West Linn–Wilsonville School District

Social Studies Department – Course Statement

Course Title: Oregon, The People

Length of Course: Semester
Grade Level: 11, 12
Prerequisites: None
CIM Work Samples
  Offered in Course: Social science analysis work sample

Date of Description/Revision: February 2006

Course Overview

Oregon, The People is a fun, hands-on course in which students explore Oregon's history and then wrestle with the biggest challenges facing Oregon today. Among other things, students will profile Native American tribes, experience early pioneer life, read great Oregon authors, discover the public policies that make Oregon unique, debate 2006 election ballot measures, research and recommend solutions to controversial Oregon issues, lobby the legislature, engage in service projects to better our state, visit industries that represent Oregon's economy today and tomorrow, and explore various writings to discover what it means to be an Oregonian.

Essential Questions — Concepts providing focus for student learning

- How have/do Native Americans contribute to Oregon?

- How do pioneer values help define what it means to be an Oregonian today?

- What is Oregon's lumberjack heritage?

- Why is Oregon renowned for its social policies?

- What are potential solutions to the most contentious issues in Oregon today?

- Where are Oregon's jobs today? Where will they be tomorrow?

- What will it take to build a better Oregon?

- What does it mean to be an Oregonian?

Proficiency Statements

Upon completion of course, students will be able to:

- Understand and appreciate the contributions of Native Americans, pioneers, and lumberjacks to Oregon's heritage.

- Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.

- Understand and articulate potential solutions to controversial Oregon issues (consider and analyze different interpretations of key events and/or issues from the perspective of Oregon).

- Identify statewide goals to improve Oregon and suggest ways to meet those goals.

- Engage in Oregon's law-making process.

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- Recognize where Oregon's jobs are today and where they are expected to be in the future (define, research, and explain events, issues, problems, or phenomenon and their significance to society).
- Understand and articulate potential solutions to controversial Oregon issues (analyze issues from varied or opposed perspectives or points of view).
- Explain both personally and generally what it means to be an Oregonian.

General Course Topics/Units & Timeframes	

Oregon History

A. Native Peoples: Profiles of Native American tribes, past and present, with emphasis on their contributions to Oregon and its culture

B. Pioneers: Pioneer experiences and values and how they help define what it means to be an Oregonian

C. Lumberjacks: Consideration of Oregon's delicate dance with the woods, built around a reading of Ken Kesey's *Sometimes a Great Notion*

D. The Oregon Legacy: Examination of the renowned social policies that make Oregon unique

Oregon Today

E. Election '06: Debates on ballot measures and the gubernatorial race in the general election

F. Issues: Research, presentations, and discussions regarding contentious issues in Oregon today

G. Government in Action: Examination of the Oregon state budget and the workings of the Oregon legislature, followed by student lobbying on issues of their choice

H. Jobs: Research on key industries in the Oregon economy, both today and in the future

I. A Better Oregon: Development of service projects to help meet specific goals to improve Oregon

J. What is an Oregonian: Reflections, essays, and poems on what it means to be an Oregonian

Resources	

- Literature: *Sometimes a Great Notion*, Kesey, Ken, Penguin, reprint edition 1977
- Literature: *The World Begins Here: An Anthology of Oregon Short Fiction*, Edited by Glen Love, Oregon State University Press, 1993
- Other: Variety of library, Internet, and teacher resources