		economics, government, or anthropology. I have completed a social studies teaching methods or equipalent course., I am interested in	Informational writing on a subtopic within the topic of Westward Expansion. We spend nearly one trimester (winter) on this unit. In the	maps.) We use a project-based resource ("History Pockets: Moving West") that has								
				the perspective of this topic beyond that of the white		history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	fall, we focus on Unity Day and anti-bullying and character building. In the spring, we don't really have a grade-level social studies focus,	ten sublopics that we read about and complete projects about. We use a								
				Scholastic Magazines to touch on other Social			though in the past several years, I have the 3 houses independent shades of a social studies topic-levent/individual since the year of 1800 so students can learn something of interest to themselves more recent	(by George Sullivan).								
1/23/2019 16:33:19	Lyseth	Grade 3		In third grade a large focus	Yes	I have a bachelor's degree major in history, geography, economics,	Portland (citizenship, community, Portland today, landmarks: Victoria Marriero Charrantery City Hell Longfalms House and coathy Nation	s Maine Historical Society, field trips,	Thank you, thank you! I would love to see a clear scope and serveror for thinns like recovered width and important holidays	years ago was told		4				
				In third grade a large focus of our social studies is studying our community including its history and tenderarks. This unit is broken down into smaller units for sourcepts: citizenship, Longfellow,		I have a bachelor's degree major in history, geography, economics, government, or anthropology, I am interested in history, geography, economics, government, and/or anthropology and have educated repeat through extensive reading, travel, and independent study.	Portland (citizenship, corresulty, Portland today, landmarks: Victoria Marnisco, Observatory, City Hall, Longfellow House and postry, Native Americans, history). Geography (map skills), some years I do Martin Luther King J. 4. nadder other figures depending on time, Scholastic News is also a catalyst for accial studies lessons/videos/discussions.	collected over many years, Scholastic News	Thank you, thank you? I would love to see a clear acope and sequence for things like apolypsily skills, and importent holidays, people in history. For exemple show hould stean house. Christopher Colombar? (prox and cons), Martin Luther Ning? Abraham Lincoh? Harrist Tahman? etc. Right row students copy through school and see have no very of incolaring which important senets and/or Egyptan they have learned about.							
				landmarks. This unit is broken down into smaller units for example:			News is also a catalyst for social studies lessons/vdeos/discussions		Lincoln? Harriet Tubrean? etc. Right now students could go through school and we have no way of knowing which important quants and/or finance they have learned about							
1/23/2019 16:35:51				citizenship, Longfellow,												
1/23/2019 16:30:51	Lysen	Grassi 5	,		744	I have completed several undergraduate classes in the aneas of history, secogniphy, economics, government, or anthropology, i. have completed an accist studies searching methods or equivalent course, I am interested in history, secogniphy, economics, government, and or anthropology and have selected in years frough setterable reading, should and independent study. History: Lived in Richmod, VA: Valuid alterative brilliamsharing.	Gr. 5 TEAM: Westward Movement - Current Events (Scholastic News) 2nd Step Unity Day - Milestone Project I Intertwine SS lessons with Language Arts	persona resources	To be meaningful, a scope and sequence on Wabanski Studies for K-5 sould bring clerity for different grade livelis and inhoducing appropriate concepts to them. It would also be an efficient way to purchase law materials and resources. I would prefer for PPS to create this cuminate and scope is experience and of well arriber than backing the whole SS scope & sequence.	I heard about it from the principal, assistant principal, or building		,	I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	Thanks for asking for teacher input. Please be sure to have elementary leachers on any committee you form. Our needs and time combinate are		
						course., I am interested in history, geography, economics, government, and/or anthropology and have educated myself through			purchase /use materials and resources. I would prefer for PPS to create this curriculum and scope & sequence and do it well rather	curriculum leader/coach						
						Richmond, VA: Visited JamestownWilliamsburg  These completed a social studies teaching methods or equivalent			This stoomy the wrote 55 scope & sequence. Since PPS students are transient within the district, it is important that the whole dishint is breaking the surre-							
1/30/2019 14:08:25	Rwiton	Grade 5	3	There is sirrely not arreach	Yes, No No		American Revolution, some Governmentichics	Tona	I would have in beach social studies and would made have in know	a class I am taking with Elona Horour		1	I know little or nothing about Wabanaki history, people, or culture.  I do not have time to leach Wabanaki Studies related content.			
			ľ	There is simply not enough time especially with the emphasis being on science right now.		These completed several undergraduate classes in the aneax of history, geography, economics, government, or anthropology., I have completed a social studies teaching methods or equivalent			I would love to teach social studies and would really love to know what topics grade 1 could cover.							
				right now.		course., I am interested in history, geography, economics, government, and/or anthropology and have educated myself through enterside reading threat and interespected sharts. I am interested in										
1/30/2019 15:43:30	Donto	Costs I		Michael and	N-	hase completed a social shades teaching methods or equivalent course. I am interested in history, geography, economics, government, and/or antiropology and have educated myself through setmobe reading, travel, and independent study. I am interested in history, geography, economics, government, and antiropology, hought in forth hase much fixes to receive me between				<b></b>		1				
-Jazzona 15:40:30	rvwf01	und00 1	ľ	We teach social emotional curriculum	-	history, geography, economics, government, or anthropology, I am interested in history, geography, economics, government and	1			1	1	1		t Carry our water stong. We are coming to much		
1/30/2019 15:44:07	Rverton	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	-		No	history, peography, economics, government, and ambropology, would indo his amount from to recover must before I have completed several undergraduate classes in the areas of history, geography, economics, government, or antiropology, I am reterested in history, geography, economics, government, and externations, they are the control of the control of the completed several undergraduate classes in the several history, geography, eccording, government, or antiropology, history, geography, eccording, government, or antiropology.		+		<b> </b>	<b> </b>	1	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related nessurces., I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader			
													were as suct for wiscense oracles realed resources. I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader controllers.			
1/30/2019 15:44:38	Riverton	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	2	I teach music that is linked to historical eras (i.e. protest music)	Yes	I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	I teach music as it pertains to the school curriculum		Would love musical resources that align with the curriculum	professional developmen at my school	et .	1	nutriculum.  I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related recurres., I am not sure how to exaltate the accuracy of the resources I find online, in the library, or elsewhere.			
1/30/2019 15:44:49		Grade 3			No	I have completed several undergraduate classes in the areas of	I used to teach underground railroad/Harriet Tubman, Portland Hatory and Wabanaki Studies.	I used to use the Mine Historical Centers Portland History book	I find that without a curriculum or standards that this has been set aside and difficult to find material and grade appropriate test.	I heard about it in my	-	3	evaluate the accuracy of the resources I find online, in the library, or elsewhere.  I know little or nothing about Wabanaki history, people, or culture. I don't know			
				I have taught it in the past - unfortunately haven't the past two years.		I have completed several undergraduate classes in the areas of history, peoprathy, economics, government, oratherpology, it have completed a social studies learning methods or exploited processors, and the second studies learning methods or exploited government, and/or anthropology and have educated reynal through desirable reading, year, and include produce study, if an interested in history, peoprathy, economics, government, and estimopology, seconds destinate ments that has became an indistant.	and Wabenaki Studies.	Portland History book.	aside and difficult to find material and grade appropriate test.	I heard about it in my teacher education program			Tarrow little or exhing about Watanasis history, people, or culture, I don't know where to look for Watanasis Studies related resources. I have found resources i seed use, but there is no more, available at my school for purchasing feen, I amend sure how to establish the accuracy of the resources I find ordine, in the Story, or elementure, I am not sure how to design Watanasis Studies related leasons or cut has only fit with my brander curriculars.			
			l			government, and/or anthropology and have educated myself through estensive reading, travel, and independent study. I am interested in	1				1		Bhary, or elsewhere, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
1/30/2019 15:44:53	Dester	Kinterester Onde ( = 1		As the set treates I to		history, geography, economics, government, and anthropology, founts I don't have much time to nursue, my interest			Ad history is and of an application and company	L			, , ====			
	House	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	,	As the art teacher I try to integrate history and recoverable in me units No time in the schedule unfortunately.	No.				Art history is part of my curriculum and some aspects of social studies will integrate into these units.							
1/30/2019 15:44:53	Riverton	Grade 2	ľ	No time in the schedule unfortunately.	Yes	I have completed several undergraduate classes in the sexus of history, geography, exconnice, government, or anthropology, I have completed a social stacking methods or equivalent course, I am interested in history, geography, economics, government, and/or anthropology and have educated myself through			This is for the whole second grade team!	Other teachers / just righ now from Floral	nt .	2	I know little or nothing about Wabenskii history, people, or culture, I don't know where to look for Wabenskii Studies related resources. I have found resources would use, but there is no money wastable at my school for purchasing them, I do not have time to teach Wabenskii Studies related content. I am not sure how to design Wabenskii Studies related isseason or units so they fit with my broader	Time is the biggest constraint		
						raise compesso a social studes statering metroot or equivalent course, I am interested in history, geography, economics, government, and/or anthropology and have educated myself through	,						secus use, our trees is no money assumes at my across for purchasing them, if do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader			
1/30/2019 15:45:39	Riverton	Grade 1			No	History, geography, economics, government, and anthropology are	I do not teach social studies.		We have too many other daily routines and responsibilities to fit Social Studies. We are currently struggling to fit science in.				custiculum. I do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related isssors or units so they fit with my			
1/30/2019 15:47:12	Riverton	Grade 5	4	American Revolution and Global Citizenship	Yes	not areas of personal nitrout.  These complished and stated issuelting methods or supposited course, I are interested in history, appearing, occoration, generating, stated areas observed and the solicity of course of the cours	American Revolution and Global Ottzenship		social studies, we are currently strugging to its science in.	I learned it today.		1	now to being it witchinks obtained reason execute or until so they fit with my broader custiculum.  Indignate teaches it			
				Global Citizenship		course., I am interested in history, geography, economics, government, and/or anthropology and have educated myself through							Ť			
						entersing reading, trave, and independent study. I am interested in history, geography, economics, government, and anthropology, flourch Lider/Linear much firms in nursus, multipleased.										
1/30/2019 15:47:31	Riverton	Kindergarten	2		Yes	I have completed a social studies teaching methods or equivalent rounse.	Community, Hatorical People, social skills, Thankegising  American Revolution. It was ted into informational writing.	Scholastic News, books Picture books.		I heard about it from a colleague in my huilding		1	I know little or nothing about Wabanaki history, people, or culture.			
1/30/2019 15:40:06	Howards	Grade 5	,		No.	I am interested in history, geography, economics, government, and/or anthropology and have educated myself through extensive reading, travel, and independent study.	American revolution. It was sed into informational writing.	PICSAN DOOKS.	We need help with social studies. Departmentalization makes teaching 55 very difficult.	social studies department head	nt	2	I know little or nothing about Wabenald history, people, or culture, I don't know where to look for Wabenald Studies related resources. I do not have lime to each Wabenald Studies related content, I am not sure how to design Wabenald Studies related combert, I am not sure how to design Wabenald Studies related issuem or units so they It with my broader curriculum.			
1/30/2019 15:40:33	Monday	Kindergarten	,		Ven		Community, Habrical People, Holidays/Traditions, Social Skills	Paladadis Ness Massaire Plates		Theres should be soon a			Studies related lessons or units so they fit with my broader curriculum.			
1302010 13-43.33	-	Name years	ľ		_	history, geography, economics, government, or anthropology., I have completed a social studies teaching methods or equivalent	Continuity, Penaltical People, Policiago Hazaldini, Social Sena	Scholastic News Magazine, Picture Books, 2nd Step Program		I heard about it during a PPS course or Community of Learners						
						course., I am interested in history, geography, economics, government, and/or arithropology and have educated myself through extension reaction threat and interested shafe. I am interested in	,			exert						
						Those completed several undergraduate classes in the areas of habity, peoplarly, economics, permitted or arthropology, in- terest, in an interest in history, peoplarly, accounts, generated, action arthropology and have accounted myself training power series, action arthropology and have accounted myself training habity, peoplarly, accounts, government, and arthropology, companies, account and account and arthropology, contract, an interest and in history, peoplarly, accounts, concerns, and account in the hard policy peoplarly, accounts, generated, action arthropology and have accounted myself training accounts in the hard account of the peoplar shall peoplar accounts in the hard account of the peoplar shall peoplar accounts in the peoplar shall peoplar shall be accounted in the peoplar shall peoplar account of the peoplar shall peoplar account products and or other peoplar shall peoplar account products and or other peoplar shall peoplar account products account peoplar shall peoplar account products account peoplar shall peoplar account peoplar shall peoplar account peoplar shall peoplar shall peoplar shall peoplar account peoplar shall peoplar shall peoplar shall peoplar account peoplar shall peoplar shall peoplar account peoplar shall peoplar shall peoplar shall peoplar account peoplar shall peoplar shall peoplar shall peoplar shall peoplar shall peoplar shall peoplar account peoplar shall peoplar shall peoplar shall peoplar shall peoplar shall peoplar sh										
1/30/2019 15:50:22	Riverton	Kindergarten	,		Yes	I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and/or anthropology and have educated myself through	We teach about our community, Colonial Studies (thankagiving), Historical People, social skills	Scholastic News, 2nd Step, Read Alcude and Little Thinkers Social Studies TPT	It's difficult to fit Social Studies in with everything else that we are required to do. I feel like it have to try to "areak it in". It's one of my tworite subjects to teach and I'm and that I don't get to do as much as I used to	I heard about it during a PPS course or Community of Learners event, From the Race		2	I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum., I believe 3rd or 4th grade does a whole study on it.			
1/30/2019 15:51:16						estensive reading, travel, and independent study.	Historical people, cultural traditions, community, social skills.		as I used to	event, From the Race			kindergarien I cover it only in read alouds			
1/30/2019 15:51:16		Kindergarten	,	Other subjects take up more time and mandated by administration.	Yes	I have a bachelor's degree minor in history, geography, economics, government, or anthropology, I have completed several understandate classes in the areas of history, geography.	Historical people, cultural traditions, community, social skills,	Non-fiction books, Scholastic News, Second Step program	I use to teach many more science and social studies units but literacy, (reading and writing) and math have become more of a district focus.	I heard about it in my teacher education program, I heard about i from a colleague in my building	I use to teach it in a third grade class.		kindergarten I cover it only in read alouds			
			1			чениями геальну, этими, иси пюреномих какуу.  Тима в завъейный оберен вите и в віжну, дооружую, екопотиск, дометиней, от автіпуробору, 1 вине согерівній винета иноберрамайо сіленами інто винета вистотиск, дометиней, от автігоробору, 1 вине согорівній а косін мішев віжніту регийной се ерийней силам. 1 авті пеневаній ін віжку, реографу, вссотекть, дометиний, винёт и автігоробору акті тима віжній пункті винета винета пенева пінкті винета пункті винета віжній винета винета пенева пінкті винета віжні винета віжні винета віжні пенева віжні винета віжні винета віжні винета віжні винета віжні винета віжні винета віжні винета віжні винета віжні винета віжні віжні винета віжні віжні винета віжні віжні винета віжні віжні винета віжні	1			from a colleague in my building	1					
						and have educated myself through extensive reading, travel, and										
1/30/2019 17:29:58	revertors	urade 4	ľ	Through our 4th grade TC curriculum, we integrate the Chill Rights Movement of the 1500s-1500s and the Minimum and Wallands and studies units that are connected to TCMWS units of study.	res, No	I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	Like I mentioned above, we do the CIVI Rights Unit and the Holocauat, but we do not have a specific curriculum to follow.	I use biograpy corn and history corn a lot. Teachers pay leachers. Lack of resources and a specific curriculum are barriers to leaching social studies.		I heard colleagues mention it is a law' we "had to leach it," but never knew specifics.	1	2	Nacowillia or nothing about Walansali history, people, or culture, I don't know where is look for Wilansali Studies related resources, I am not are how in constallar the accuracy of the resources II for droving, his tilliary, or or or elevatives, I am not sure how to design Wilansali Studies related features or when the history of the horselest previously and the control of the I am not see how to the control previously and I am not see how to design Walansali Studies related leasons or units so they to shirt per predict controllars.	In the past, 3rd grade has done a unit on Wabanaki Studies, and in 4th grade we re-visit it as part of our Maine Studies unit.	T	
1/30/2019 17:47:46				1950s-1950s and the Minimum				barriers to teaching social studies.		rever knew specifics.  I heard about it from a			elsewhere, I am not sure how to design Wabanaki Studies related lessons or units on their fit with my honeler centralism.			
v.auzumr 17:47:46	rvwf01	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	<u> </u>	vew teach social studies units that are connected to TCENED units of study	-	I have a buchelor's degree major in history, geography, econonics, government, or arthropology. I have completed a social studies as social studies and the second studies of the sense of history, geography, economics, government, or arthropology, it has completed a social studies tasking methods or equiphent occurs. I am title resided in Natury, geography, economics, or accordinates the studies of the second studies tasking in embodies or equiphent occurs. I am title resided in Natury, geography, economics, or continues to the second studies tasking the second studies tasking in the history to their have much film to be contained as the second studies tasking the second studies tasking the second studies are second studies.	<u> </u>			colleague in my building			I are not now to coming was an action of studies related lessons or units so they fit with my broader curriculum.			
2/4/2019 0:28:19	Reiche	Grade 2, Grade 3	3		Yes	I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology., I	Grade 2 teaches civil rights, Ellack history; Grade 3 teaches Portland history, including Wabanaki studies	The acquired many nonfiction books, e.g. biographies, to use in these units.		I was teaching at a local private school, and our principal told us about this law.		3	My team and I need to spend time fleshing out this unit of study.			
			1			raws compened a social studies teaching methods or equivalent course. I am interested in history, geography, economics, government, and anthropology, though I don't have much lines in				principal told us about this law.	1					
24/2019 8:23:54	Reiche	Kindergarten	2		No	I have completed several undergraduate classes in the areas of				1	1	1	I know little or nothing about Wabanaki history, people, or culture, I do not have		-	
			1			have completed a social studies teaching methods or equivalent course. I am interested in history, geography, economics.					1		I know little or nothing about Wabanaki history, people, or culture, I do not have time to lasch Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
24/2019 (0/45/3	Beirbe	Greate 5	,	Wards a large w W	Yes	government, and/or anthropology and have educated myself through		We have a large present of streets		I have dishort in form	1					
- Autoria (ACST-21)			ľ	We do a large unit on World War 2 which is across all areas, this is the unit we are working with Kanen McDonald to supplement this		parent tillen, store en reposition, volleger til en retter en til	United States regions-4 weeks which we look at through the lens of Native Americans, World War 2 8-10 weeks	We have a large amount of single copy and multiple copy books about both WW2 and the US-Native Americans		I heard about it from a colleague in my building		1				
			1	serking with Karen McDonald to supplement this		entensive reading, travel, and independent study.					1					
24/2019 15:53:58		Grade 1	2		No	I have a bachelor's degree minor in history, geography, economics, mueroment, or anthomology		mentor texts		I did not know		1	I know little or nothing about Wabanaki history, people, or culture.  I do not have true to teach Wabanaki Studies related control			
24/2019 16:01:11	Beirbe	Grade 2 Kindernarien	1	Wa ma chancoomist— !-	No No	reserves or anthronolous.  I have completed a social studies teaching methods or equivalent more.  These completed assembly independent changes in the assembly the social studies.	Chill Rights- grade 2 History of Enritant manning. Grade 1 The artists of my 55 teaching occurs during read struct and are marks.	mentor toda  Discharbinomentias				1				
			Ī	We use classroom jobs in my kindergarten classroom and talk a lot about community.		Insee completed several undergraduate classes in the aneas of history, secognity, economics, government, or anthropology, i. I have completed a social studies stacking methods or equivalent course, i. am interested in history, spography, economics, government, and or anthropology and have educated regressive government, and in anthropology and have educated regressive entereste used on history and information and interested activity.	The extent of my SS teaching occurs during read aloud and are mostly whole group discussions which help contestualize bigger issues.				1		I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
			L_	community.		course., I am interested in history, geography, economics, government, and/or anthropology and have educated myself through extensive reading, travel, and independent sharts.					<u> </u>					
2/4/2019 16:00:49		Grade 4	2		Yes	I have completed a social studies teaching methods or equivalent course., I am interested in history, geography, economics,	Civil War, Maine History, Wabinaki Studies,		it is difficult to teach these units due to a lack of time, resources and materials.	d I heard about it from the principal, assistant		3	I don't know where to look for Wisbanaki Studies related resources, I have tound resources I would use, but there is no money available at my achool for purchasing them.			
			1			I have completed a social studies teaching methods or equivalent coorses. I am interested in history, geography, concrision, government, anclior antiropology and have educated myself brough esteroide reading, travel, and independent study. I am interested in history, geography, economics, government, and antiropology, though I don't have much time to pursue my trienum.	Ί			principal, or building curriculum leader/coach I heard about it from =			purchasing men.			
			1			though I don't have much time to pursue my interest.				If heard about it from the principal, assistant principal, or building curriculum leader(coach I heard about it from a colleague in my building, I read about it in the newspaper or another media cutlet (please specify the forum in the additional comments have	1					
										media cutlet (please specify the forum in Par		1				
24/2019 16:00:51	Reiche	Kindergarten	2		Yes	I am interested in history, geography, economics, government, and	Pleace, Kindness, Equality during the month of January to support my		I would be interested in learning about what allother Vandergarten classrooms in the District are teaching and the topics, materials & resources they are using.	additional community box I heard about it during a PPS course or Community of Learners			I have found resources I would use, but there is no money available at my school for purchasing them, I am not sure how to design Wabanaki Studies related issues or units so they fit with my breader curriculum.			
24/2019 16:07:45					V		Second Step Program Other than that not any formulated a scinatoralise.	Polostodio Woods ** * ** **	resources they are using.	Community of Learners	To be seen		related lessons or units so they fit with my broader curriculum.			
24/2019 16:07:45			1		746		Pleace, Rindreas, Equality during the month of January to support my teaching of Martin Luther Ring, Ir Day and throughout my feasibility of Martin Luther Ring, Ir Day and throughout my feasibility of More Rate, Martin Joseph Carellon, Ir Sy very hard to incorporate supech of social studies but with all the increasing and even-hanging curricular and students expectations, it is offer to be hard to Ett III in. As a leader, I do by to teach about mos, community, listing and Extraor relations.	scrosstic Weekly Readers, Mentor tests is		I heard about it during a PPS course or Community of Learners	To be more specific, I learned about the law through Flona Hopper and the class on Race in	2	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources. I do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related issuence or units so they fit with my breader curriculum.			
24/2019 16:07:50	Maria.	Grade 2, Grade 3		No banks or -	V	lan makini maningan a a a a a a a a a a a a a a a a a a	community, history and human relations.	Books, Time for Kids	Not much time to do Science or social studies			1	Studies related lessons or units so they fit with my broader curriculum.			
2-4/2019 10:07:50	ren.76	unade z, turade 3	ľ	It is hard to prioritize social studies when it is not "tested"	-	I have completed several undergraduate classes in the areas of history, peopraphy, economics, government, or anthropology, I have completed a social studies stacking restricts or equivalent course, I am Interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	2nd grade - Civil Rights Movement - 6 weeks, mapping 2-3 weeks/community 3nd grade - History of Portland - 6-8 weeks (by to touch on the immigrant experience, colonistem and Wabinski history)	MANUEL TOT PLEE	PARTMAN SITE TO GO SICIENCE OF SOCIAL STUDIES	I heard about it in my teacher education program, I heard about it during a PPS course or Community of Learners esent, I heard about it in a non-PPS course I took		,	I do not have time to teach Wabanaki Studies related content, There is some, but not a lot of high quality leveled reading books on the subject. If there were, I alwa to purchase from the district does not provide any resources to my			
1			1			course., I am interested in history, geography, economics, government, and anthropology, though I don't have much time to	1			during a PPS course or Community of Learners	1		knowledge.			
						pursue my insirest.										
24/2019 16:08:34	Reiche	Grade 1	3		Yes	I have a bachelor's degree major in history, geography, economics, government, or anthropology.	This is a new grade level for me this year, and I've joined a team that doesn't have a defined social studies curriculum. We do teach 55 but if a pairty as match year, and describe account A.V. does not be a second as a se	Time for Kids, engaging read-abuds, Second Step Curriculum (community- huldren)	I'd love to find a way to embed 55 content into the curriculum we always teach. I think we've done that a bit for Science, so 55 feels like the logical met step. Would love to talk more! Directly like the specific or to talk more!	I heard about it from a colleague in my building		2	I do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
		1	1			1	would like to have a curriculum and would be happy to help build one for the team or at least for mount?	or and	Would love to talk more!	1						
24/2019 16:09:49	Reiche	Grade 4, Grade 5	2		Yes	I have a bachelor's degree major in history, geography, economics, government, or anthropology. I have completed a social studies leaching methods or acutanised course.	With my newcomers I teach a world geography unit including the continents and basic map skills. In the past I have also buight a basic Waharoki.unit			I heard about from Flora		2	I don't know where to look for Wabanaki Studies related resources. I am not sure how to estuate the accuracy of the resources I find online, in the library, or also above. I do not have time to teach Wabanaki Studies related review!			
24/2019 16:09:49 24/2019 16:14:17	Reiche Reiche	Grade 4, Grade 5 Grade 2	2		Yes Yes	These a bachstor's degree major in history, geography, economics, government, or anthropology, it have completed a social studies such biomedical in control and control and an advantage of the studies and the studies are studies are studies and the studies are studies and the studies are studi	This is a new grade level for me this year, and I've joined a learn fivel doesn't have a defined social indicate curriculars. We do seek 755 bit when 354 his level file and the level file is level file. The seek 155 his level file is level file to his level file to his level file is level and controllars and would be hopey to help hade does in data level or an absent for amount? With my resourcement banks and word groupping until relating the controllers and basic transpillit. In the partit have also being as the and seek of groups and the level file file is not indignous file yet when supplies to file file. But he follows a set indigenous file yet when supplies file. May, 32 and 40 file files the files yet and to an originary file yet to be shown, or committed to show, or accommand to show, or accommand to show, or accommand.	I use many books from the library, and sometimes students read books-if there		I heard about from Floral I heard about it during a PPS course or Community of Learners	•	3	I don't know where to look for Wabanaki Studies related resources, I am not see how to evaluate the accuracy of the resources if the distinct, in the library, an elemberar. I for not have time, know this devoted status scholar resource It yould be not to the service than the things the school resolution accurate to the school of the school of the school of the school of the landwar can access for fearbing this information.			

24/2019 16:14:45	Reiche	Grade 2, Grade 3	2	I teach a 2-3 month Civil Rights unit in second grade and a simmilarly timed Portland History unit in 3rd grade. I teach a short geography unit also in 3rd	No	I have a bachelor's degree major in history, geography, economics, generated, or anthropology, if have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, another atthropology and have educated myself through esternise neating, travel, and independent	Chill Rights 10-12 weeks, Portland History 10-12 weeks, Geography 4 weeks	Chill Rights - MLK writings and videox of speaches, many grade level pickure book of the Little Rock 2, Childrent March, Salme march, biographies of Thurgood Marshall, march photos from marches taken from celline resources, poetry from Maya Angelou, James Baldeln and blues lyrics.	Thank you for doing this.			1	I don't know where to look for Wabanaki Studies related resources., I am not sure how to evaluate the accuracy of the resources I find online, in the library, or elsewhere.	The Wilderseld website has some content that headers well to teaching Portional Healingh but I would like more. I would live to have some of the origins stories told to my students to bugin the history and more resources for how to teach Wabsreaki contributions to daily life now		
				Portland History unit in 3rd grade. I teach a short		geography, economics, government, and/or anthropology and have educated myself through extensive reading, travel, and independent		Selms march, biographies of Thurgood Marshall, many photos from marches					G salabas.	history and more resources for how to leach Wabanakii contributions to daily life now		
				geography unit also in 3rd grade		study.		taken from online resources, poetry from Maya Angelou, James Baldwin and blues								
								Ignicis.  Portland History -								
								Portiand Haldroy - Grade Inationy - Grade Inationy - Grade Ination Haldroy books, Landerstein Jark grade book, MMG gicture, seconciest. Flaid Hyps in Table House, seconciest. Flaid Hyps in Table House, Completely House, Chemarkoy, Tokush, Completely, Florid Parish, Chusch, Cilly Wallow, Adult History Institute, see photo). Chilles Irish Haldroy Hall. Ancient video of Portland, Maine done by Better Business Bureau.								
								Longfellow House, Observatory, Eastern Cemetery, First Parish Church, Oily								
								Walks. Adult History tests (see photo). Online Irish history trail. Ancient video of								
								Portland, Maine done by Beter Business Bureau.								
								Geography - Google Earth, Cinderella stories from								
								around the world, DK - Kids from around the world, Time for Kids, National								
24/2019 16:31:25	Reiche	Grade 4, Grade 5	f	I love social studies and sease it in throughout the sear but I would say I	Yes	I have completed several undergraduate classes in the areas of history, secogaphy, economics, government, or enthropology, I have completed a social shades suching methods or equivalent course. I am interested in history, geography, economics, government, and/or anthropology and have educated mywell through entersive reading, travel, and independent shady.	The changes buryone it specifies and closely facilities and the receivable ment by the bose merchand who in section burson becomes the compare or deep year or below fifth or facility lamp pilety you be pints for the property of the proper	Goography - Google Earlt, Christines stories from swood fla world, Cit. Villa from wound award, Cit. Villa from wound All stelling villa A. Young Pasgla filter A Helsey of the A. Young Pasgla filter of the Vallad States, Reflective Goodle planner has a wealth of account studies resources belast or anxietaments of Principlant for year -buppy a stew as a did one of these why you (Allas), the of rich hard copy less that the literal year studies wounder and the States of principlant or year. A set the States of principlant years of the States of principlant years of the States of principlant years.	Teaching history/social studies is one of my fasorite parts of the work. I'm exciting to see clatrict wide energy and leadership on this grow!	I heard about it from a colleague in my building		'		Hade the New many good desirating primits for resources and an global for Elizary good hade being to be by an extended or Blobal to support file used. Without this hade you decrease process to support file used. Without the best of support good support good manufactures to the same that file are support, good support good Without the Strategy through the present some are in fact. such desiration of the same than the same through the best such as the same that the same through the best support to the same of the same through the best Additional senaments of AUMVS sections and an tripleg to make them contributed from the same statement.		
				I love social students and weave it in throughout the year, but I would say I probably only do 3 complete, well planned units as opposed to amail lessons or 'miniseries' on topics.		course. I am interested in history, geography, economics, government, and/or anthropology and have educated myself through	this year as well as what I have done up to this point in the year. The lengths are approximate.	resources linked to anniversaries of events/holidays/significant days						continue to be areas that I feel an urgency about learning more about. It is incredibly important to center and acknowledge		
				opposed to small seasons or 'miniseries' on topics.		essentive reading, travel, and independent study.	"Undigenous Peoples Day Interdisciplinary Human Micration Study	old one of those with you (Julia), lots of rich hard copy tests that I mine for						Wateruse natory strongstout the year and a set in tact seaching in achools in land that has been Wateruski for thousands of years. It is humbling to realize how much more I have to learn.		
							Civil Rights Leaders Black Lives Matter	articles/escerpts—I ask the library staff to pull things for me, and use the public						Additional resources ALWAYS welcome and I am trying to seek them out wherever I can find them, as well. Thanks much!		
							-Native Subservational Subset -World War 2 OR Slavery and the Civil War Lunar New Year	serary too.								
24/2019 19:42:57	Presumpacot	Grade 5	3	Most of our social studies lessons are embedded in our espeditions and case	Yes	I have completed a social studies teaching methods or equivalent course.	world geography, our constitution, human rights and chill rights, history of the Presumpacot River	We collect and create our own resources Much is from online resources and books		I heard about it during a PPS course or Community of Learners		3	I am not sure how to evaluate the accuracy of the resources I find online, in the Strary, or elsewhere., I do not have time to teach Wabanaki Studies related content, I am not sure how to design Wabanaki Studies related lessons or units	I would like to know what needs to be taught in each grade level so se don't repeat curselies.		
				espeditions and case studies						Community of Learners			content., I am not sure how to design Wabanaki Studies related lessons or units an thru fit with my honder curriculum.	·		
2132013 34244	EMILE IN	GLESS 1	ľ			history, geography, economics, government, or anthropology, I have completed a social studies teaching methods or equivalent							so, there is also now broader continuous.  If do not have time to basch Watbanaki Studies related content, if arm not sure how to design Watbanaki Studies related issuons or units so they fit with my broader conticulars.			
						course. I am interested in history, geography, economics, government, and/or anthropology and have educated myself through										
2/13/2019 9:27:19	East End	Grade 1	2		Yes	Hose completed several undergraduate classes in the areas of habity, pageoptily, eccorate, powerment or arthropology, 1 has controlled to the property of the property of the controlled to the complete developeding and that exicution from the several of habity, pageoptily, eccorates, powerment or arthropology, 1 has complete several interpretated controlled to the contro				I heard about it during a PPS course or Community of Learners event, I read about it in the neverpaper or another reads outlet (please apocity the forum in the additional comments bost)	Portland Press Herald, PMA event		I know little or nothing about Wisbanaki history, people, or culture, i don't know where is both for Wisbanaki Stalidar ridial resources, i have found resources, and use just on crossy analised and yet school for protesting free, i am not sen how to establish the accuracy of the resources if the desire, in the largy or eliabority, or illustrate, if not not less the basic history free interesting resources, if not not less the basic history free interesting resources and the control of the control	In the past, there was an in-depth Wabanki course , will that be offered again?		
						have completed a social studies teaching methods or equivalent course. I am interested in history, geography, economics, covernment, and enthropology, though I don't have much time to				Community of Learners event, I read about it in the reseasons or souther			would use, but there is no money available at my achool for purchasing them, I am not sure how to enaluste the accuracy of the resources I find online, in the Brown, or elevations. I do not have lime to teach Websereld Studies related.			
						pursue my interest.				media cutlet (please specify the forum in the			content, I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.			
2/13/2019 20:07:19	East End	Grade 3	3		No.	I have completed several undergraduate classes in the areas of	Portland Unit -1 month. Second Sleo curriculum			additional comments box)	)		I I am not sure how in evaluate the accuracy of the resources I find online in the			
2/14/2019 4:45:00	Rows	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	1		Yes, No	history peography economics government or anthropology  I have completed several undergraduate classes in the areas of	· ·			I heard about it from a colleague in my building	<b>†</b>		Brary or elsewhere I am an instructional leader for data analysis and intervention. Therefore do not teach this content.			
		a, unade a, Grade 5	1		1	have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics,				committee in my building			man comme			
2/14/2019 9:22:33	East East	Grade 4, Grade 5	,		Van	government, and anthropology, though I don't have much time to remain my interest.	Crimini America	Books, websites		Desert about it in	-		There is very 85s time for learn planning.			
			[ ]		I -	history, geography, economics, government, or antiropology., I have completed a social studies teaching methods or equivalent	Wabanaki throughout the year Revolutionary War			I heard about it in my teacher education program, I heard about it from a colleague in my building						
<u></u>		<u> </u>			<u> </u>	course., I am interested in history, geography, economics, government, and/or anthropology and have educated myself through estimate seading threat and independent when	Maine Immigration Et al less intensively				<u></u>		<u> </u>	<u>                                       </u>		
2/14/2019 12:49:11	Rows	Grade 1, Grade 2	3	we have not been given a social studies curriculum. our units follow the standards as much as possible	Yes	These compained second contempratures channels in the same of states, assumed as extended, assumed as destinations and a second contemprature of the second contemprature	Community, geography&rrapping, state of Maine (symbols ) Martin Luther King, Veterans Day, Current Events	Time For Kids, Teacher Pay Teacher (that we buy on our own) and books from our library,		I heard about it from a colleague in my building		-	we do not have an age appropriate curriculum to go with this.			
			<u> </u>													
2/14/2019 12:49:12	Rowe	Grade 1, Grade 2	3	We have not been given a Social Studies curriculum so we align the CCSS to our	Yes	I have completed a social studies teaching methods or equivalent course.	Community, Geography and Mapping, Presidents, Martin Luther King, Veterans Day, State of Maine, Current Events	Time for Kids, Teacher Pay Teacher, books from our library,	We need a social studies curriculum for first and second grade that supports the standards.	I heard about it from a colleague in my building		,	We do not have an age appropriate curriculum available.			
2/14/2019 12:49:17	Rows	Grade 1, Grade 2	3	we align the CCSS to our Dockert Based Learning we have not been given a	Yes	I have completed a social studies teaching methods or equivalent	Community; Geography and ; state of Maine (symbols)Mapping; Marti Luther King, Jr.; Veleran's Day; current events	Teacher Pay Teacher units that we buy; Time For Kids	We need a social studies curriculum in first and second grade so				We do not an age appropriate curriculum available			
				Dinier's Resert Learning see hase not been given a social studies curriculum so see by to follow the common		course.	Luther King, Jr.; Veteran's Day; current events	Time For Kids	We need a social studies curriculum in first and second grade so that our coverage of topics is equitable and consistent in supporting the standards.	I heard about it from the principal, assistant principal, or building						
2/15/2019 6/12/49	Rows	Grade 1, Grade 2	2	SS content is embedded in PSL units and other instruction regularly throughout the year	Yes	I am interested in history, geography, economics, government, and anthropology, though I don't have much time to pursue my interest.	Content has changed year to year. This year we are covering community including learning about government, goods and services, movement of money, geography and mapping, and space			I heard about it in my teacher education program, I heard about it during my PPS new teacher orientation, I heard about it from the principal, assistant principal, or building practication teacher from the		,	I am not sure how to design Wabanald Studies rebited lessons or units so they fit with my broader curriculum, there is no set of standards for lesching SS as we use the common core and focus mainly on leaching writing/reading and math, leaving title to no time for SS			
				instruction regularly throughout the year			movement of money, geography and mapping, and space			program, I heard about it during my PPS new	1		we use the common core and focus mainly on teaching writing/reading and math, leaving little to no time for SS			
										heard about it from the principal, assistant						
2115/2019 743-55	Danamard	Grada 2		We do several expeditions	Van	I have correlated several indepressions classes in the source of	Geography is ween throughout the year in our expeditions about several mouth the ends, freshish self her within changes, and plants	We use Expeditorary Learning		principal, or building curriculum leader frough			I I was what I man find and work in deciding my namenal impainting in order in			
			ľ l	We do several expeditions and try to integrate both social studies and science within them.	_	I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology., I have completed a social studies teaching methods or equivalent	achools around the world, fossils tell of the earth's changes, and plants and polinators.	curriculum for some and then other resources that we have collected over the		teacher education program			I use what I can find and work to develop my personal incoviledge in order to advance my teaching in this subject matter. I would love to have access to up-to- date materials for Wabanaki Studies.			
				within them.		course.	History is wown in during our biography/timeline investigation and our expedition about fossils tell of earth's changes. Economies is seven in during our matter insections.	years. Not from one source specifically.								
							Service learning is seven in during our plants and pollinators expedition.  At the beginning of the year, we do a lot of civic duty and geography.	n.								
							sork that is then worked back in throughout the year. Mains Native Americans is taught during our biography/timeline									
2/15/2019 7:50:23	Presumpacot	Grade 4	2		Yes	I have a bachelor's degree minor in history, geography, economics,	Intelligence groups contrigereadtheasts of train. And plantage (LLT) willing those, groups contrigereadtheasts of train. And plantage (LLT) willing the LLT) of the power of the rest of the year spect on the beginning of the year and the rest of the year spect on the believe to the past, we do come Whitemarkis students, but this year was cut if to the sale of these advers defined the law wave distribution, but the law wave of the contribution of the sale of these adversarial to the law wave of the contribution of the law wave of the law	A lot of our resources come from online		I heard about it in my			I don't know where to look for Wabanaki Studies related resources. I am not sure how to evaluate the accuracy of the resources I find online, in the library, or elsewhere.			
						government, or ammropoogy, I have compenso several undergraduate classes in the areas of history, geography, economics, government, or anthropology. I have completed a social	We cover culture in the beginning of the year and the rest of the year	and newspaper articles, especially about in Maine industries. I also have this book		program, I heard about it from the principal.			aure now to evaluate the accuracy of the resources I find drains, in the sorary, or elsewhere.			
						I have a buchelor's degree minor in history, geography, economics, government, or anthropology, I have completed several undergodudus Cleases in the sease of history, geography, economics, government, or anthropology, I have completed a social middles lacefully presided or equilised crouns, I am interested in history, geography, accomment, government, and/or anthropology and have declared in your desired president or many and many desired than declared in history, geography, accomments, government, and/or anthropology and have declared in your difference of desired in reading time!	spent on filiaine. In the past, we did some Wabanski studies, but this year we cut it for the sake of time and we didn't feel like we were doing	https://www.amazon.com/litaine-Sea- pit Shining-		I heard about it in my teacher education program, I heard about it from the principal, assistant principal, or building curriculum leader/coach						
						and have educated myself through extensive reading, travel, and independent study.	very well. We're locking forward to new resources to teach this as it definitely lies in to our Maine study. In the past, we also taught about Colonial Life. That was also rut so that the first rest of the user could be	Secondidp/05/6223232/ref=sr_1_17ie=L TF8&qid=1550234837&sr=8- USAmografisamoine.shroma.sanatha.shinin		leader/coach						
							about culture instead.	grees . It's a little outdated, but some chapters are really helpful.								
2/15/2019 12:07:41	Rows	Kindergarten	3		No	I have completed several undergraduate classes in the areas of hadron necessary economics, necessary or sufferencies.  I have completed a social studies teaching methods or equivalent resume.						1	I am not sure how to design Wabanaki Studies related lessons or units so they that has broader custiculum.			
2152019 12:19:31	Rows	Kindergarten	ľ	Our day is filled with Reading, Writing and Math workshops.	No	I have completed a social studies teaching methods or equivalent course.						'	It with me broader custorishm.  I know little on orbiting about Wabanaki history, people, or culture, I arm not sure how to evaluate the accuracy of the resources I find online, in the library, or alsowhere, I do not have time to teach Wabanaki Studies related content, I arm not sure how to design Wabanaki Studies related leasons or units so they it will be content to the property of the content of the conte			
2/15/2019 15:50:18													not sure how to design Wabanaki Studies related lessons or units so they fit with my broader custiculum.			
2/15/20/19 15:50:18	POM	Grada S	r l		144	I have completed a social studies teaching methods or equivalent course, I am interested in history, geography, economics, government, and/or anthropology and have educated myself through	"Time for Kids," Wabanaki Studies + "Columbus Day x: Indigenous People's Day, "Thankaglaing," Black History	"TFK" My own resources, books from our library, websites on my Padiet		coeque						
2/26/2019 6:46:03	East End	Kindergarten	2		No	I have completed a social studies teaching methods or equivalent	Community and Carebakers of the Earth are Kindergarten Units	Children's literature, online videos	Interested in studying black history.			-	I know little or nothing about Wabanaki history, people, or culture. As a new			
						I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology., I am							I don't know where to look for Wabanaki Studies related resources., I am not			
2/28/2019 10:26:55	East End	Grade 4. Grade 5	,		Yes	These completed entered and entered these these there are not of the thirty, geography, controls, operating of supporting of presented in history, geography, controls, operating of supporting the supporting of the supporting of the supporting of present and the supporting of the supporting of the supporting of present and the supporting of the supporting of the supporting of present and the supporting of the supporting of the supporting of present and the supporting of the supporting of the supporting of the supporting of the supporting of the supporting of the supporting the supporting of the supporting the supporting of the supporting of th	Holdays (Black History Month, Thanksplans, President's Day, etc.), N	ath I need to find material on my own and it is	aries. There is a serious lack of resources in ceneral	I heard about it from the	principal, assistant principal	١.,	I don't know where to look for Wabanaki Studies related resources. I am not sure how to evaluate the accuracy of the resources I find online, in the library, or elsewhere. There are very limited, or scattered resources available. We do not have a curriculum	]		
						I am interested in history, geography, economics, government, and/or anthropology and have educated myself through extensive	The second secon									
2/28/2019 10:39:15	Ross	Kindergarten Grade 1 Grade			No	geography, economics, government, and ambropology, though I don't have much time to pursue my interest.	Black History Month, History of Composers, etc.	rockandroll.com	<u> </u>							
						I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology., I have completed a social studies (sev-him methods or expendent)		1								
					1	course., I am interested in history, geography, economics, government, and anthropology, though I don't have much time to				1				]		
2/28/2019 10:58:23	Rows	Grade 5	ľ	As a librarian I support	No	Course my interest.  I have a bachelor's degree minor in history, geography accomming		1	l .	l	1	1	I teach specifically math, but my colleague teaches Wabanaki Studies.	<del>                                     </del>	!	
				As a librarian I support teachers as they teach this content. I also schedule stories for my K - 2 students	1	I have a bachelor's degree minor in history, geography, economics, government, or anthropology. I am interested in history, geography, economics, government, and/or anthropology and have educated mouth through sederate metalin. Event and independent short. These complicials anciel studies instructing settlender equilibration. These complicated anciel studies instructing settlender equipment produces and anthropology, though I don't have much time to currant min inference.				1			I think there are limited resources (specifically books) that are available for our			
2/28/2019 10:58:43	Rows	Kindergarten, Grade 1, Grade	12	that introduce these trodice We alternate SS with Science units.	Yes	myself through extensive reading, travel, and independent study.  I have completed a social studies teaching methods or equivalent course, I am interested in history, decorably, economic*	As a librarian I feel I support social studies research for country prote	to Mr libraries have a collection to support t	hese topics. I also use online resources including Culture Grams. Dis	III heard about it during a l	PPS course or Community of	2	K-5 consistion	If also think it would halo it there was some district-wide clarification about what should be introd	ced and/or reinforced for the	e K - 5 curriculum
2/28/2019 11:00:13	Rose	Grade 1 Grade 2	,	and the second	No	government, and anthropology, though I don't have much time to pursue my interest.	Communities, mapping, Portland., half the year	culturagrams, storybots, various websites	I have recently changed grade levels so these answers are estimate	4		2	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources.			
						government, and anthropology, though I don't have much time to correce are interest.  I have completed a social studies teaching resthouts or equivalent course. I am interested in Intelliny, geography, economics, government, and/or anthropology and have educated myself through							I am not sure how to evaluate the accuracy of the resources I find online, in the library, or elessahere., The resources available are dated, incomplete, and too			
2/25/2019 11:12:39	East End	Grade 4, Grade 5			Yes	I am interested in history, deography, economics, government, and	Wabanaki, American Revolution, Maine Studies, Map Skills	We have no resources. We design from	Why don't we have a set curriculum with rich resources readily ave	I heard about it from the a	principal, assistant principal.	3	hard for students to read.	<del>                                     </del>		
AND THE RESERVE TO SERVE TO SER		en t total	ľ			anthrocology, though I don't have much time to pursue my interest.  I have completed a social studies teaching methods or equivalent course., I am interested in history, geography, economics,			Mariana (r. 103.008)		1					
2/28/2019 11:44:26	East End	Grade 1	2		No	course., I am interested in history, geography, economics, government, and/or anthropology and have educated myself through estemake reading, bravel, and independent study. I am interested in history, economics, covernment.	As a first grade leacher I cover building community in the classroom.	Second Step Curriculum, books both first	on and non-fiction to teach about people in history and places around	the world	1					
2/28/2019 11:51:45	East End	Detail Detail	5		Van	and/or anthropology and have educated myself through extensive reading, travel, and independent study.	Man skille Maine Nation Americane Moration, first Americane Africa	A Curriculum I have developed over the ver	ers from various sources	I hased about it from the s	minrinal assistant minrinal	5	I have found resources I would use, but there is no money available at my achool for ourchasino them.			
				With the focus on Writers College Units of Study and the lack of support for PSL within the building, I feel that It is sometimes challenging to find time and resources for	1	I have a bachelor's degree minor in hallory, geography, economics, government, or arthropology. I have completed a social studies teaching methods or equivalent course, I am Interested in history, geography, occurrious, government, and/or arthropology and have educated mywelf through esternative reading, travel, and independent thorir.										
I				within the building, I feel that it is sometimes challenging to	l	teaching methods or equivalent course., I am interested in history, geography, economics, government, and/or anthropology and have							I don't know where to look for Wabanaki Studies related resources. I have tourd resources I would use, but there is no money available at my school for purchasing them. I am not sure how to design Wabanaki Studies related assent or units so they fit with my broader curriculars.	]		
2/28/2019 12:14:32	Rows	Grade 3 Grade 4	3	nno time and resources for ancial studies	Yes	Museum mysest through estensive reading, travel, and independent study.  I have completed several undergraduate classes in the areas of	I usually leach two large social studies topics a year within an intended	in Teaching Tolerance. Znn Education Proj	ect. Neverels. A Different Mirror. A Young People's History	I heard about it during a l	PPS course or Community of	2	partnersing them, I am not sure now to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.	<b> </b>		
					1	document myster transport entering relating terms, and margenored study, pulsary and the study of the study							1	1		
2/28/2019 13:05:13	East End	Grade 4. Grade 5	3		Yes	government, and/or anthropology and have educated myself through entensive reading, travel, and independent study.	Wabanaki, Colonial America, Immigration (Throughlines)	No test books, multiple library books, Kee	gers of the Earth, Wabanaki book, websites, maps, experts	I heard about it from the	principal, assistant principal.					
				Any social studies curriculum must be woven into existing literacy and math expectations. There is not enough lime to teach social studies as a stand stone subject									I do not need that to teach installed address resided content, I am not sure how to design Wabanaki Station related teachers or until so they fit with my broader curriculum. We are heavily at hardwise to meet all now loss			
				math expectations. There is not enough time to teach	1								Teacher's College reading and writing programs. We also have hours of required meth instruction every week. Once all required instructional	1		
				social studies as a stand alone subject	1	I have a master's degree, or any proking inwest a meater's decree.							hos for that there is made it was a made it was a finite or with a finite of the first property of the first p			
2/28/2019 13:31:44	Rows	Grada 3	9		Yes	I has a master's degree, or an vorking based a master's degree, or history, exposures of control consortined or antiferiodolou. Thas a backetor's deposit exponentic appropriate description of the properties of		<del>                                     </del>		I heard about it from a co	eleague in my building		not feel like we have the ability to do that in our building			
					1	government, or anthropology., I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology I am interested in Network										
	Post Post				L	geography, economics, government, and/or anthropology and have educated myself through extensive reading, travel, and independent				L			I am not sure how to design Wabanaki Studies related lessons or units so they	L		
AUGUST 15:04:45	anno 6156	eea iselet	ľ			These completed several undergraduate classes, size, so in separate I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology, I are televated in history, geography, economics, government, and/or anthropology and have educated myself through extensive reading,	Property Company	red .		seem secul il durino a l		2	fit with my broader curriculum.	recommendation are a recommended or neurope languages and efforts to maintain Passarraques	My MEGUROS.	
228200 45.05.5		Notares Code ( 7 )	].			Interested in history, geography, economics, government, and/or anthropology and have educated myself through extensive reading, tread, and independent study.							Linna illia or nobino shout Wahanaki bishou naonia or c **********************************			
A STATE OF THE SAME AND ADDRESS OF THE SAME ADDRESS OF THE SAME AND ADDRESS OF THE SAME ADDRES		TOTAL LANGE   Grade				Annual Control of the	A STATE OF THE PART OF	and the same of th		THE PERSON			THE RESERVE OF THE PARTY OF THE	The state of the state of the state of the state and the state and create come by this culture.		

			Our PSIL topic is immigration. We teach on this topic multiple times a seek. We also incorporate social studies conservations and routines into our												
2/28/2019 17:50:22	n	Grade 3. Grade 4	nonfiction reading and		I have completed several undergraduate classes in the areas of history, opporaphy, economics, government, or anthropology.		1	[	I	1	1 .	I am not sure how to design Wabanaki Studies related lessons or units so they fit with my broader curriculum.		1	1 1
2282019 19:02:20		Kindergarben Grade 1 Grade 2	Tames Ed Tech but am Mains certified in Social Studies, Grades 5-7.		thinks a shick before the greater than the property of the pro	I support curriculum here at East End Community School	Both fiction and non-fiction books, video.	and handouts that extend social studies learning.	I heard about it in my leas	cher education program. I h		I know little or nothing about Wisbanski history, people, or culture, I do not have time to leach Wabanski Studies related content, I am not sure how to design Wabanski Studies related lessons or units so they fit with my broader controllers.			
2/25/2019 19:09:56	Rows	Kindergarten 1		No		I do not teach social studies						I know little or nothing about Wabanaki history, people, or culture.			
2/28/2019 19:44:15	East End	Grade 2 Grade 3 Grade 4 Grade 5	No, it is not something I teach as I am not a classroom teacher	Yes	I have completed several undergraduate classes in the areas of history, geography, economics, government, or anthropology, I am interested in history, geography, economics, government, and anthropology, though I don't have much time to currue my interest.				I heard about it during a l	PPS course or Community o	of Learners event	I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources, I am not sure how to evaluate the accuracy of the resources I find online, in the library, or elsewhere			
2/28/2019 19:55:07				No.	·							I know little or nothing about Wabanaki history, people, or culture, I don't know where to look for Wabanaki Studies related resources.			
W1/2010 7:36-44	East End	Kindensten Grade I	There is no social studies curriculum at our school.		I have a bachelor's degree major in history, geography, economics, government, or anthropology, I am interested in history, geography, economics, government, and anthropology, though I don't have much time to oursee my interest.			These sear in he a rishiritative social stories controlors for element	ten. It would be helpful in	have that again		I don't know where to look for Wabanaki Studies related resources, I am not sure how to esakate the accuracy of the resources I find online, in the library, or elsewhere, I am not sure how to design Wabanaki Studies related lessons or spits so they fit with my broader curriculum.			

# Date (some of the months may Communication Type

be inaccurate. This was the best I could pull together from email, calendar and memory)

August 2019 Wabanaki Studies Committee Meeting, UMO

September 2019 Presenting for the DOE Maine Native American Standards Workshops

November 2019 Wabanaki Studies Committee Meeting, Augusta

February 2020 Wabanaki Studies Committee Meeting

May 2020 Wabanaki Studies Committee Meeting

October 6, 2020 Meeting with Pendar Makin, Bridgid Neptune, Donna Loring, Mary

Herman, and Fiona Hopper

December, 2020 Wabanaki Studies Committee Meeting

January 2021 Meeting with Mary Herman, Bridgid Neptune, and Fiona Hopper

February 2021 Meeting with Wabanaki Public Health and DOE

April 2021 Wabanaki Studies Committee Meeting

#### **Notes**

This was the first meeting of the Wabanaki Studies Committee (formarly Wabanaki Studies Commission) since 2004, I think. I was invited to join the committee.

Joe Schmidt asked me to present at a series of workshops he'd organized around the rollout of the newly revised social studies standards. These three workshops focused on the standards related to Maine Native Americans. The second presentation was supposed to be in October of 2019. I got sick and was unable to present.

This was the second meeting of the Wabanaki Studies Committee. The committee was orginally supposed to meet monthly. Pender was injured in September and had to cancel that meeting. We've never met monthly.

I was unable to attend this meeting because it was scheduled during school vacation week.

This was our first virtual meeting, which I attended.

Donna Loring set up a meeting for Bridgid Neptune and me meet with Commisionar Makin to discuss how the DOE could support PPS's Wabanaki Studies work. We asked directly about possible financial support, specifically for the film part of the curriculum that could easily be used statewide. We were offered the use of a conference room at the DOE office in which we could record interviews, possibly with a microphone from the DOE. We asked if there were plans to elevate the curriculum Portland is creating on the DOE's statewide platform. No answer was given.

I was unable to attend this meeting due to a scheduling conflict. It was a one hour meeting, if memory serves, which was a reduction from the two hour meetings we had previously had

Mary Herman reached out to Bridgid and me to schedule a meeting. However, when we got into the meeting a week or so later, she could not recall why she had asked us to meet.

Bridgid and I were invited to meet with Wabanaki Public Health, Joe Schmidt, and Mary Herman to talk about Wabanaki Studies

I was unable to attend this meeting because of a scheduling conflict. It had been rescheduled from the original March date.

From: Emma Bond

**Sent:** Thursday, April 29, 2021 2:21 PM

**To:** Margaret Edwards

**Subject:** Fw: Wabanaki Studies - Request

FYI

### **Emma Bond**

pronouns: she/her/hers
Legal Director
American Civil Liberties Union of Maine
PO Box 7860, Portland, ME 04112

**207-619-8687** 

ebond@aclumaine.org www.aclumaine.org

From: Xavier Botana <botanx@portlandschools.org>

**Sent:** Thursday, April 29, 2021 1:32 PM

To: Emma Bond <ebond@aclumaine.org>; Anne Rothacker <rothaa@portlandschools.org>

**Subject:** Re: Wabanaki Studies - Request

## **EXTERNAL MESSAGE:**

Emma,

Sorry for the delay in getting back to you. We have retrieved about 400 emails and are close to being able to get you the first batch of ~200. That will be coming to you from Anne Rothacker, cc'd here.

We are completing a couple of more comprehensive documentation around professional development that we've organized and the costs associated with our work. I will probably be able to review those this weekend and have them for you shortly after that.

We also are proud to share with you this article that was recently published written by our Social Studies curriculum leader Fiona Hopper that documents the past few years of our work and also provides a good insight into the "why" we think it matters. She is willing to do a "drier" version for you guys if you would find that helpful. She would also be available to talk through any of this with you and/or others.

Thanks for your patience.

Xavier

On Tue, Apr 27, 2021 at 9:54 AM Emma Bond <<u>ebond@aclumaine.org</u>> wrote: Xavier,

I hope you're doing well. I'm just checking in on the status of the FOAA request regarding Wabanaki studies. Do you have any estimate for the timing of the first production of documents? (With the understanding that we had discussed a rolling production, so the first production may not be complete). Thanks for any additional information you're able to provide. Happy to jump on the phone if that's easier.

Emma

# **Emma Bond**

All the best,

pronouns: she/her/hers Legal Director American Civil Liberties Union of Maine PO Box 7860, Portland, ME 04112

- **207-619-8687**
- ebond@aclum<u>aine.org</u>
  www.aclumaine.org

From: Emma Bond <<u>ebond@aclumaine.org</u>> Sent: Monday, March 15, 2021 12:23 PM

**To:** Xavier Botana < <a href="mailto:botanx@portlandschools.org">botanx@portlandschools.org</a>>

**Subject:** Re: Wabanaki Studies - Request

Xavier,

Thanks for the quick response, and for all the work Portland has done in this area.

Best, Emma

# **Emma Bond**

pronouns: she/her/hers
Legal Director
American Civil Liberties Union of Maine
PO Box 7860, Portland, ME 04112

- **207-619-8687**
- ebond@aclum<u>aine.org</u>
  www.aclumaine.org

From: Xavier Botana <botanx@portlandschools.org>

**Sent:** Monday, March 15, 2021 8:00 AM **To:** Emma Bond <ebond@aclumaine.org>

**Cc:** James Morse <superintendent@portlandschools.org>; Maulian Dana

< <u>Maulian.Dana@penobscotnation.org</u>>; Chris Newell < <u>chris@abbemuseum.org</u>>; Starr Kelly

<starr@abbemuseum.org>; Margaret Edwards <medwards@aclumaine.org>; Bruce W. Smith

<br/><bwsmith@dwmlaw.com>; Melissa A. Hewey <MHewey@dwmlaw.com>; Melea Nalli

<nallim@portlandschools.org>; Anne Rothacker <rothaa@portlandschools.org>

**Subject:** Re: Wabanaki Studies - Request

# **EXTERNAL MESSAGE:**

Dear Emma,

This acknowledges receipt of your Freedom of Access request. We will review it and respond with a estimated timeline and associated cost.

Best, Xavier

On Fri, Mar 12, 2021 at 11:49 AM Emma Bond < <a href="mailto:ebond@aclumaine.org">ebond@aclumaine.org</a>> wrote: Dear Superintendent Botana,

This year marks the 20th anniversary of the Wabanaki Studies law, 20-A M.R.S. § 4706(2), requiring instruction in "Maine Native American history." In light of the importance of this topic, we are reaching out to schools across Maine to learn more about how this law has worked in practice. Specifically, we are reaching out to the five largest school districts in Maine, and to five school districts near tribal communities in Maine.

Attached is a letter providing background about the issue, culminating in a records request seeking information about Wabanaki studies in your school. You will see that we specifically address some of Portland's recent successes in the area! We know that the letter covers a lot of ground, so would be very excited to hear from you or your staff to talk through any questions you may have.

We appreciate your commitment to public service and education in Maine and look forward to working with you on this important project.

Best regards, Emma

# **Emma Bond**

pronouns: she/her/hers
Legal Director
American Civil Liberties Union of Maine

PO Box 7860, Portland, ME 04112

- **207-619-8687**
- ebond@aclum<u>aine.org</u> www.aclumaine.org

--

Xavier Botana
Superintendent
Portland Public Schools
207.874.8100 (main)
207.874.8110 (direct)
207.747.8004 (cell)
Pronouns: he/him

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--

Xavier Botana
Superintendent
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# Finding a Riverview: Anti-Racist Education, Decolonization, and the Development of a District-Wide Wabanaki **Studies Curriculum**

# Fiona Hopper

Portland Public Schools Social Studies Teacher Leader and Wabanaki Studies Coordinator

In my experience, my fellow white New Englanders know very little about the Indigenous peoples, histories, or cultures of this area. In what is now called Maine, there is profound ignorance about Penobscot, Passamaquoddy, Mi'kmaq, and Maliseet/ Wolastaqiyik cultures and communities.

When we encounter our ignorance, we often express surprise or perhaps embarrassment, but we rarely consider our ignorance a matter of public health. So when Lisa Sockabasin, Director of Programs and External Affairs at Wabanaki Public Health, said during an early meeting between Portland Schools officials and tribal leaders, that Wabanaki Studies was a matter of public health, I thought about it for weeks afterwards. As I contemplated her words, it became clear that decolonizing is not a social justice add-on, or a trendy way to demonstrate wokeness, or an additional box on the cultural proficiency checklist.

It is a matter of life and death.

<sup>1</sup> Charles Mills, "White Ignorance," Race and Epistemologies of Ignorance (Albany, NY: State University of New York Press, 2007), 11-38.

Like most white people, I've been trained to think that my ignorance is accidental, or at least benign, but it's neither. Also, it isn't as simple as not knowing. As Charles Mills points out, white ignorance cannot be explained as white notknowing because it is ultimately about errors and biases in thinking, which cannot be overcome just by learning new information.1 The kind of place-ignorance I share with most of my fellow white New Englanders is not just a byproduct of settler colonialism.

It is the work of settler colonialism.

This place-ignorance, so common among non-Native people and white people in particular, is part of the structure of settler colonialism. It's no accident that we're ignorant and it's no accident that we remain that way.

The failure of the state of Maine to implement Wabanaki Studies is a structural failure rooted in settler colonialism—a failure in no small part responsible for the ongoing public health crisis that Lisa Sockabasin identified.

Passamaquoddy nurse practitioner and consultant for the Portland Publics School, Bridgid Neptune, describes it this way:

Our tribal community, like others, is mourning preventable deaths of young people and deaths of our Elders who carry our language and culture. As I mourn recent losses and as each day passes, this work becomes more and more important for us. Without a doubt, I know that Wabanaki Studies, done right, will change the outcomes my family and Native community face.

\*\*\*

The gravity of structural inequity was reinforced for me when I stood below the Dundee Dam on the Presumpscot River last summer. The dam towered one hundred feet above—a great behemoth of concrete and steel. Water poured down in a long, controlled line from the pond the dam had created above.

Though it looks like part of the river on maps, to call this area a river is inaccurate. The river has been buried in a pool of near stagnant water. The dam has pushed the water far outside

its banks, which causes a continual swirl of silt and debris. Even if they could make it up that far, fish would not be able to lay eggs in the

aquatic dead zone created by the dam. The flowing water that fish have journeyed from the sea to find for thousands of years is now gone.

Chief Polin, an Indigenous leader from the Presumpscot River watershed, is the first recorded water protectors of the Presumpscot River. In 1739, he traveled over one hundred miles on foot to Boston to tell Governor Belcher of the destruction wrought by the dams that had been built to support the extraction of mast pines for British ships. These same ships transported barrels of dried cod harvested by the ton from the Gulf of Maine to feed enslaved Africans in the southern colonies.<sup>2</sup>

At this time, Colonel Thomas Westbrook, military leader and the King's Mast Agent, was building a massive dam across the river. In his request that fish passage be included in the dam, Chief Polin referred to the Presumpscot as the "river to which I belong." He explained that the loss of a critical food source would devastate his people.

Belcher requested that Westbrook add fish passage, but the request was ignored. In order to

protect the ecosystem to which they had belonged since time immemorial, the people of the Presumpscot river attacked dams, mills, and upriver logging settlements for the next seventeen years.<sup>4</sup>

I'd recently learned this history and thought of it as I stood under the shadow of the Dundee Dam. It was then that I saw how many traits white supremacy and settler colonialism have in

common with dams. How their combined forces have fundamentally shaped the course of society just as dams artificially

alter the course of a river. They use their power to control people and resources just as dams control the flow of a river—and, as with dams, full life is only restored through their removal.

White supremacy and settler colonialism are structures that shape contemporary American society, just as dams shape habitat. All who live here travel through the deadened, toxic environment they create. All who live here have their lives altered by white supremacy and settler colonialism's power to determine the time, length, and course of our passage. When we fall one hundred feet into the roiling waters below, we think it was unavoidable. The experience of a life shaped by powerful, controlling, human-made systems convinces many of us that a series of dead ponds really is a river.

Thankfully not everyone is convinced. Many are still willing to share a river view.

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Nearly twenty years ago, The Maine legislature passed LD 291, An Act to Require Teaching of

International Journal of Critical Indigenous Studies 3 (2010):11-28.

It's no accident that we're

ignorant and it's no accident

that we remain that way.

<sup>&</sup>lt;sup>2</sup> Atlantic Black Box Project, 2019, https://atlanticblackbox.com/.

<sup>&</sup>lt;sup>3</sup> Lisa Brooks and Cassandra Brooks, "The Reciprocity Principle and Traditional Ecological Knowledge,"

<sup>&</sup>lt;sup>4</sup> Maine Historical Society, "Holding Up the Sky," 2019, https://www.mainememory.net/sitebuilder/site/2976/page/4665/display.

Maine Native American History and Culture.<sup>5</sup> The legislation received little attention nationally, but it laid the groundwork for other Indigenous nations to push states to pass similar requirements.

The legislation was written and put forward by Donna Loring, the Penobscot Nation representative to the Maine state government, and Donald Soctomah, tribal representative from the Passamaquoddy Nation. Though it did not use the term decolonization, the law was, as Indigenous Education scholar, Penobscot Nation citizen, and relative of Donna Loring, Dr. Rebecca Sockbeson, puts it: "intended to function as an educational policy working toward anti-racist education and decolonization."

The intentions of the law's Indigenous authors, Dr. Sockbeson further explains, were trivialized by state inaction.<sup>6</sup> A lack of effort to fulfill the requirements of the law became yet another way for the state to disregard Native communities and leaders and to perpetuate white ignorance.

A recent state-wide survey revealed what Indigenous leaders, educators, activists, and presenters already knew: that the law was not being followed and when attention was paid to the Indigenous people of this area, it all too frequently reinforced the colonial narratives of extinction and the white supremacist narrative of inferiority. Even after twenty years, the law that set a new precedent in the nation has not been institutionalized by schools.<sup>7</sup>

I've spoken with many educators over the past few years, the majority of whom are cisgender white women, like me. Many want to honor their obligation to uphold state law and teach Wabanaki Studies, but they frequently are overwhelmed by the scope of what they do not know and are afraid of making a mistake.

The combination of white ignorance, fear, and the absence of institutional motivation and support has left the groundbreaking legislation passed in 2001 largely ignored in schools located in what is now called Maine. Dr. Sockbeson notes that "many call themselves 'allies' to Indigenous peoples in Maine, yet Wabanaki Studies Legislation has been left behind."

I first encountered LD 291 after nearly ten years of teaching in the Portland Public Schools. A Black colleague and I co-founded a course for Portland educators focused on the relationship between systemic racism and education. In our design process, we decided to reframe American history in terms of stolen land and stolen labor. I cannot recall the exact origin of this idea. We were reading and digesting a lot of information at the time, but when we hit on that concept, the entire course fell into place. We named white supremacy and settler colonialism as the defining structures of the United States of America, then we went out and told our colleagues.

Since its inception, the course has served nearly one hundred and fifty educators in our district. It has proven to be a foundational element of the district-wide equity work launched just a few years after the course's inception. The class allows educators to reconsider history they learned long ago and to examine how systemic racism is at work in themselves, their schools, and the United States.

<sup>&</sup>lt;sup>5</sup> An Act to Require Teaching of Maine Native American History and Culture,

http://www.mainelegislature.org/legis/bills/bills 120th/billtexts/LD029101-1.asp.

<sup>&</sup>lt;sup>6</sup>, Rebecca Sockbeson "Maine Indigenous Education Left Behind: A Call for Anti-Racist Conviction as Political Will Toward Decolonization," *Journal of American Indian Education* 58, no. 3 (2019): 105.

<sup>&</sup>lt;sup>7</sup> "Research Findings," Reclaiming Native Truth: A Project to Dispel America's Myths and Misconceptions, June 2018, <a href="https://rnt.firstnations.org/">https://rnt.firstnations.org/</a>

<sup>&</sup>lt;sup>8</sup> Rebecca Sockbeson, "Maine Indigenous Education Left Behind: A Call for Anti-Racist Conviction as Political Will Toward Decolonization," *Journal of American Indian Education*-58, no. 3 (2019): 125.

The creation of this class was, unknowingly, our district's first small move toward decolonization.

When we were still in the planning stages for the course, I drove two hours north to the Penobscot Nation. It was there I met Chris Sockalexis, Officer of Historic and Cultural Preservation, and later James Francis, Director of Historic and Cultural Preservation and tribal historian. James agreed to spend a class period with the first group of teachers, and has been a regular guest speaker ever since.

For many white teachers who grew up in what is now called Maine, he is the first citizen of a nation within the Wabanaki Confederacy they have ever met. And for some teachers who grew up in the towns of Orono, Old Town, or other settler communities built on unceded Penobscot territory, he is the first Penobscot citizen they have spoken with at length.

In the fall of 2017, the Assistant Superintendent of the Portland Public Schools, Melea Nalli, and the then newly hired Equity Specialist, Barrett Wilkinson, met, for the first time, with Indigenous leaders from across the state. About a month before, I'd read an article in the local paper about a resolution in front of the Portland city council to change Columbus Day to Indigenous Peoples Day. In it, Portland Superintendent Xavier Botana was quoted as saying that our schools taught about colonization and its destructive legacy.

I knew that teaching about the destructive impact of settler behavior and teaching about Indigenous peoples were far from being one in the same, and I knew, too, that we were rarely doing either one well within the Portland Public Schools. But when I read that article, it taught me to hope that we had district leadership who would support the implementation of a Wabanaki Studies curriculum.

I'd come to see LD 291 as anti-racist legislation that the white supremacist institutions of the state of Maine had left unfulfilled and to

see its implementation as a critical first step toward meaningful equity work.

As a personal second step, I reached out to the mother of two Passamaquoddy children who attended the elementary school where I worked as an ESOL teacher. We met for a cup of coffee and have since shared many more as we became partners, colleagues, and close friends.

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Bridgid Neptune (Passamaquoddy) grew up in Mohtumikuk, part of the Passamaquoddy community near the international border between what is now called the United States and what is now called Canada. She works as a nurse practitioner in southern Maine, and also works tirelessly as a consultant to the development of Wabanaki Studies work in the Portland Public Schools. Our district's fledgling successes would not be possible without the support, feedback, and investment of Penobscot, Passamaquoddy, Maliseet/Wolastoqiyik, and Mi'kmaq advisors like Bridgid.

In addition to regular consultation from Bridgid and support from the Penobscot and Passamaquoddy tribal historians, James Francis and Donald Soctomah, the district Academic Team has met bi-annually with tribal advisors to gather feedback on how our work is progressing and on our proposed next steps. Roger Paul, Chief Clarissa Sabattis, John Dennis, Lilah Atkins, Maulian Dana, Lisa Sockabasin, Esther Anne, Starr Kelly, Richard Sillyboy, Gabe Paul, Rebecca Sockbeson, Darren Ranco, Donna Loring, Maria Girouard, and Chris Sockalexis have all participated in advisory meetings. The guidance of Penobscot, Passamquoddy, Maliseet/Wolastoqiyik, and Mi'kmaq advisors is critical.

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We cannot expect to do any decolonizing of curriculum without attempting to decolonize the process by which it is created. This kind of "dam removal" does not come easily to school departments. It requires supportive leadership, a commitment to equity, and the vision to

understand the critical connection between decolonizing, anti-racist work and equity. It also requires patience, crosscultural relationship building, and resources.

In my fifteen years of experience in education, this is not the norm of how schools do business.

Until I started working part time as the Wabanaki Studies Coordinator for the Portland Public Schools, I had no idea how little I knew about rivers, or even what there was to know about them. The Indigenous leaders, advisors, and friends I've been privileged to work with had not pointed this out directly, but instead have invited me to see, on many different occasions, that I do not have a river view.

I didn't even know the term river view, let alone what it implied, until Penobscot and Passamaquoddy language teacher, Roger Paul, mentioned it during a tribal advisory meeting at the Abbe Museum.

I'd used the word *land* repeatedly in an early draft of a curriculum scope and sequence. On the first page I wrote some assertions about the importance of land-based education. I used land because that's what was used in the articles I'd read about decolonizing land-based education. These articles were all full of the word *land*. They came from academics writing about the work happening within First Nations communities in the plains of what is now called Canada, an area, I later realized, with fewer rivers than the

Dawnland—one translation of the Indigenous name for the lands and waters of what is now called northern New England and the Maritime Provinces of Canada.

After reading through my description, Roger pointed out that the nations of the Wabanaki

> Confederacy— Passamaquoddy, Abenaki—are

> Penobscot, Maliseet/Wolastoqiyik, Mi'kmaq, and river people. "We have a

river view," he said. I asked if landscape might be a more appropriate term. "It's your language," he joked good naturedly, "you decide."

That morning, Starr Kelly, Curator of Education, had offered a tour of the museum to all meeting participants who arrived early. The Abbe Museum is a small Smithsonian affiliate and a national leader in decolonizing museum spaces. She summarized the decolonizing outlined in Amy Lonetree's framework groundbreaking book Decolonizing Museums: Representing Native Americans in National and Tribal Museums.9

Lonetree names (1) Collaborating with Indigenous People, (2) Privileging Indigenous Voices, and (3) Truth Telling as three guiding principles—some might also say commitments—of decolonizing work.

The curator went on to frame the museum tour through these principles so we could see how they have been applied to the curation of exhibits, use of space, and even organizational structures of the museum. They had used Lonetree's principles to reconsider the colonial conception of a museum. The power of this new (or newly popular) view had reshaped their organization.

In my fifteen years of

experience in education, this is

not the norm of how schools do

business.

<sup>&</sup>lt;sup>9</sup> Amy Lonetree, Decolonizing Museums: Representing Native Americans in National and Tribal Museums (University of North Carolina Press, 2012).

The assistant superintendent, curriculum director, and I wrote furiously in our notebooks as she spoke.

Later in that same meeting I said that meaningful inclusion of Wabanaki Studies in any school-based curriculum would require that the content and the concepts move through the curriculum rather than being compartmentalized in some tiny section of it. "You're describing a river," John Dennis, Mi'kmaq educator, noted. "Oh," I said, "I had no idea."

On the three-hour drive back to Portland, my colleagues and I talked through everything we'd heard. "T've never had a day like this," one of my colleagues said, "where I said almost nothing and was engaged the entire time." We all agreed and discussed how we, too, might use the three principles of decolonizing that the Abbe Museum used to shape the development of Wabanaki Studies curriculum and, maybe, everything else.

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Viewing settler colonialism as a structure rather than a moment in long-ago history is a critical first step in decolonizing work, Starr Kelly explained to the social studies vertical team when she presented to us. Settler colonizers come to stay—that's not an event, it's an ongoing invasion.<sup>10</sup>

Her presentation was titled Can We Decolonize Educational Spaces?: A Critical Look at Settler Colonialism and Empire Building. In it, she asked teachers of history to consider the ways in which they uphold empire-building as the pinnacle of civilization and how destructive that ubiquitous narrative is.

Even now, the Penobscot Nation is fighting for water rights to the Penobscot River. This is why decolonization and cultural humility are named as guiding principles of the new social studies instructional vision crafted by a team of teachers, Indigenous parents, and students from the Black Students Union, just this year. Moves made toward decolonization allow for anti-racist work, social justice education, environmental education, and inquiry to be front and center.

Much of decolonizing in social studies begins with an assertion of interrelationship. The questions that follow require students and teachers to see relationships between structures, events, systems, and resources. These questions include:

What is the relationship between power and economics?

Between empire building, genocide, and enslavement?

Between settler colonialism and the founding of the United States of America?

Between dams and the dispossession of Indigenous peoples?

What is the relationship between the state of Maine and the tribal communities within its superimposed boundaries?

What is Indigenous sovereignty and why is it important?

What are treaty obligations? How can we uphold them?

Decolonizing requires students and teachers to ask critical questions of power, nation building, capitalism, and all of the other topics schools typically avoid engaging with.

In education. we often call this kind of student-led inquiry "best practice." But anyone who has had the opportunity to learn, even a little bit, from Native educators knows that supporting an understanding of

<sup>&</sup>lt;sup>10</sup> Patrick Wolfe, "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research* 8, no. 4 (2006): 387-409.

interrelationship—and not feeding students conclusions—is how Indigenous pedagogy works. No jargon, special terminology, or teacher training needed. Questions centered on understanding interrelationship<sup>11</sup> will underpin the pre-K-12 Wabanaki Studies scope and sequence currently under development. Bridgid Neptune will get first read of the compelling questions, then they will go to the tribal advisory group. Finally, COVID-19 protocols permitting, we will convene at the Abbe Museum once again.

Decolonizing requires students and teachers to ask critical questions of power, nation building, capitalism, and all of the other topics schools typically avoid engaging with.

The questions will be revised and then will go to the Social Studies Content Team, where they will be refined once more. Then, finally, the team will be ready to construct units that support each inquiry. Some of that work will be reading, reviewing, and adapting curriculum that already exists—curriculum made by the Indigenous nations of the Wabanaki Confederacy in what is now called the United States and what is now called Canada. Some of that work will involve building new material. The whole process, though, will be guided by the first principle Amy Lonetree names: collaboration with Indigenous communities.

All this said, the principle of collaboration is often in tension with the normal bureaucratic channels of curriculum development. It takes a willingness on the part of district leadership in order to function, and even then it is a tightrope we're walking all the time. We know that what we

create will not be perfect. We know that teachers in our district will need massive professional development support. We know, too, that what is created now will need to be refined again and again and again as understanding grows and knowledge is refined.

This will take a commitment to collaboration: one that educational institutions in the state of Maine have yet to sustain. But I am heartened by the perspective Bridgid shared in a recent update presented to the Portland School Board. She wrote,

There's been no shortage of well-intentioned efforts and program on the Rez. We've seen plenty of 2-3 year grant-funded programs designed by non-Natives that fail to meet their objectives. They fail to center the community's voice, perspectives strengths. They privilege their intentions, while ignoring our culture and identities. They are trying to "help," they say. This is not helpful, it's harmful. This inevitably leads to low expectations and mistrust. PPS has avoided those missteps and is leading the state in this work. They have, and continue Indigenous center voices which has earned perspectives, them confidence and buy-in from community leaders, Elders, and young people. This has not been easy or quick, it is complex and emotional. Trust and communication needed to be rebuilt before getting started on tangible curriculum work.

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One afternoon, I had lunch with James Francis, at the Boom House, which overlooks a massive dam spanning the Penobscot River in Old Town,

<sup>&</sup>lt;sup>11</sup> Sometimes called compelling questions in the world of inquiry-based education. See the Inquiry Design Model, <a href="http://www.c3teachers.org/inquiry-design-model/">http://www.c3teachers.org/inquiry-design-model/</a>.

Maine. When we entered, James ushered me over to the plate glass window to admire the river. I had never seen someone look at a river with such

attention and interest. It was as though we'd just entered a room with a revered guest, and I had no idea who it was.

When I crossed the bridge over the Penobscot after dropping James off, I looked out at the river, trying to see what he

saw. I watched the water swirl and ripple and pour toward the giant dam downstream. This was the first time I'd ever deliberately contemplated a river. And I had a flicker of understanding. Rivers. That was where to begin if one wanted to find a river view.

Highly respected aboriginal leader of the Dene First Nation, Georges Erasamus, says "where common memory is lacking, where people do not share in the same past, there can be no real community. Where community is to be formed, common memory must be created."

I first heard this quote while watching a campaign announcement video from the 2020 presidential candidate, Mark Charles. In his campaign, Mark Charles, a citizen of the Navajo Nation and a scholar of the Doctrine of Discovery, calls for a truth and conciliation commission—on par with post-apartheid South Africa—to be created in the United States.<sup>12</sup>

He makes a compelling case for why this is the only way to find truth, healing, and equality in a country based on land-theft, slavery, and the disenfranchisement of huge swaths of the population. In naming the absence of common memory, Mark Charles points to the deliberate ways in which settler colonialism and white supremacy have worked in tandem to break

communities and prevent shared understanding in order to ensure power and profit for a select few. Building a common memory in order to create a true community where all people have dignity, safety, and equal access

to resources and justice is the long, long work of decolonizing.

Last spring, the Portland Public Schools hosted its first ever community dinner for Indigenous families. Huntley Brook Singers from Motahkomikuk set up in the middle of the Portland High School cafeteria and families gathered to eat, dance, talk, and learn about the Wabanaki Studies work underway.

Bridgid had posted the event in social media forums used by her community and done outreach through a network of friends and relatives scattered throughout her homeland. She hand signed and mailed invitations to the homes of students who appeared on a list painstakingly created by our district student data expert. The process of creating that list revealed data collection problems that run deep into the local, state, and federal data collection systems. The invisibility of Indigenous students in our district data was profound, and acts as a present moment example of the destructive aspects of settler colonialism. The drive to eliminate and replace Indigenous people that perpetuated nearly one

Northwest (June 2017),

https://educationnorthwest.org/resources/obscured-identities-improving-accuracy-identification-american-indian-and-alaska-native.

Building a common memory in

order to create a true

community where all people

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decolonizing.

<sup>&</sup>lt;sup>12</sup> Mark Charles for President, https://www.markcharles2020.com/

<sup>&</sup>lt;sup>13</sup> Northwest Tribal Educators Alliance, "Obscured Identities: Improving the Accuracy of Identification of American Indian and Alaska Native Students," *Education* 

hundred years of war in this area is still at work in the data systems of today.

How can you build a common memory with a community when you refuse to see that it is even there?

As I watched him, I saw how the school system had failed him. It failed him because it could not see him. I wondered what it would've been like if he could've been seen.

During the community dinner, I ran into a student I'd known during my first year as a teacher. He hadn't been in my eighth grade English class, but was best friends with a boy who was. and they often hung around in my room in the morning and after school. The young man, who I will call Jason, had his daughter with him. She would be starting kindergarten in Portland in the fall.

I remembered Jason well. I had no idea he was a tribal citizen of a nation in the Wabanaki Confederacy. I doubted if any of his teachers had, or if they knew, what it would have even meant to them. Jason was constantly being disciplined in school. He struggled academically and seemed to drive his teachers crazy. I could tell he was bright and funny, and I enjoyed talking with him. But I was also a little relieved that he wasn't in my class.

Toward the end of the evening, Jason danced in a circle around the drum with his daughter and his nieces and nephews. He had his eyes closed. His feet knew exactly what to do, so he had no reason to look at them. As I watched him, I saw how the school system had failed him. It failed him because it could not see him. I wondered what it would've been like if he could've been seen. The entire trajectory of his life could've

been different if he had been seen and understood at school.

Our institution failed him, and had no idea.

Jason's sense of himself as a learner, his future opportunities, his connection to school, and his access to education were all collateral damage of white ignorance. An ignorance that can be, and is, deadly. His mother mentioned to me that he'd had many struggles. She didn't elaborate, but I heard Lisa Sockabasin in my head. Wabanaki Studies in every school is not just about curricular compliance, it's about visibility, dignity, and, above all, every person and community's right to wellbeing.

Wabanaki Studies is about public health.

Where common memory is lacking, there can be no community. Jason's daughter's first experience in a public school will have been dancing with her father and her cousins around the drum and hearing songs in Passamaquoddy. It isn't enough. I don't know if we'll ever be able to do enough, yet that moment marked a tiny starting point to a long journey toward building school communities where Indigenous students are seen and respected.

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Recently, I received a digital copy of a map that shows the Presumpscot River watershed—in which the city of Portland is located—striped of roads, towns, and other development. It will be the anchor for a unit about what it means to be a water protector for third graders.

The goal for that unit, which will focus primarily on Passamaquoddy, Penobscot, Maliseet/Wolastoqiyik, Mi'kmaq, and Abenaki<sup>14</sup> is water rights activism. This will replace the long standing third grade Portland history unit, a unit whose primary focus has been the study of colonial landmarks scattered throughout the city.

<sup>&</sup>lt;sup>14</sup> A people which has no current land base in Maine.

The shift toward Indigenous-led environmental justice movements marks a turning point because the emphasis will no longer be on preserving the story of settler colonial greatness but on, what award-winning Wolastoqiyik musician Jeremy Dutcher calls, "building sustainable relationships with this place we call home."

Sometimes I'm asked why a white person is doing this work. It's not without its complexities, certainly, but settler colonialism and white supremacy are structures built by white people. It is our work to unbuild them, too.

The teaching corps of Maine, like that of the nation as a whole, is disproportionately white and female. Every student in Maine will have many white cisgender women as teachers and so it falls to us, not Indigenous people, to figure out how to provide a meaningful, respectful, and accurate Wabanaki Studies education to Indigenous and non-Indigenous students alike. This requires white teachers to grapple with our ignorance, our resistance, our socialization, our fragility, and our endless anxiety about making mistakes.

My message to the many white teachers I've worked with is as follows. For those among us already seeking to do meaningful anti-racist work, look no further. For those hesitating to engage, that hesitation is ultimately about our fear of discomfort—because I've yet to meet a tribal citizen who didn't already assume that we would make lots of mistakes. Take a deep breath, then join the Indigenous leaders, activists, artists, representatives, scholars, and citizens who've been fighting the public health crisis created by settler colonialism and white supremacy for centuries. Start by seeking the education you probably never received and push for that education to be included in all teacher education programs and all schools.

Because our inaction is not neutral. It is destructive. 15

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Last summer, twenty-five educators from the Portland schools and two Penobscot guides paddled down river from Sugar Island, where we'd just spent two days learning from Penobscot leaders on tribal lands. The majority of us were divided between two twenty-five-foot warrior canoes. Ryan Ranco, one of the guides, mentioned that he'd never seen the water so still. It was a perfect mirror.

We glided by the remnants of two booms—man-made barriers built in rivers to contain logs—leftover from logging days. I could see the image of each reflected in the water. The water was so still that the boom and its reflection were virtually indistinguishable. I would've believed Ryan if he'd told me the boom was a sphere suspended in water.

Everything is changed once seen from a river.

Fiona Hopper has taught in the Portland Public Schools for fifteen years. She started her career as a middle school English Language Arts teacher and later became an ESOL teacher for elementary school students. In 2015, she co-founded a course for Portland teachers that explores systemic racism and its impact on education both historically and today. Fiona is starting her third year as the Social Studies Teacher Leader and Wahanaki Studies coordinator for the Portland Public Schools.

Political Will Toward Decolonization," *Journal of American Indian Education* 58, no. 3 (2019): 125.

<sup>&</sup>lt;sup>15</sup>, Rebecca Sockbeson, "Maine Indigenous Education Left Behind: A Call for Anti-Racist Conviction as

Below are links to various sources to help paint a clear picture of Wabanaki Studies curriculum development in Portland Public Schools. The article listed first provided the most detailed account of our district work to date.

"Finding a Riverview: Anti-Racist Education, Decolonization, and the Development of a District Wide Wabanaki Studies Curriculum," Journal of School and Society, April 2021

PMA Educator Night, December 2021

New England News Collaborative series on racism in New England, October 2021

Webinar for the DOE May 2020

Donna Loring Lecture, University of New England, October 2019

I've also created a suite of resources for PPS educators to use to develop and improve their Wabanaki Studies curriculum while the district curriculum is under construction. All the resources are housed in one document, titled the Wabanaki Studies Planning Guide for Portland Educators

Date 2016-present	Event Name Race in the USA	Event Type 12 session graduate style course for PPS educators
February 2017	Invisible and a Q and A with James Francis	COL, also part of Race in the USA
October 2018	Wabanaki Studies 101	Lunch and Learn
October 2018	Dawnland Film Screening	Parent University
Nov-18	Decolonizing Thanksgiving	COL
Decemeber 2018	Bringing History to Life Through Primary Sources	COL
January 2019	An Introduction to Passamaquoddy Culture and Language with Roger Paul	COL
February 2019	Invisible and a Q and A with James Francis	
March 2019	N'tolonapemk: Our Relatives' Place	COL
April 2019	Decolonization Workshop	All Day Workshop
May 2019	Chief Polin Memorial Tour	COL
June 2019	Penobscot Nation Summer Intensive	overnight trip
August 2019	Mapping Wabanaki-Maine History	workshop
October 2019	Using the Decolonization Resouce Evaluation Tool	part of an all day training for Equity Leaders

October 2019	Decolonizing Thanksgiving	School based PD for Ocean Ave
October 2019	Discomfort and Renewal	Public event
2019-2020 School Year	Makking Wabanaki Maine History	All Staff PD
November 2019	The Land Claims Settlerment Act	Public event
November 2019	Mapping Wabanaki-Maine History	Parent University
January 2020	Questioning the Legacy of Empire Building	PD for Social Studies Content Team Members and related partner organizations
January 2020	This is Passamaquoddy Territory	Public event
February 2020 February 2020	Decolonizing Curriculum  Penobscot Sense of Place	School based PD for Presumpscot  Public event
August 2020 October 2020	Upstander Academy Maine Indigenous Education Left Behind	week long workshop virtual event
January 2021	PD for PPS Arts Educators	PD for music and visual art educators and related partner organizations
March 2021	This is How We Name Our Lands	virtual event
March 2021	POW Camps in the Maine Woods	virtual event

June 2021	Penobscot Nation Summer Intensive	multi-night trip
August 2021	Upstander Academy	week long workshop
August 2021	Take Me to the River PD	full day PD for 3rd grade teachers

Organizer	Description	Cost
Fiona and Alberto	This course was first offered in winter/spring of 2016. The course includes a session about Indigneous history with a focus on Wabanaki Studies as well as a session with tribal historian James Francis (Penobscot). In 2018, we began opening James' presentation to all PPS educators, and later to the general public, so that more people would have an opportunity to hear him.	approx \$400 per speaking event (including transportation costs)
Fiona	James Francis (Penobscot tribal historian) came to talk to PPS teachers. They all watched the film he made, Invisible, first. Participants in the semester long Race in the USA course were required to attend. The event was open to any other faculty who wanted to come.	approx \$400
Fiona	PD session for all staff at PPS Central Office	no cost
PPS (Barrett and Fiona)	Film screening open to all PPS faculty, students, and families, SCHs granted for teachers	1000????
Fiona	Fiona led a workshop on how to disrupt the Thanksgiving myth through Wabanaki Studies	no additional cost
Fiona	Kathleen Neuman from MHS led a workshop instructing teachers in how to use Maine Memory Network to find and highlight primary sources related to Wabanaki Studies	
Fiona	Roger Paul, teacher of Wabanaki languages, presented to PPS teachers	approx \$300
Fiona	James Francis (Penobscot tribal historian) came to talk to PPS teachers. They all watched the film he made, Invisible, first. Participants in the semester long Race in the USA course were required to attend. The event was open to any other faculty who wanted to come.	approx \$400
Fiona	Film screening of N'tolonapemk and Q and A with Bridgid Neptune	\$150
Fiona	Mishy Lesser from the Upstander Academy and Maine Wabanaki REACH led an all day workshop for 20+ PPS educators	\$500 for REACH, \$1000 for Mishy + hotel, which was about \$200, plus lunch for teachers was about \$250
Fiona	PPS teachers met up at the Chief Polin Memorial in Westbrook and the president of Friends of the Presumpscot River led a tour	\$75
Fiona, Barrett, and Chris Sockalexis	25 PPS educators spent a day learning from Penobscot leaders, spent the night on Sugar Island, then paddled to Indian Island the following day. Teachers received SCHs for participating in the trip.	\$5000 (NEA grant)
Barrett	The PPS admins (all department heads and school leaders) participated in the mapping workshop offered by Maine Wabanaki REACH as part of their annual administrative retreat	\$500
Barrett and Fiona	Building equity leaders were introduced to a resource evaluation tool to use for assessing the quality of Wabanaki Studies related texts.	no cost

Fiona Fiona presented during all staff PD about how to no cost disrupt the Thanksgiving myth using Wabanaki Studies resources Portland Public Starr Kelly from the Abbe Museum presented at no cost the Portland Public Library. Fiona advertised this Library event to teachers and was able to grant SCHs to anyone who attended. Barrett \$2,500 Full staff from 5 PPS middle and high schools participated in the mapping workshop organized by Maine Wabanaki REACH as part of required early release PD. All middle and high schools were supposed to complete the workshop by the end of the 2020 school year, but the pandemic made that impossible. USM Osher Map Maria Giourard presented at USM Hannaford Hall. no cost Fiona advertised this event to PPS educators and Library was able to grant SCHs to those who attended. Grace and This was a Parent U event, so it was open to all Barrett faculty, students, and parents within PPS. Abbe Museum Our 2019-2020 contract with the Abbe Museum not sure of the cost. It included Starr's included a PD sessions with Starr presenting fee plus trael expenses. Maybe Fiona and Libby Roger Paul and Newell Lewey presented to an no cost, USM paid the honoraria to Roger Bischoff from the audience of 350+ at Hannaford Hall. Fiona and Newell USM Osher Map advertised this event to PPS educators and was Library able to grant SCHs to any who attended. Fiona Fiona presented during all staff PD about how to use Wabanaki Studies to start decolonizing curriculum Fiona and Libby James Francis presented to an audience of 250-\$500 honorarium for James Francis Bischoff from the 300 at Hannaford Hall. Fiona advertised this event USM Osher Map to PPS educators. Teahers taking Race in the Library USA were required to attend. Fiona was able to grant SCHs to PPS educators who attended. Upstander 4 PPS social studies teachers participated in the Project \$1,000 **Upstander Summary Academy** Abbe Museum Rebecca Sockbasin presented virtually. The event no cost cost \$10. PPS did not cover that cost, but did grant SCHs to anyone who attended. Fiona advertised this event to PPS educators. Abbe Museum As part of our contract with the Abbe this year, we \$250 (included in Abbe contract for 2020included a PD session that we chose to use for 2021 arts educators. USM Osher Map Creators of the Penobscot Place Names map presented virtually. Fiona advertisted this event to Library PPS educators and was able to grant SCHs to anyone who attended. Abbe Museum Bonnie Newsom presented about the POW camps built on Passamaquoddy lands during WWII. Fiona advertised this event to PPS educators and was able to grant SCHs to any who attended.

Fiona 20 PPS educators will paddle the Penobscot and

spend time learning from Penobscot leaders. The trip is scheduled for June 21-23 with a follow up debrief session on the morning of June 24th. PPS

educators will receive SCHs for participating in the

Upstander 5 PPS educators will participate in the Upstander \$1,250

Project

Summer Academy

Fiona and **Brooke Teller** 

All 3rd grade teachers will spend a full day learning unknown at this time. \$1000-\$1500 is our about the new Wabanaki Studies unit for that

working estimate

\$8000 (Learning for Justice/Southern

Poverty Law Center grant from 2020)

grade level. There will be 3-4 follow up sessions

throughout the 2021-2022 school year.

**Expenditure** Description

Fiona's salary and benefits for 2018- Research and begin design of Wabanaki Studies curriculum

2019 (.5 FTE) and to conduct social studies synthesis in PPS

Fiona's salary and benefits for 2019- Launch social studies content team tasked with drafting an

2020 (.6 FTE) instructional vision for social studies and continue work on Wabanaki Studies curriculum development

Fiona's salary and benefits from Lead social studies curriculum work in Wabanaki Studies,

2020-2021 (.7 FTE) + level B stipend Africana Studies, and general social studies curriculum for

PreK-12

Wabanaki Studies Consultant Bridgid Neptune has acted as a consultant for Wabanaki

Studies development in PPS since 2018

Abbe Museum Contracts We had to modify the Abbe contract from 2019-2020

because of the pandemic. This year's contract covers the costs of tribal advisroy meetings for 2020-2021, a PD

session, and technical support from Starr

Mileage Reimbursement This would include mileage to and from Penobscot Nation 3

times, mileage from Portland to Houlton, Houlton to Eastport, and back to Portland, and mileage to and from the Abbe

once

Travel Reimbursement This would include food reimbursement for a lunch for tribal

advisors in October of 2018, food reimbursement for Fiona in November of 2018, Air B and B accomodation for Fiona, Melea, and Jesse in March 2019, as well as food

reimbursement for them and lunch costs for tribal advisors at

the Abbe Museum

Social Studies Content Team The Wabanaki Studies Subcommittee has been meeting

throughout 2020-2021 to develop units for K, 3rd, 7th, and

10th grade

PD for PPS Educators

Race in the USA This course includes one to two sessions related to

Wabanaki Studies. By the end of June 2021, approximately

200 PPS educators will have completed the course.

Projected Costs to Finish Development and Fully Implement (3 year projections)

Film A film to support the Wabanaki Studies curriculum. This will

likely have to be paid for through outside grants and funding

Books and Resources This assumes investement of approx. \$14,000.00 per grade

level, or \$28.50 per student

Curriculum Development This includes payment for PPS teachers working on the

curriculum

Tribal Advisors, Consultants, PD This includes projected costs for a consultant, ongoing tribal

advisory meetings, and some PD for PPS educators led by

tribal leaders

Salary and Benefits for Social Studies This includes an estimate of Fiona's slary at .8 FTE with a

level B stipend

approx. \$4000 for teachers + \$300 for guest speakers

approx. \$23,425 to date \$1,800 per course. As of 2020, the course is now offered twice a year.

estimate is \$120,000.00

estimate of \$200,000

estimate of \$25,000.00

estimate of \$50,000