

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: K **Unit of Study:** Communities – Family

Concept: *The relationship between individual and family*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>1. Why do we have family?</p> <p>2. What is a family?</p> <p>3. How does a family work together, support each other, and celebrate?</p> <p>4. How does the environment affect the family?</p>	<p>Families care and support each other [1]</p> <p>Families are a group of people who support and care about each other [2]</p> <p>Family members have different roles, chores, and jobs. They celebrate in different ways [3]</p> <p>Where a family lives affects their homes, jobs, chores, etc. [4]</p>	<p><i>All About Me in My Family</i> books [1,2,3,4]</p> <p>Family history: picture of family at your birth and picture of family now [1,2]</p> <p>Family tree [1,2]</p> <p>Draw and describe your family dwelling [4]</p>	<p>Job and chores (country versus city) [3,4]</p> <p>Holidays around the world [3]</p> <p>Compare and contrast family history pictures [1,2]</p> <p>Compare and contrast different family dwellings (city dwellings, country dwellings, developing countries, farm, etc.) [4]</p> <p>Create different types of family dwellings [4]</p>	<p>Teacher read-aloud</p> <p>Student drawings</p> <p>Student daily journals</p> <p>Student presentations</p> <p>Shared reading</p> <p>Shared writing</p>	<p>Interviewing families</p> <p>Holidays around the world</p> <p>Comparing dwellings</p>	<p><i>All About Me in My Family</i> books [1,2,3,4]</p> <p>Holiday book [3]</p> <p>Class discussions [1,2,3,4]</p> <p>Informal observations [1,2,3,4]</p> <p>Family tree [1,2]</p> <p>Dwelling presentations [4]</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade level: K **Unit of Study:** Communities – School

Concept: *The relationship between individual and school*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>1. What is a school community?</p> <p>2. How does a school community work together, support each other, and celebrate?</p> <p>3. How does a school environment affect how we learn?</p> <p>4. Why do we have schools?</p> <p>5. What is my role as a Kindergartener? How do I fit in?</p>	<p>People who come together to learn about themselves, each other, and the world [1,2]</p> <p>Each member of the school community has roles and responsibilities [2]</p> <p>Schools have rules to protect and foster a learning environment [3]</p> <p>Schools have systems and facilities that support its members [3]</p> <p>Schools provide a place to learn and work together as a community [4]</p> <p>All Kindergarteners have the responsibility to</p>	<p>Participate in school wide celebrations (100th Day of School, Spirit Days, etc.) [2]</p> <p>People in my school - photos in a class book (principal, librarian, secretaries, cook, building engineers, etc.) [1,2,3]</p> <p>Cooperative learning activities [2, 5]</p>	<p>Service learning (classroom recycling, sorting Lost and Found items, can counting for food drive, picking up trash, etc.) [2,5]</p> <p>Buddy activities [2,4]</p> <p>Creating class rules [2,3,5]</p> <p>Role playing social situations (empathy, conflict resolution, etc.) [2,5]</p> <p>ABC book of school (A is for Attendance, B is for Behavior, etc.) [1,2,3]</p>	<p>Shared reading</p> <p>Shared writing</p> <p>Teacher read-aloud</p> <p>Class-created books</p> <p>Daily writing journals</p>	<p>School members</p>	<p>Class-created books [1,2,3,4]</p> <p>Informal teacher observations [1,2,3,4,5]</p> <p>Class discussions [1,2,3,4,5]</p> <p>Participation in creation of class rules [1,2,5]</p>

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Framework for Planning Instruction and Inquiry**

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
	learn, follow the rules, and be productive members of our learning community [5]					

**West Linn-Wilsonville School District
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Grade Level: 1 **Unit of Study:** Communities – Neighborhoods

Concept: *How neighborhoods reflect and support families and schools*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>1. Why do we have neighborhoods?</p> <p>2. How does a neighborhood work together, support each other, and celebrate?</p> <p>3. How does the environment affect a neighborhood?</p> <p>4. How does a neighborhood affect the environment?</p>	<p>A group of people who live in a community and work together sharing skills and ideas [1,2,3,4]</p> <p>People in the neighborhood have different needs; they use and provide services to help each other and celebrate together [1,2,3,4]</p> <p>The resources (natural, human) contribute to a neighborhood in various ways [3,4]</p> <p>People change the environment in many ways [3,4]</p>	<p>Guest speaker presentations (fire, police, post office, city planner, CREST, library, bank, grocery, city hall, stores, Food Bank, etc.) [1,2,3,4]</p> <p>Draw and label your own neighborhood map (begin with room, classroom, etc.) [2,3,4]</p> <p>Discussion: terrain, natural resources, animal life, native plants, non-native plants; impact of the change caused by neighborhoods [3,4]</p>	<p>Field trips (fire, police, post office, CREST, library, bank, grocery, city hall, stores, Food Bank, etc.) [1,2,3,4]</p> <p>Service learning (canned food drive, quilts, Fill-a-Stocking Fill-a-Heart, Giving Tree, etc.) [2,3,4]</p> <p>Class project: 3-D creation of a neighborhood including essential services [2]</p> <p>Map reading activities (actual neighborhood map: before major development and current development) [2,3,4]</p>	<p>Write letters/invitations to community members (city hall, post master, fire chief, etc.)</p> <p>Reports on community members; make a class book; student presentations</p> <p>Teacher read-aloud</p> <p>Shared reading</p> <p>Shared writing</p> <p>Student book sets</p> <p>Student daily journals</p> <p>Map reading skills</p>	<p>Neighborhood resources</p> <p>Community members</p>	<p>Reports on community members [1,2]</p> <p>Service learning [1,2]</p> <p>3-D creation of a neighborhood [3,4]</p> <p>Class discussions [1,2,3,4]</p> <p>Informal observations [1,2,3,4]</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: 1 **Unit of Study:** Communities – My Country, My Heroes

Concept: *How national symbols represent patriotism*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>1. What are and why do we have national symbols? How do national symbols represent us?</p> <p>2. What does patriotism look like?</p> <p>3. What makes a hero?</p>	<p>National symbols represent our country; some of these symbols are the American flag, Liberty Bell, Statue of Liberty, bald eagle, etc. [1]</p> <p>People can show patriotism by saying the Pledge of Allegiance, voting, serving their country, obeying laws, participating in national holidays, etc. [2]</p> <p>A hero is a person who makes a contribution to the lives of others [3]</p>	<p>Read/discuss American flag history, colors, stars and stripes, etc. [1]</p> <p>Students make a <i>National Symbols Book</i> (the Pledge of Allegiance, the first flag, current flag, Betsy Ross, Liberty Bell, bald eagle, 13 Colonies) [1]</p> <p>Class discussion and read aloud about heroes [3]</p> <p>Discussion about class rules and laws [2]</p> <p>Class vote [2]</p>	<p>Make your own flag showing symbols that represent you [1]</p> <p>Compare and contrast different countries' flags and their symbols [1]</p> <p>Write a report on your hero(es); make presentation [3]</p>	<p>Write a report</p> <p>Shared writing</p> <p>Shared reading</p> <p>Teacher read-aloud</p> <p>Student book sets</p> <p>Report presentations</p> <p>Venn diagram – comparing / contrasting flags of different countries</p> <p>Write about your own flag and its symbols</p>	<p>National symbols</p> <p>Heroes</p> <p>Flags of different countries</p> <p>Survey rules in your school, community, and state</p>	<p>Class-created books [1,2,3]</p> <p>Student reports [3]</p> <p>Class discussions [1,2,3]</p> <p>Informal observations [1,2,3]</p> <p>Completed Venn diagram [1]</p> <p>Participation in a class vote [2]</p> <p>Participation in creation of class rules [2]</p> <p>Saying the Pledge of Allegiance [2]</p>

**West Linn-Wilsonville School District
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Grade Level: 2 **Unit of Study:** Communities – Cities

Concept: *Vital structures of a thriving city*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>Why and how do communities form?</p> <p>What makes a community thrive?</p> <p>How do my actions affect the whole community?</p>	<p>Economics</p> <ul style="list-style-type: none"> • Producer • Consumer <p>City government</p> <ul style="list-style-type: none"> • Mayor • Elected officials • Elections <p>City services</p> <ul style="list-style-type: none"> • School • Fire • Police • Library • Hospital • Sewer • Postal • Water • Parks • etc. <p>Public service (Character Education)</p>	<p>Guest speakers from the community</p> <p>Send "Flat Stanley" to other communities asking for similarities and differences of communities</p>	<p>Visit local community services and government agencies</p> <p>Map the local community (or simulated community)</p>	<p>Read <i>The Lorax</i> by Dr. Seuss; written reflection "How do my actions affect the whole community?"</p> <p><i>The Little House</i></p> <p><i>Roxaboxen</i></p> <p><i>Mapmaker</i> (software by Dale Seymour)</p> <p>Activities associated with marketplace simulation</p> <ul style="list-style-type: none"> • Advertising good or service • Written reflection of business plan <p>Thank you letters to guest speakers</p> <p>Letter to accompany "Flat Stanley"</p>	<p>How does a specific community service (goods/service) support or contribute to the community / city in which you live?</p>	<p>Class meetings</p> <p>Simulate a class marketplace where each child creates a product or service; attention to producers and consumers, reflecting on profitability of service or good</p> <p>Consider importance of city services from different points of view (business owners, families, etc.)</p> <p>Extend simulation by determining services needed for supporting business plans (taxation, zoning, building permits,</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
				<p>questioning services, government, geography, etc. (make into morph chart)</p> <p>Letters to local businesses or community services, researching essential elements required for specific businesses</p>		<p>utilities, etc.).</p> <p>Extend simulation by taking on roles of governmental officials (mayor, inspectors, tax collectors, etc.)</p> <p>Small student groups design their own city on paper and present to class members with justifications for decisions (smaller scaled simulation)</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: 2

Unit of Study: People Make History

Concept: Choices that make you a leader, hero, and contributor

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus	Demonstrating Learning
<p>How do choices made in previous generations affect the following generations?</p> <p>How does your family (past and present) contribute to the community?</p> <p>How might your family contribute in the future to the community?</p> <p>Who is a contributor / hero on a personal, a community, and a national level?</p> <ul style="list-style-type: none"> • What defines a contributor / hero? • Who are the contributors / heroes I admire? Why? <p>Who is a leader on a personal, a community, and a national level?</p> <ul style="list-style-type: none"> • What defines a 	<p>Family history</p> <p>Leaders / heroes</p> <ul style="list-style-type: none"> • Traits • Positive / negative contribution • Difference between a leader and a hero • Historical significance <p>Contributors</p> <ul style="list-style-type: none"> • Different ways to contribute • Historical significance 	<p>Family histories (past and current contributions)</p> <p>Family surveys (gathering info about leadership traits, etc.)</p> <p>“Flat Stanley” responses (children wrote a letter containing our focus questions) - who do you look up to and why?</p>	<p>Use <i>Kidspiration</i> to create a path of choices that a person may encounter as they grow. (How do choices affect future options and choices; i.e., how does your own history affect your future?)</p> <p>How does your family history affect where you live and who you are today?</p> <p>Community members visit classroom</p> <p>Conduct interviews of contributors (other teachers, building engineer, grandparents, community members, etc.)</p>	<p>Read biographies of heroes / leaders</p> <p>Write letters to current leaders</p> <p>Prepare interview questions</p> <p>Write a biography of a family member</p>	<p>What contribution(s) did your leader make?</p> <p>How would the world be different if the hero or leader had made different choices?</p>	<p>Write your future autobiography (focusing on contributions)</p> <p>Use <i>Kidspiration</i> to create a family tree or web</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus	Demonstrating Learning
leader? <ul style="list-style-type: none"> • How do you take advantage of leadership opportunities? • How do people become leaders? 						

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
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Grade Level: 3 **Unit of Study:** Oregon – Past, Present, & Future: Native Americans

Concept: *The dynamic relationship between people and the place they live*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus	Demonstrating Learning
<p>How do the geography and available resources of an area affect people's lives?</p> <p>How do our actions and the actions of a culture affect the environment and available resources?</p> <p>How do the actions of one culture affect another culture?</p> <p>What are the challenges and opportunities for Oregon and its people?</p>	<p>What a community needs in order to survive and/or thrive</p> <p>How to make use of what you have</p> <p>How native people explained the night sky</p>	<p>Read non-fiction trade books</p> <p>Project photos from books that show the geographic land features from different regions; children make observations about the appearance of the area; create a visual display for the classroom using the children's words to describe the various regions</p> <p>Crafts from different tribes</p>	<p>What changes would one tribe have to make to survive in another area? (students get together and compare research in order to answer the question)</p> <p>Compare Native American solar system explanations with modern scientific explanations</p>	<p>Non-fiction reading in content areas</p> <p>Native American legends</p> <p>Native American "Trickster Tales"</p> <p>"Pourquoi Tales" (reading and writing an original tale)</p> <p>Learn to write paragraphs</p> <p>Practice note-taking skills</p> <p>Expository writing</p>	<p>Native American tribes of the U.S.</p> <p>Northwest Coast Indians</p> <p>Tribes of Oregon</p>	<p>Create a classroom map that children can use to share information about food, shelter, and clothing of tribes across geographic regions</p> <p>Individual probe on a tribe (small poster with drawings and paragraphs)</p> <p>Oral presentation</p> <p>Visual display (diorama, poster)</p> <p>Create a classroom matrix chart to compare different tribes</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: 3 **Unit of Study:** Oregon – Past, Present, & Future: Early Pioneers of Oregon

Concept: *The dynamic relationship between people and the place they live*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>How do the geography and available resources of an area affect people's lives?</p> <p>How do our actions and the actions of a culture affect the environment and available resources?</p> <p>How do the actions of one culture affect another culture?</p> <p>What are the challenges and opportunities for Oregon and its people?</p>	<p>What a community needs in order to survive and/or thrive</p> <p>How to make use of what you have</p> <p>How the pioneers used local resources</p> <p>How Oregon changed with the arrival of the pioneers</p> <p>Why people settled where they did</p> <p>How the pioneers used the rivers</p> <p>How the decisions made by the pioneers affect us today</p>	<p>Read fiction and non-fiction books</p> <p>Create a pioneer "storyline"</p> <p>Make a map of Oregon that shows its geographic and political features</p> <p>Historic Portland study</p>		<p>American "Tall Tales"</p> <p>Learn to write paragraphs</p> <p>Practice note-taking skills</p> <p>Expository writing</p> <p>Children keep pioneer diaries and write in the voice of their "storyline" character</p>	<p>Important early Oregonians</p>	<p>Write letters to a friend or family member they left behind that describes their life in Oregon</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: 3 **Unit of Study:** Oregon – Past, Present, & Future: Oregon Today

Concept: *The dynamic relationship between people and the place they live*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning
<p>How do the geography and available resources of an area affect people's lives?</p> <p>How do our actions and the actions of a culture affect the environment and available resources?</p> <p>How do the actions of one culture affect another culture?</p> <p>What are the challenges and opportunities for Oregon and its people?</p>	<p>What a community needs in order to survive and/or thrive</p> <p>How to make use of what you have</p> <p>How Oregonians use local resources and public lands</p> <p>How we maintain our natural resources and deal with growth</p> <p>What makes Oregon special and how we preserve it</p>	<p>Interview long-time Oregonians from different walks of life</p> <p>Study current events</p>	<p>Venn diagram comparing and contrasting Oregon with another state</p> <p>Oregon's future? What will it look like?</p>	<p>Learn to write paragraphs</p> <p>Practice note-taking skills</p> <p>Expository writing</p> <p>Persuasive writing</p>	<p>City of Portland</p> <p>Portland bridges</p> <p>Class business (economics)</p>	<p>Travel guide / tour book</p> <p>Predictions of future current events in form of newspaper</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
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Grade Level: 4 **Unit of Study:** Exploration & Migration (Lewis & Clark, Westward Movement)

Concept: *The dynamic impact of exploration and migration*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning	Materials
<p>What are the reasons for exploration and migration?</p> <ul style="list-style-type: none"> • Wanting to be first? (Are they really first?) • Quest for power and control? <p>How does a quest for “riches” impact people, the environment, and culture?</p> <p>How did Lewis & Clark’s exploration impact westward migration?</p> <ul style="list-style-type: none"> • Who are Lewis & Clark? • Where were they chosen? • What was the purpose of their exploration? • What do we know about their character? 	<p>Route</p> <p>The Corps</p> <p>The purpose</p> <p>Accomplishments</p> <p>Relationship with native Americans</p> <p>Hardships</p> <p>Technology</p> <p>Plant and animal knowledge</p> <p>Understanding of changes to regional land, culture, and people</p>	<p>Simulation</p> <p>Activities that are designed to demonstrate the perspective change around each event</p> <p>Understanding the different perspectives of corps, decision makers, and natives</p> <p>Map making – topographical and various others</p> <p>Web Quest and Internet inquiry</p>	<p>Journal writing from perspective of member of the Corps of Discovery</p> <p>Debates, role play</p> <p>Using Big 6™ model to develop questions</p>	<p>Journal writing from perspective of member of the Corps of Discovery</p> <p>Literature circles</p> <p>Non-fiction comprehension</p> <p>Non-fiction writing</p> <p>Primary sources</p> <p>Persuasive writing</p>	<p>Student inquiry project using the Big 6™ model</p>	<p>Journal writing from perspective of member of the Corps of Discovery</p> <p>Map book</p>	<p>US Forest Service binders – plants, animals, map making, supplies, primary sources</p> <p><i>The History of US</i></p> <p><i>Undaunted Courage</i></p> <p>Huge list of books and materials</p> <p>Interact simulations</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning	Materials
<ul style="list-style-type: none"> • What did they stand to benefit from their journey? • How did they differ from other explorers? • How did they decide where to travel (route)? • Why was a Northwest Passage so desirable? • What was their relationship with the native peoples? • What were the navigation technologies of their time? • What hardships did they face? • What did they accomplish? • Why do we remember Lewis & Clark? 	<p>since the Lewis & Clark journey</p> <p>Native American tribes along the trail – emphasis on Northwest tribes</p> <p>Immense westward migration initiated by Lewis & Clark's journey - significant to us because of our location</p>						

**West Linn-Wilsonville School District
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Grade level: 4 **Unit of Study:** States and Regions

Concept: *Geographical and political qualities help define a community*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning	Materials
<p>How does the geographical landscape influence the economy, culture, and development of a particular region?</p>	<p>World Geography U.S. Geography Components of maps</p>	<p>Study of the geography of the U.S. (regions) Comparison of various types of maps (geographical, political, historical, etc.) Comparison between geographical, political, and historical maps of one particular region.</p>	<p>Create a country or state (map it, add landforms, people, and economic structure) Create a travel guide</p>	<p>Literature circles Non-fiction comprehension Non-fiction writing Reading primary sources Persuasive writing Personal response writing Public speaking</p>	<p>Research the unique characteristics of the regions of the U.S. Research the relationship between communities and their natural environment</p>	<p>Present travel guide Presentation of unique characteristics of regions (PowerPoint, etc.)</p>	<p>Nystrom Atlas Maps Internet maps / atlases Cultural Grams</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
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Grade Level: 5 **Unit of Study:** Exploration (Early New World Explorers)

Concept: *Impact of early world exploration*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus	Demonstrating Learning	Materials
<p>What are the reasons for exploration?</p> <ul style="list-style-type: none"> • Wanting to be first? (Are they really first?) • Quest for power and control? <p>How does a quest for “riches” impact people, the environment, and culture?</p> <p>How did early world explorers’ journeys initiate new understandings of the world, its economic opportunities, and peoples?</p> <ul style="list-style-type: none"> • What was the impact of their exploration? • How did they decide where to travel (their route)? • How were their explorations 	<p>Routes</p> <p>Purposes</p> <p>Accomplishments</p> <p>Relationship with native people</p> <p>Hardships</p> <p>Technology</p> <p>Plant & animal knowledge</p> <p>Understanding of changes to regional land, culture, and people</p>	<p>Simulation</p> <p>Activities that are designed to demonstrate the perspective change around each event</p> <p>Understanding the different perspectives of explorers, decision makers, and native people</p> <p>Map making – topographical and various others</p> <p>Web Quest and Internet inquiry</p>	<p>Journal writing from different perspectives</p> <p>Debates, role play</p> <p>Using Big 6™ model to develop questions</p> <p>Reading / writing biographies of explorers</p>	<p>Journal writing from different perspectives</p> <p>Literature circles</p> <p>Non-fiction comprehension</p> <p>Non-fiction writing</p> <p>Primary sources</p> <p>Persuasive writing</p>	<p>What are the positive and negative implications of the discoveries of new land forms, trade routes, and cultures?</p>	<p>Journal writing from perspective of member of the Corps of Discovery</p> <p>Map book</p>	<p>Biographies of explorers</p> <p><i>The History of US</i></p> <p>Interact simulations</p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus	Demonstrating Learning	Materials
<p>funded?</p> <ul style="list-style-type: none"> • What was their relationship with the native peoples? • What were the navigation technologies of their time? • What hardships did they face? • What did they accomplish? 							

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: 5 **Unit of Study:** Colonial America & American Revolution

Concept: *Purposes, goals, and outcomes of the colonization of America*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus Ideas	Demonstrating Learning	Materials
<p>What is the tipping point for a revolution? How long can people be oppressed before responding to their oppressor?</p> <p>What was the tipping point for joining together and unifying as a nation?</p> <p>What is a colony? Why do people colonize? What are current colonies?</p>	<p>Differences between colonies' needs and wants</p> <p>Understanding the different purposes, goals, and outcomes of the colonization of North America</p> <p>Understanding the government and social structure of the colonies</p> <p>European context</p>	<p>Simulations</p> <p>Classroom discussions</p> <p>Role play, debates</p>	<p>Compare/contrast social, economic, political, and cultural conditions of the different colonies</p>	<p>Literature circles</p> <p>Non-fiction comprehension</p> <p>Non-fiction writing</p> <p>Reading primary sources</p> <p>Persuasive writing</p> <p>Personal response writing</p> <p>Public speaking</p>	<p>Comparison of the colonies – select particular attribute to research</p>	<p>Personal Declaration of Independence</p> <p>Political cartoons</p> <p>Representation of a fictional or historical colony</p>	<p>Interact simulations</p> <p>Colonies simulation (BCPS)</p> <p><i>The History of US</i></p>

**West Linn-Wilsonville School District
Primary (Grades K-5) Social Studies
Framework for Planning Instruction and Inquiry**

Grade Level: 5 **Unit of Study:** Democracy/Government & Economics

Concept: *The relationship between rights and responsibilities is the foundation of the US government*

Exploration and Focus Questions	Essential Content	Activities to Provide Students with Essential Background	Activities That Prompt Students' Questions	Developing Reading and Writing	Research Focus	Demonstrating Learning	Materials
<p>What is the purpose of government?</p> <p>How is our government structured and how has it developed to respond to changes in our world and the views of the people?</p> <p>What is the relationship between rights and responsibilities?</p> <p>What makes something valuable? What is the difference between needs and wants? What differences exist between various economic systems?</p> <p>How are natural resources used and how does that use impact the economy?</p>	<p>U.S. Government</p> <ul style="list-style-type: none"> • Local • Regional • Federal <p>Economics</p> <ul style="list-style-type: none"> • Supply • Demand • Scarcity • Natural resources 	<p>Morphological chart of various countries (government and economic structures)</p> <p>Toast Masters</p> <p>Mock trial - participating in the legislative process</p> <p>Mock elections</p> <p>Student ethics panel</p> <p>Service learning projects (Heifer Project, Empty Bowl Project, etc.)</p> <p>School fundraisers / student store (economics)</p>	<p>Service learning projects</p> <p>Simulations</p> <p>Classroom discussions</p> <p>Role play, debates</p>	<p>Literature circles</p> <p>Non-fiction comprehension</p> <p>Non-fiction writing</p> <p>Reading primary sources</p> <p>Persuasive writing</p> <p>Public speaking</p> <p>Personal response writing</p>	<p>Compare and contrast various forms of government and economic systems</p>	<p>Mock trial</p> <p>Student ethics panel</p> <p>Creating a product and presenting a business plan</p>	<p>Redbrick Publishing Company</p> <p><i>Our Country</i> mock trial materials</p> <p>Oregon Historical Society</p> <p>DK Publishing</p>