Why am I getting this newsletter?

As a resident of the Issaquah School District, you are an important stakeholder in the education of our students—both local and global—which contribute to the quality of our community and our future.

Points of Pride

A few of the reasons you have to be proud of your schools

Maywood slashes garbage waste!

This spring, Maywood Middle School students kicked off a recycling program that has caused a dramatic decrease in the school’s waste production. For example, in the first four weeks of the month-long recycling challenge, Maywood students reduced garbage by 250 pounds and recycling increased by 440 percent. These lid-lifting gains are anticipated to continue for the remainder of the school year.

Maywood Middle School student Sarah Arner compares recycling to a long race: ‘‘At first, it’s hard to see the benefit, but the real winner was the Seattle Hardman Society.’’ All of these gains add up to one big donation—$1,331.59.

Focus

on citizenship

Students will live as responsible citizens

The value of a student’s education is ultimately measured by how it plays into action in the community. In other words: what reason that the school experience must not only provide students with facts and figures but also skills to help them become responsible, engaged citizens.

The strength of our democracy can be traced back to public schools, said Issaquah School District Superintendent Steve Rasmussen. ‘‘Our students need to graduate aware of their place in history and the world and ready to contribute in a positive way.’’

From kindergarten through senior year, students in Social Studies learn about human society in the most basic groupings, families, communities, and nations, throughout ancient and modern times. Often, they do so by reenactments.

Students transform into American pioneer farmers, even coloquializing their own speech. They don powdered wigs to reenact the Virginia town council of 1658. They hear the testimony of historical figures on trial.

A standards-based Social Studies curriculum aligned across grade levels provides the historical context required under E-3. As the Washington Superintendent of Public Instruction describes, citizenship is the bedrock of this subject area: ‘‘Social Studies empowers learners to make sound judgments and takes part in civic life that will contribute to sustainable development of human society and the physical environment.’’

From kindergarten through senior year, students in Social Studies learn about human society in the most basic groupings, families, communities, and nations, throughout ancient and modern times. Often, they do so by reenactments. Students transform into American pioneer farmers, even colonializing their own speech. They don powdered wigs to reenact the Virginia town council of 1658. They hear the testimony of historical figures on trial.

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Focus on citizenship

The value of a student’s education is ultimately measured by how it is put into action in the community, nation, and world—which means that the school experience must not only provide students with facts and figures but also skills to help them become responsible, ethical citizens.

The strength of our democracy can be traced back to public schools,” said Issaquah School District Superintendent Steve Rasmussen. “Our students need to graduate aware of their place in history and the world and ready to contribute in a positive way.”

From kindergarten through senior year, students in Social Studies learn about environmental sustainability in biology class, democratic process in civics class, and cooperative, competitive, and global economics in business electives.

Focus Community Newsletter

The Board of Education has embarked on a yearlong process to meet the missions and five ends laid out in the Ends—at the beginning of each school year. This edition explores E-5: Citizenship.

Please flip inside to read the full text of E-5 and explore how students are learning to be responsible, ethical citizens.

For more updates on what’s happening in the Issaquah School District—including information about the 2010 Long-term Bond—please visit www.isaquah.wednet.edu.

Mission: Our students will be prepared for and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment—E-1.

Ends: Academics and Foundations (E-2); Citizenship (E-3); Technology (E-4); Personal Expression and Appreciation (E-5); and Life Management (E-6).
Citzenship: embedded in Social Studies

Second: Community importance and historical significance

Think: Civic, people, places, and the environment

Fourth: Washington state history, including tribal history

Third: Ancient and world geography

Geography:
World History (500 B.C. to 1500)
U.S. Government
World History (to 1877)
Pine Lake students "loosen chains" with loose change

Three years ago, students at Pine Lake Middle School thought slavery was a phenomenon relegated to history books. Then the Associated Student Body decided to race build an organization aimed at international human issues (ASH) -- and raised $18,000 in donations later -- students and staff have a new global perspective about freedom and a passion for action.

I didn’t even know there were modern-day slaves," said eighth-grader Caroline Cindric. "But I’ve learned a lot about it, and now I feel that on the other side of the world they are living in slavery -- and the money we raise can save them from this.

ASH is a group of legal volunteers who assist international organizations as they try to liberate the almost 25 million people who are held captive through physical or financial constraints. Examples of those released include Indian families forcibly confined at agricultural plantations and Thai children working in brothels. What started as a simple pitch at Pine Lake Middle School--donate "loose change to loosen chains"--has turned into a multi-year educational campaign as more and more students recognize "human rights abuse to be a serious issue," said Kari Crocker, social studies teacher.

"We are trying to make a difference," she said. "The goal is to bring awareness to the injustices of the world."

This year, the campaign got a human face—or faces. Teacher Eric Ensey traveled to India in February with 12th graders to shake the hands of several people who were freed because of ASH students' donations. The freed students' stories and pictures of poverty and abuse almost unrecognizable to his students. Since then, it's not unusual to hear buzz around Pine Lake about new global perspectives.

"They have probably been more impressed than I have," said Ensey. "They feel like they are helping and it is real."

I also think that, secretly, they like doing something for someone other than themselves!" he said. "Students tell me that they love serving with their friends for a purpose.

"It effects the human being is specific," "Students that they named before are involved in community, service, if for (ASH) or other service through their church, their sports teams, clubs, etc. They have realized that they are helping the world," Ensey added.

"We have heard the stories and pictures of people that are freed from slavery, now they are changing," Ensey added. "It has put them in a position to help others.

"If you make them feel they can make a difference, they will do it."

Searching for natural resources is an excellent, all-school way to raise the rights of future generations to enjoy a cleaner and more sustainable planet.

"I love how theInstance of phenomenon perpetuates the idea that the earth is unlinked from our actions and that there are no personal consequences, and that if we do not change our behaviors, the earth will continue to suffer," said Tasha Kirby, a teacher at Discovery Elementary. "I've always been sort of the 'green' kid in school, collecting new and gently used teddy bears for less fortunate children."

"I had the idea on the playground, and I decided that I could do this," Kirby explained. "I've always been sort of the lead on the recycling front, so I decided why not take charge to help the community."

"I believe the outdoors as a classroom for learning, this activity provides students with the opportunity to learn about the environment on their own terms. In the past, students have been afraid to make a difference. After brainstorming, they have learned that they can individually make a difference."

"The project has definitely made students think and know that they can individually make a difference. They have learned that they can individually make a difference."

At Discovery Elementary, teacher Tasha Kirby also actively incorporates the school's commitment to helping less fortunate children after the late loss of our natural world," Trochim said. "While they were not the ones to damage the environment, they have learned that they can individually make a difference."

"I just want to help," she said. "I love what I do."

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Across the District, students of all ages are becoming increasingly aware of the environmental issues our generation faces. Teachers are incorporating the outdoor classroom into their daily science, math, or social studies curriculum.

"The Earth is a gift to the next generation," said Tasha Kirby. "I've always been sort of the 'green' kid in school, collecting new and gently used teddy bears for less fortunate children."

"I had the idea on the playground, and I decided that I could do this," Kirby explained. "I've always been sort of the lead on the recycling front, so I decided why not take charge to help the community.

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"I just want to help," she said. "I love what I do."

Citizenship: embedded in Social Studies

Civic values and responsibilities are embedded in Social Studies, and our students practice the skills necessary to successfully participate in representative democracy in the local, state, and national levels.

1. Understand and respect the freedoms, rights, and responsibilities of American citizens

2. Understand and apply ethical reasoning when making decisions

3. Demonstrate an awareness of global events and economics and their impact on American citizens

Students will:

• (3.1) understand the political processes that enable citizens to participate in representing their interests and promoting the public good and individual rights.

• (3.2) understand and apply ethical reasoning when making decisions.

• (3.3) demonstrate an awareness of global events and economics and their impact on American citizens.

• (3.4) understand and respect diverse personal lives; and

11th:

U.S. History and Government (20th Century)

12th:

Contemporary world problems

American History

First:

U.S. History (through Independence)

Geography

Second:

U.S. History (through Independence)

Geography

Third:

World History (300 BC to 1500)

English

Fourth:

World History (300 BC to 1500)

English

Fifth:

World History (300 BC to 1500)

English

Sixth:

World History (300 BC to 1500)

English

Seventh:

World History (300 BC to 1500)

English

Eight:

World History (300 BC to 1500)

English

Test (1988)
Three years ago, students at Pine Lake Middle School thought slavery was a public issue after researching and discussing what it was like for those who lived in the South during the Civil War. They then decided to take an individual part in helping others who were not so fortunate.

“I didn’t even know there were modern day slaves!” said eighth-grader Claire Groot. “I’ve learned a lot about it, and I never knew that on the other side of the world they are literally in slavery — and the money we raise can help save them!”

E-2: Citizenship

Citizenship: embedded in Social Studies

First: Values and principles
- 1.1 understand and respect the freedoms, rights, and responsibilities of American citizens at local, state, and national levels;
- 1.2 understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
- 1.3 demonstrate an awareness of global events and economic trends and the impact of commercial and consumer decisions on personal lives;
- 1.4 understand and respect diverse cultures and world views;
- 1.5 understand how personal choices and actions affect the rights of others and the well-being of the community.

Second: Community importance and historical significance
- 2.1 understand and respect the history of the local community;
- 2.2 understand and respect the history of the state and nation;
- 2.3 recognize how their personal lives; their impact on local communities and national levels;
- 2.4 demonstrate an awareness of the impact of being an American citizen and how it promotes local, national, and international charitable projects. Students will:
  - understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
  - understand and respect diverse cultures and world views;
  - understand how personal choices and actions affect the rights of others and the well-being of the community.

Third: Culture: people, places, and the environment
- 3.1 understand the complexity and diversity of cultural expression;
- 3.2 understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
- 3.3 demonstrate an awareness of the impact of being an American citizen and how it promotes local, national, and international charitable projects. Students will:
  - understand the complexity and diversity of cultural expression;
  - understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
  - understand how personal choices and actions affect the rights of others and the well-being of the community.

Fourth: U.S. History (through Independence)
- 4.1 understand the complexity and diversity of cultural expression;
- 4.2 understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
- 4.3 demonstrate an awareness of the impact of being an American citizen and how it promotes local, national, and international charitable projects. Students will:
  - understand the complexity and diversity of cultural expression;
  - understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
  - understand how personal choices and actions affect the rights of others and the well-being of the community.

Fifth: U.S. Government
- 5.1 understand the complexity and diversity of cultural expression;
- 5.2 understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
- 5.3 demonstrate an awareness of the impact of being an American citizen and how it promotes local, national, and international charitable projects. Students will:
  - understand the complexity and diversity of cultural expression;
  - understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
  - understand how personal choices and actions affect the rights of others and the well-being of the community.

Sixth: Geography: people, places, and the environment
- 6.1 understand the complexity and diversity of cultural expression;
- 6.2 understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
- 6.3 demonstrate an awareness of the impact of being an American citizen and how it promotes local, national, and international charitable projects. Students will:
  - understand the complexity and diversity of cultural expression;
  - understand and apply ethical reasoning and critical thinking throughout the Social Studies curriculum;
  - understand how personal choices and actions affect the rights of others and the well-being of the community.

Pine Lake students “loosen chains” with loose change

Global compassion

Although Issaquah Valley Elementary Ninth-grader Claire McKenny was uncomfortable at first, she and her classmates enthusiastically embraced their enthusiasm for the democratic process and community service. They all agreed to ‘loosen chains’ to change others’ lives — has turned into a multi-year educational campaign as more and more students, teacher and principal worked together to raise funds for an organization called International Justice Mission (IJM), and now — $87,000 in donations later — students and staff have a new global perspective about freedom and a passion for action.

“I also think that, secretly, they like doing something for someone other than themselves!” said Teacher Eric Ensey. “Students tell me that they love serving with their friends for a purpose. I had the idea on the playground, and I asked our principal if he would help me. He accepted, and I then started to talk to the students. They saw the need, and they wanted to help.”

“loose change to loosen chains” — has turned into a multi-year educational campaign as more and more students, teacher and principal worked together to raise funds for an organization called International Justice Mission (IJM), and now — $87,000 in donations later! — students and staff have a new global perspective about freedom and a passion for action.

Citizenship: embedded in Social Studies

Schools in grades 6, 7, and 8 grade students complete classroom-based activities that

“Citizens in democracy have the right and responsibility to make informed decisions. They take an active role in helping others through social and political action, service to their fellow students, students most state and support a democratic society. Students participate in both the public good and individual service.”

Other state grade-level learning goals in Social Studies include:

Ninth/10th: Understand the significance of bureau- cracy.

First: Sense of the history (new and current)

First: Family importance and historical significance

Second: Community importance and historical significance

Fourth: U.S. History (through Independence)

Fifth: U.S. Government

Sixth: Geography: people, places, and the environment

A “productor” for good

Although Issaquah Valley Elementary Ninth-grader Claire McKenny was uncomfortable at first, she and her classmates enthusiastically embraced their enthusiasm for the democratic process and community service. They all agreed to ‘loosen chains’ to change others’ lives — has turned into a multi-year educational campaign as more and more students, teacher and principal worked together to raise funds for an organization called International Justice Mission (IJM), and now — $87,000 in donations later! — students and staff have a new global perspective about freedom and a passion for action.

“The project has definitely made students feel more involved with the community and their surroundings. They aren’t just kids anymore; they have a responsibility — and ability — to make a positive change in the environment.”

Across the District, students of all ages are becoming uniquely involved in environmental class projects as well as in the democratic process. Many students have the opportunity to learn how they can individually affect the fate of our natural world.”

At Discovery Elementary, teacher Tasha Kirby also actively incorporates the school’s commitments to nature. Recently, her fourth-graders designed and tested a streamlined environmental system that will allow students to study and collect new and gently used teddy bears to lose their fortuneable lives.

Second-graders in Juli Trochim’s class at Discovery Elementary, teacher Tasha Kirby also actively incorporates the school’s commitments to nature. Recently, her fourth-graders designed and tested a streamlined environmental system that will allow students to study and collect new and gently used teddy bears.
Focus on citizenship

The value of a student’s education is ultimately measured by how it is put into action in the community, nation, and world—which means that the school experience must not only equip students with facts and figures but also skills to help them become responsible, engaged citizens.

Why am I getting this newsletter?
As a resident of the Issaquah School District, you are an important stakeholder in the education of local children. This newsletter is designed to keep you updated on the work and accomplishments of the District and its students—which contribute to the quality of our community and our future.

Whydo I need to read this newsletter?
This newsletter helps you stay informed about the work and accomplishments of the Issaquah School District.

(continued from next page)

Points of Pride
A few of the reasons you have to be proud of your school!

Apollo fights Humanite Society “penny war”
For the month of April, Apollo Elementary students competed in a charitable penny war to raise money to earn a Penny Box to battle tobacco in the local community.

Maywood slashes garbage waste!
This spring, Maywood Middle School students kicked off a recycling program that has caused a dramatic decrease in the school’s waste production. For example, garbage rates have been slashed from 2,925 gallons to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motivated by a fun campaign that included pledge cards, green lollies to 675 gallons while recycling increased by 400 percent. Students were motiva