

Place-Based Learning: Applying the Hawaiian Principle of ‘Ike ‘Āina in Chicago Classrooms

Target Grade Bands

- 3-5 and 6-8 – but all are welcome! Lessons modeled can be adapted for all ages.

Standards Alignment

Day 1: Social Science/ELA

NCSS Alignment

- Theme 1: Culture
- Theme 2: Time, Continuity, and Change
- Theme 3: People, Places, and Environments

CPS – Skyline Topic Alignment

- Social Science Grade 3 – Communities: Near and Far
 - Unit 1: My Community in the World
 - Unit 2: The Community and Its Environment
 - Unit 3: Communities and Cultures
- Social Science Grade 6 – The World
 - Unit 2: The Development of Cultural Identities
- Grade 7 – U.S. History: Building America and the American Identity
 - Unit 2: The Many Identities of Country and Self
- ELA Grade 3
 - Unit 1: Creating a Strong Community

Day 2: Science

NGSS Alignment

Science and Engineering Practices (SEP)

- Asking Questions and Defining Problems
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Constructing Explanations
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts (CCC)

- Patterns
- Cause and Effect
- Stability and Change

Disciplinary Core Ideas

- Earth and Space Sciences
- Life Sciences

- Unit 2: Healthy Choices, Healthy Communities
- Unit 7: Personal Beliefs and the World Around Me
- Unit 8: Expressing Meaning and Emotions Through Poetry
- ELA Grade 5
 - Unit 3: Poetry: The Music of the Soul
 - Unit 6: Coping with Stress and Anxiety
 - Unit 8: Our Impact on the Environment
- ELA Grade 6
 - Unit 2a: Discover Identity and Meaning Through Poetry
 - Unit 2c: My Narrative Poetry Collection
 - Unit 3c: Use Your Voice to Advocate for Change
- ELA Grade 8
 - Unit 1c: Personal Poetry: What Is Home?
 - Unit 3a: Research Through a Decolonized Lens

Illinois State Standards/Common Core

- SS.3-5.IS.1 Develop essential questions and explain the importance of the questions to self and others.
- SS.3.G.2 Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environment.
- SS.4.G.3. Investigate the human effects on the environment over time.
- SS.6-8.G.2.LC Explain how humans and their environment affect one another.
- SS.6-8.G.4.LC Identify how cultural and environmental characteristics vary among regions of the world.
- SS.3.H.2 Explain how the diverse perspectives of people and events develop and shape people and/or regions.
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CPS – Skyline Topic Alignment

Grade 4 – Earth’s Features

Grade 7 – Rock Transformations

Grade 8 – Evolutionary History

Days 1 and 2: Social Emotional Learning Standards

- 1A.3b. Apply strategies to manage stress and to motivate successful performance.
- 1B.1b. Identify family, peer, school, and community strengths.
- 2B.2a. Identify differences among and contributions of various social and cultural groups.
- 3C.2b. Identify and perform roles that contribute to one’s local community.
- 3C.3b. Evaluate one’s participation in efforts to address an identified need in one’s local community.

- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3-5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.3-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade [3-5 *topics*] and texts, building on others' ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- W.6-8.4 Produce clear and coherent

writing in which the development, organization, and style are appropriate to task, purpose, and audience,

- W.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade [6-8 topics], texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

C3 Alignment

- D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).
- D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.
- D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D4.6.3-5. Draw on disciplinary concepts

to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

WIDA

- ELD-SI.K-3. Narrate
- ELD-LA.2-3. Narrate. Interpretive
- ELD-SI.4-12. Narrate
- ELD-LA.4-5, 6-8. Narrate. Interpretive
- ELD-LA.4-5, 6-8. Narrate. Expressive

Social Justice Standards

- DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- ID.3-5.2 I know about my family history and culture and about current and past contributions of people in my main identity groups.
- ID.6-8.5 I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.

Professional Development Standards

Professional Development Criteria

- Engages participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
- Includes outcomes that relate to student growth or district improvement.
- Aligns to state-approved standards.

Professional Development Purposes

- Improves the learning of students.
- Deepens educator's content knowledge.
- Provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards.
- Uses learning strategies appropriate to the intended goals.
- Provides educators with knowledge and skills to collaborate.
- Provides educators with training on inclusive practices in the classroom that examine instructional and behavioral strategies that improve academic and social-emotional growth outcomes for all students, with or without disabilities, in a general education setting.

Professional Learning Standards (Learning Forward)

- Builds educators' understanding of the lived experiences and needs of the students, families, and communities they serve.
- Contributes to improving students' access to learning by understanding how students' identities affect their lives and contexts for learning.
- Builds educators' capacity to develop and implement policy guidelines on high-quality curriculum to promote equitable learning opportunities for all students.
- Builds educators' capacity to select high-quality curriculum and instructional materials using established criteria.
- Builds educators' capacity to understand relevant content, professional, and performance standards.
- Builds educators' capacity to apply relevant standards and research to daily work.
- Builds educators' capacity to use professional learning to cultivate knowledge, practices, and beliefs around equity.
- Builds educators' capacity to leverage professional learning to dismantle barriers to students and professional learning.
- Supports practices that foster continuous improvement.
- Builds educators' capacity to engage in continuous improvement.

Illinois Professional Teaching Standards (through June 30, 2026)

- Standard 1: Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- Standard 2: Content and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content areas and pedagogical knowledge, and evidence-based practice.
- Standard 3: Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- Standard 4: Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- Standards 6: Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- Standard 9: Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- Standard 9: Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.