**Wrangell Institute for Science and Environment**

HC60 Box 336E,

Copper Center, AK 99573 907-822-3575 www.wise-edu.org



Tammy Van Wyhe, Director of Teaching and Learning

Copper River School District

P.O. Box 108

Glennallen, AK 99573

Dear Tammy,

WISE is supporting the recruiting of two students from the Copper River Basin between the ages of 14 and 19 to attend the World Wilderness Congress, WILD10 in Salamanca, Spain from October 4 through 10, 2013. There will be two travel days before and after the Congress. Essentially the students would be out of the classroom eight days learning life changing experiences. Attached is the outline/agenda and student application form.

The State of Alaska Curriculum Standards corresponding to the youth track WILD10 outline that would apply to the students participating in this Congress and the post project are outlined below:

1. English/Language Arts:

A. A student should be able to speak and write well for a variety of purposes and audiences. A student who meets the content standard should:

1) apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;

2) in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;

3) in speaking, demonstrate skills in volume, intonation, and clarity;

4) write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;

5) revise, edit, and publish the student's own writing as appropriate;

6) when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;

7) communicate ideas using varied tools of electronic technology; and

8) evaluate the student's own speaking and writing and that of others using high standards.

B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information. A student who meets the content standard should:

1) comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;

2) reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and

3) relate what the student views, reads, and hears to practical purposes in the student’s own life, to the world outside, and to other texts and experiences.

C. A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

A student who meets the content standard should:

1) make choices about a project after examining a range of possibilities;

2) organize a project by

a. understanding directions;

b. making and keeping deadlines; and

c. seeking, selecting, and using relevant resources;

3) select and use appropriate decision-making processes;

4) set high standards for project quality; and

5) when working on a collaborative project,

a. take responsibility for individual contributions to the project;

b. share ideas and workloads;

c. incorporate individual talents and perspectives;

d. work effectively with others as an active participant and as a

responsive audience; and

e. evaluate the processes and work of self and others.

D. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. A student who meets the content standard should:

1) develop a position by

a. reflecting on personal experiences, prior knowledge, and new information;

b. formulating and refining questions;

c. identifying a variety of pertinent sources of information;

d. analyzing and synthesizing information; and

e. determining an author’s purposes;

2) evaluate the validity, objectivity, reliability, and quality of information read,

heard, and seen;

3) give credit and cite references as appropriate; and

4) explain and defend a position orally, in writing, and with visual aids as appropriate.

E. A student should understand and respect the perspectives of others in order to communicate effectively. A student who meets the content standard should:

1) use information, both oral and written, and literature of many types and cultures to understand self and others;

2) evaluate content from the speaker’s or author’s perspective;

3) recognize bias in all forms of communication; and

4) recognize the communication styles of different cultures and their possible effects on others.

2. Science

A. Science as Inquiry and Process. A student should understand and be able to apply the processes and applications of scientific inquiry. A student who meets the content standard should:

1) develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments;

2) develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review; and

3) develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

C. Concepts of Life Science. A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science. A student who meets the content standard should:

1) develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution;

2) develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms; and

3) develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

D. Concepts of Earth Science. A student should understand and be able to apply the concepts, processes, theories, models, evidence, and systems of earth and space sciences. A student who meets the content standard should:

1) develop an understanding of Earth’s geochemical cycles;

2) develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth;

3) develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.

E. Science and Technology. A student should understand the relationships among

science, technology, and society. A student who meets the content standard should:

1) develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events;

2) develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits; and

3) develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

F. Cultural, Social, Personal Perspectives and Science. A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives. A student who meets the content standard should:

1) develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology;

2) develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world; and

3) develop an understanding of the importance of recording and validating cultural knowledge.

3. Geography.

E. A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the content standard should:

1) understand how resources have been developed and used;

2) recognize and assess local, regional, and global patterns of resource use;

3) understand the varying capacities of physical systems, such as watersheds, to support human activity;

4) determine the influence of human perceptions on resource utilization and the environment;

5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and

6) evaluate the impact of physical hazards on human systems.

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future. A student who meets the content standard should:

1) analyze and evaluate the impact of physical and human geographical factors on major historical events;

2) compare, contrast, and predict how places and regions change with time;

3) analyze resource management practices to assess their impact on future environmental quality;

4) interpret demographic trends to project future changes and impacts on human environmental systems;

5) examine the impacts of global changes on human activity; and

6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

4. Technology.

B. A student should be able to use technology to locate, select, and manage information. A student who meets the content standard should:

1) identify and locate information sources using technology;

2) choose sources of information from a variety of media; and

3) select relevant information by applying accepted research methods.

C. A student should be able to use, technology to explore ideas, solve problems, and derive meaning. A student who meets the content standard should:

1) use technology to observe, analyze, interpret, and draw conclusions;

2) solve problems both individually and with others; and

3) create new knowledge by evaluating, combining, or extending information

using multiple technologies.

D. A student should be able to use technology to express ideas and exchange information. A student who meets the content standard should:

1) convey ideas to a variety of audiences using publishing, multi-media, and

communications tools;

2) use communications technology to exchange ideas and information; and

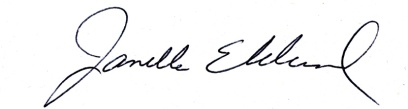
3) use technology to explore new and innovative methods for interaction with

others.

It is our hope that the students attending will be able to earn credit for their project. A certificate of attendance and/or a letter of recommendation can be provided from the WILD Foundation. We would like to request the Copper River School District support of students by allowing them out-of-classroom time to attend the Congress and give them credit for designing, implementing and completing a project that will give them wilderness education and training in stewardship. These lessons will provide them the tools to implement a project to keep wilderness wild. Two students from the Copper Basin will be selected to prepare a presentation on what wild means to them between April and October; attend the World Wilderness Congress WILD10 where they will learn how to collaborate with other youth around the world on how to be a change maker and design a project that keeps wilderness wild; and implement and carry through the project once they arrive home. Students will be required to present their project to program organizers, appropriate schools, major contributors, and the WILD Foundation. We consider this a learning experience of a life time.

Thank you for your consideration.

Sincerely,



Janelle Eklund, President