



## Place-Based Education Questions

1. What local topics, issues, or projects are likely to be meaningful for students and give them an opportunity to participate in learning activities that others will value?
2. What aspects of the required curriculum are related to this issue or project? List specific subtopics that students might explore, including those related to other subject areas.
3. What four or five overarching questions might guide your students' study?
4. What specific learning standards would this topic or project enable you to address?
5. How will you assess student learning? List possible strategies, including some culminating projects. Discuss how you will scaffold the learning that students need.
6. What community partners might you bring into the classroom to help teach this unit or to support activities outside of school?
7. What field studies, monitoring, or other inquiry, activities might students become involved within their neighborhood, community, or region?
8. What community needs might students address as part of this unit or project? What service learning opportunities does it afford? How might you publicize the contributions that students make?
9. How might students become involved in community governance activities related to this project? How could they participate in data gathering, reporting, or other forms of public participation, such as organizing meetings or planning community events?
10. What creative possibilities in the fields of art, music, dance, film, or theater relate to this project? What about vocational opportunities or internships?

## Sample Answers

1. The location we selected is The Oregon Zoo.
2. Visiting the zoo is an opportunity for students to see wild animals in a habitat that mimics the animals natural habitat. Seeing animals that they might not otherwise be able to see. Some students wouldn't have the resources to otherwise go to the zoo. (providing an experience to build on).

3. Life-cycles, informative writing, biomes, informational text, compare & contrast fictional animals vs. non-fictional animals, create a presentation, observe characteristics of an animal,
4. Why is it important to learn about animals not native to your area? How can we preserve animal habitats? Why is it important to preserve animal habitats? What are the cultural connections between humans and the animals native to them?
5. Science Standard - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS1-2
6. clarification trigger and dropdown starts Clarification Statement and Assessment Boundary.
7. Writing Standard - W.1.2 Write informational text, name a topic, provide information, give facts.
8. Literacy Standard – RI.1.1 ask & answer questions about key details in a text
9. Have students create a presentation, poster, powerpoint, have them work in groups where each person is responsible for one characteristic (diet, characteristics, habitat). They could write a narrative about their day at the zoo, a real experience where they have to provide details about what they saw. They could write an opinion piece about whether they believe zoos are good or bad! To scaffold, you make heterogeneous groups, sentence frames, group brainstorming, etc.
10. Virtual conversation with zookeeper, have the “Reptile Man” come to the school.
11. They could do a field study by keeping an animal journal that tracks the various behaviors they observe, they could monitor one of the webcams – like the rapture cam.
12. They could discuss man’s impact on the environment / conservation
13. There are many ODFW programs our students could get involved in such as clean-ups and/or community service projects around the school.
14. They could do a diorama of their animals habitat, they could create a multimedia film, etc.