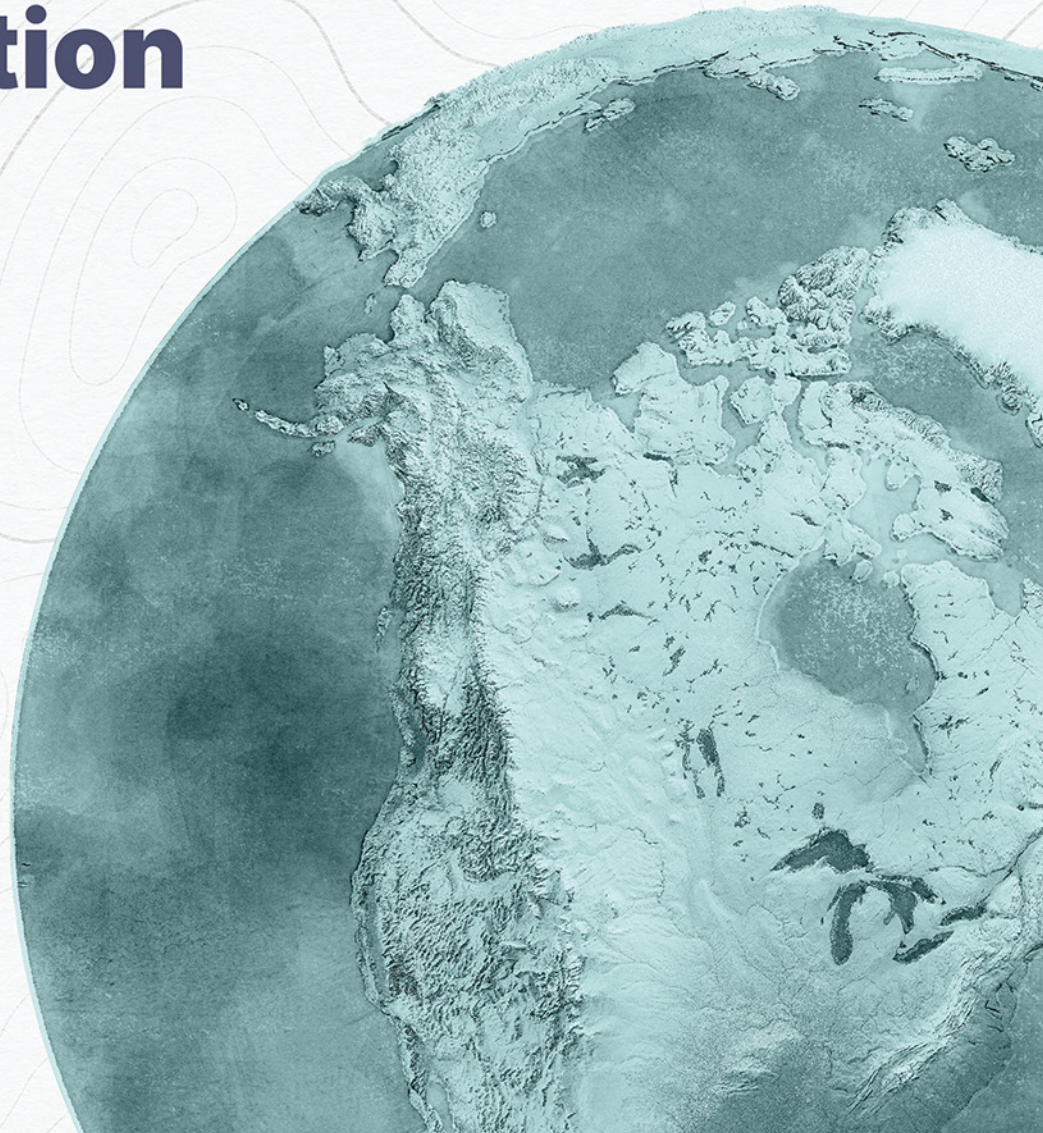


# INQUIRY JOURNEYS

CURRICULUM SAMPLE

Our  
**Special  
Location**

inquirED



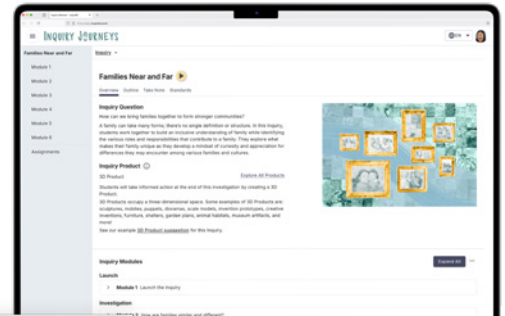


# Curriculum Materials

## Teacher Experience

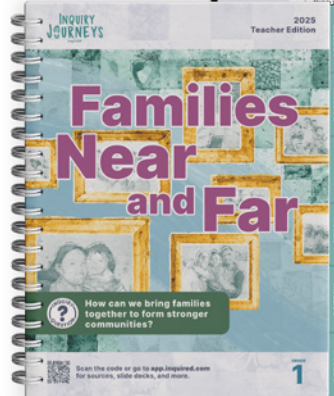
### Teacher Subscription **DIGITAL**

Provides access to all teaching materials, including step-by-step lesson plans, licensed content and sources, ready-to-go slide decks, editing and sharing tools, and more.



### Teacher Edition **PRINT**

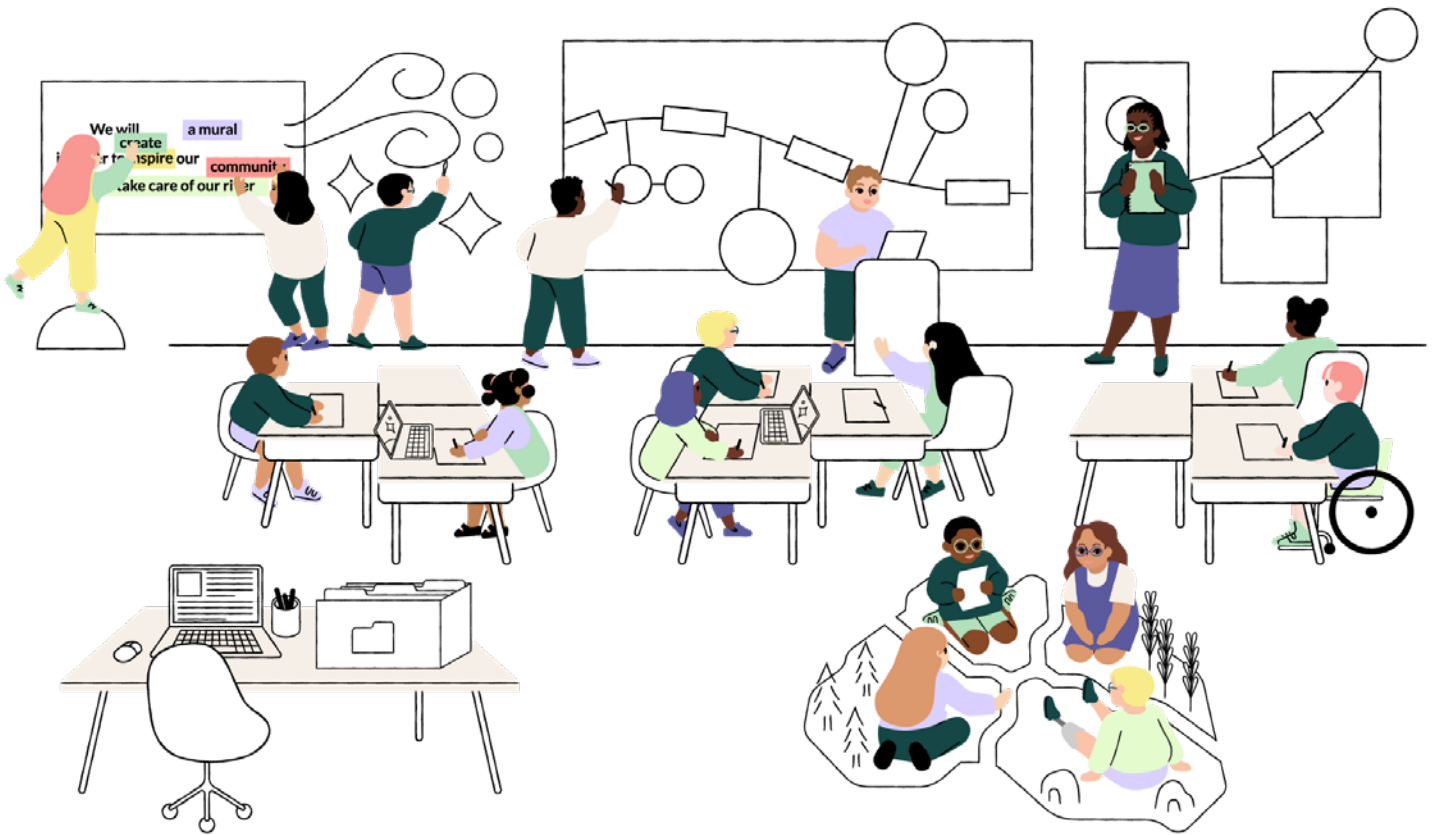
A spiral-bound version of the unit lesson plans, with setup and assessment guides included. Designed for use alongside the digital teacher subscription where teachers access multimedia sources, slides, and other digital tools.



## Read-Aloud Book Sets

Sets of trade books that build social studies knowledge and support whole-class read-alouds, used alongside the primary and secondary sources included in the Digital Teacher Subscription.





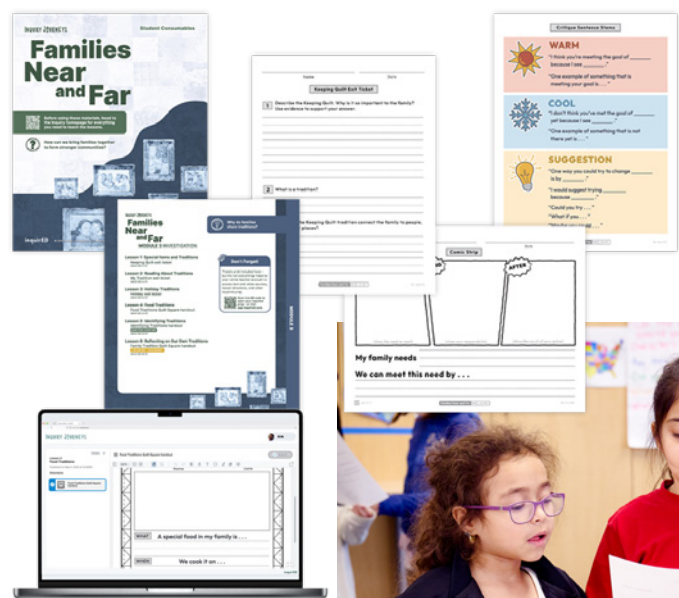
## Student Experience

### Student Experience **DIGITAL**

Provides access to teacher-assigned handouts and licensed content, such as videos, ebooks, articles, images, and more. Students can annotate PDFs, use voice-to-text, and interact with diverse sources during whole-class, small group, or independent work.

### Student Consumables **PRINT**

Handouts, graphic organizers, and assessments that students write on. Delivered in classroom sets, these ready-to-distribute printouts are packaged by unit and organized for daily instruction.



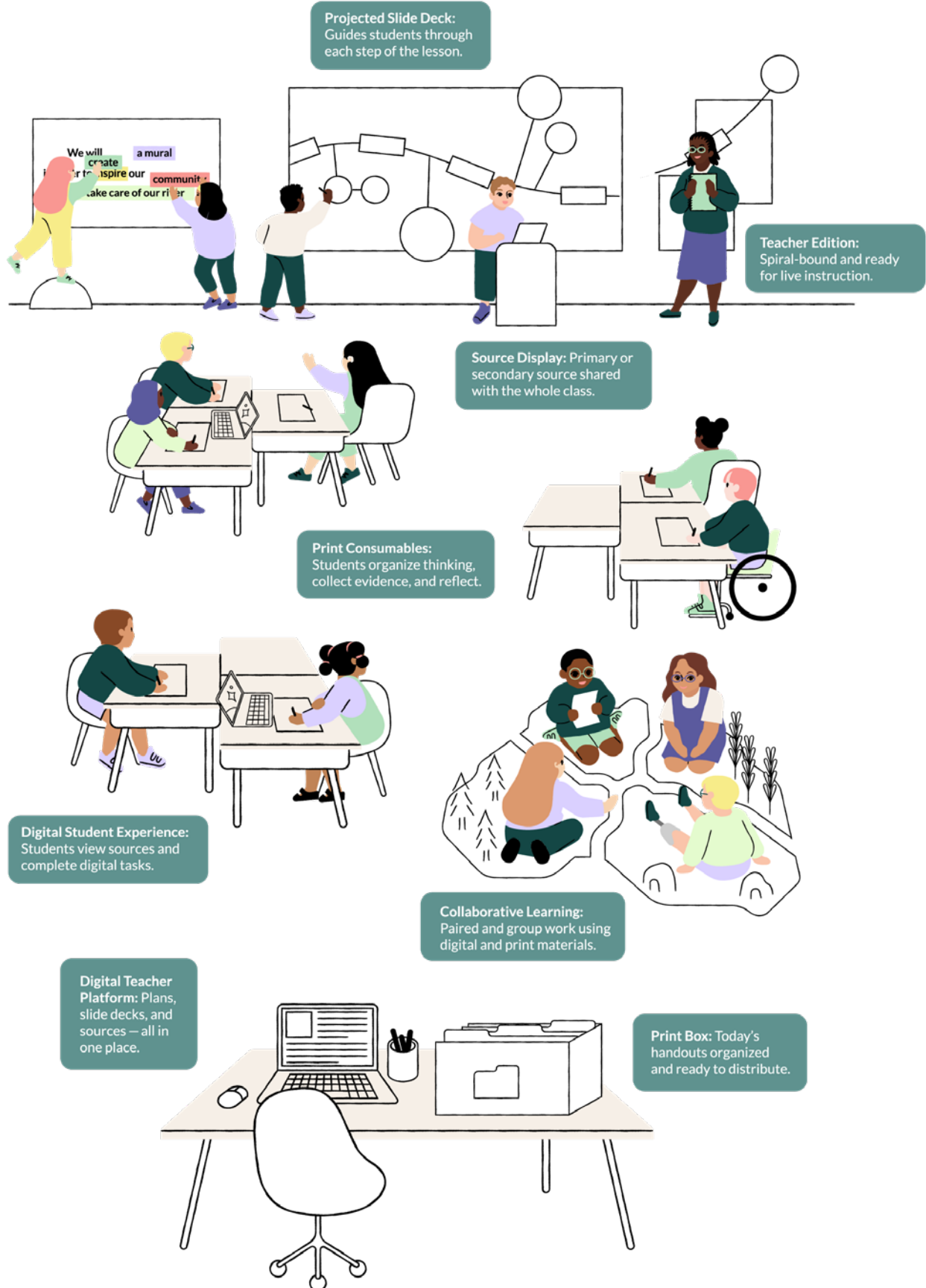


# What's Included

Teacher Materials	DIGITAL	TEACHER EDITION (PRINT ADD-ON)
Lesson plans	✓	✓
Teacher assessment guides	✓	✓
Classroom setup guides	✓	✓
Student handouts	✓	
Single-use manipulatives (e.g., cards for a card sort)	✓	
Student self-assessment and peer assessment rubrics	✓	
Student assessments	✓	
Articles and maps	✓	
Ebooks	✓	
Video and audio sources	✓	
Source investigation cards	✓	
Vocabulary cards	✓	
Posters	✓	
Interactive web experiences	✓	
Slide decks	✓	

Student Materials	DIGITAL	STUDENT CONSUMABLES (PRINT ADD-ON)
Student handouts	✓	✓
Single-use manipulatives (e.g., cards for a card sort)	✓	✓
Student self-assessment and peer assessment rubrics	✓	✓
Student assessments	✓	✓
Articles and maps	✓	
Ebooks	✓	
Video and audio sources	✓	
Source investigation cards	✓	
Vocabulary cards	✓	
Posters	✓	
Interactive web experiences	✓	





# Print and Digital in a Lesson

## Inquiry Unit: Our Special Location **FIRST GRADE**

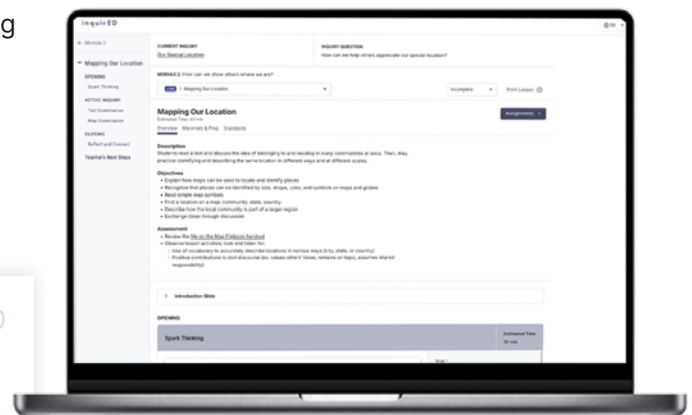
Instead of relying solely on materials in textbooks – or computer screens – Inquiry Journeys takes a multimodal approach to instruction, utilizing texts, videos, audio, printed materials, digital resources, and more. These materials are integrated into daily instruction using varied strategies, guiding students through reading, writing, speaking, and listening practice, interactive activities, explicit instruction, and hands-on projects.

In the Inquiry unit “Our Special Location,” students explore how location, natural features, and climate impact daily life, as well as how goods and services are produced to meet community needs and wants.

### Lesson 1: Mapping Our Location

In this lesson, students read a text and discuss how they can belong to multiple communities at once. They also practice identifying and describing the same location in different ways and at different scales.

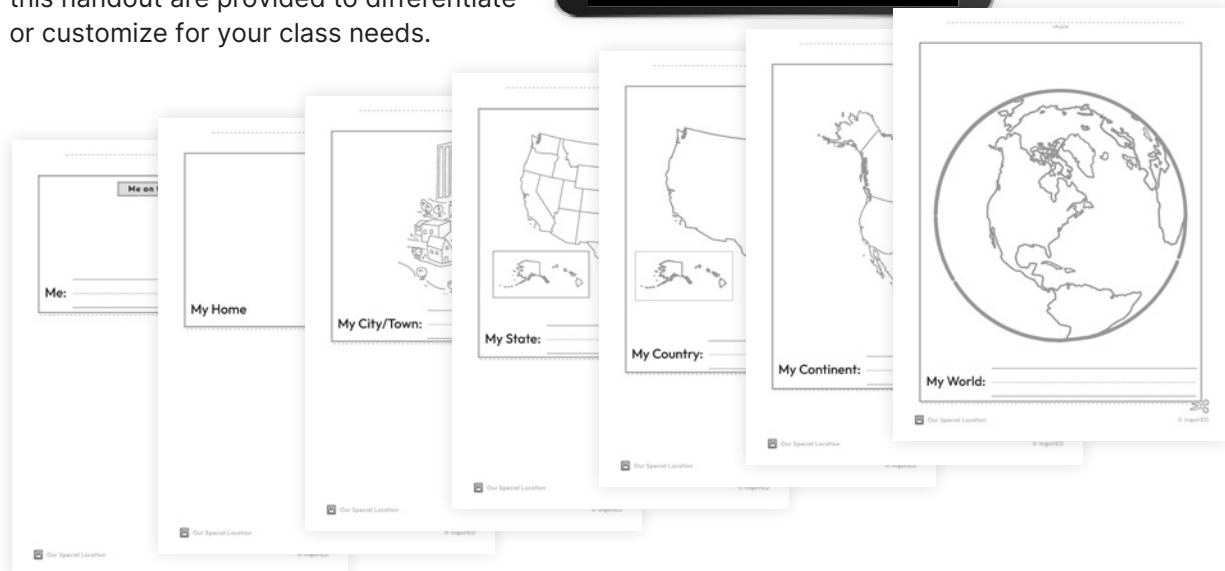
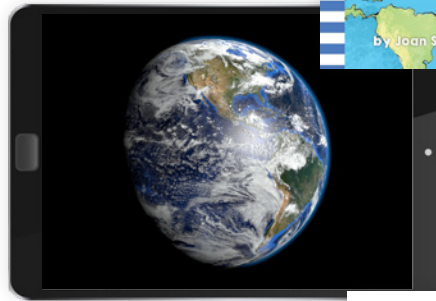
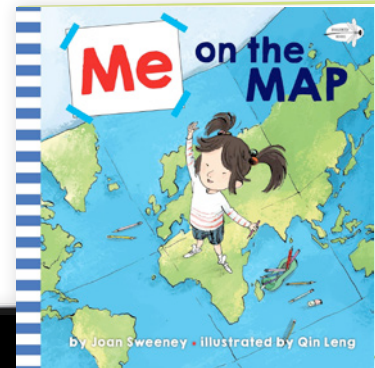
- Teachers access the lesson plan and all teaching materials with their digital subscription.
- Students watch a video about key terms used to describe location. Then they consider which locations are similar for everyone and which might be unique to them as individuals.



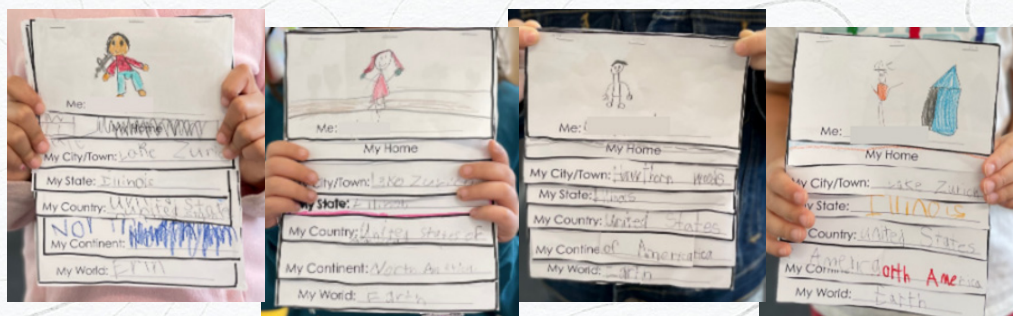


- Next, the teacher reads *Me on the Map* and invites students to analyze its maps and images. They discuss different ways to describe location and practice identifying features at different scales.
- After the reading, the teacher uses an interactive Earth navigation website to reinforce vocabulary and key concepts, using students' own community as a focus to support learning.
- Finally, students apply their learning by creating a Me on the Map Flipbook that represents their location on different scales: world, continent, country, state, city or town, and home.

Teachers support students by displaying the interactive Earth navigation website as students work. Multiple versions of this handout are provided to differentiate or customize for your class needs.



Flipbooks from  
an Inquiry Journeys  
classroom!



Check out the next section of this guide to explore the student consumables for this lesson.



The background of the entire page is a light gray topographic map with intricate, wavy contour lines. A dark teal horizontal bar with rounded ends is positioned in the upper middle section, containing the text 'Student Consumables'.

# **Student Consumables**

## **Curriculum Sample**

Inquiry Unit: Our Special Location

**FIRST GRADE**



# Our Special Location



Before using these materials, head to the Inquiry homepage for everything you need to teach the lessons.



How can we help others appreciate our special location?

\*QR codes bring teachers directly to the relevant page of their digital teacher subscription!

Reach out to the [inquirED team](#) to get access to a demo account and see how this print sample connects to the digital experience.



# Our Special Location

## MODULE 2 INVESTIGATION



How can we show others where we are?

### Lesson 1: Mapping Our Location

Me on the Map Flipbook handout

**TWO VERSIONS AVAILABLE**

Item #: M2-L1-H1A, M2-L1-H1B

### Lesson 2: Reading Map Symbols

Community Map handout

Item #: M2-L2-H1

Our Community Map exit ticket

Item #: M2-L2-H2

### Lesson 4: All Kinds of Maps

Which Map? handout

Item #: M2-L4-H1

Map Scenarios handout

Item #: M2-L4-H2

Reflecting on Maps exit ticket

Item #: M2-L4-H3

### Lesson 5: Reflecting on Our Location

Where Are We? handout

**CHECKPOINT ASSESSMENT**

Item #: M2-L5-H1



### Don't Forget!

There's a lot included here – but it's not everything! Head to your online teacher account to access text and video sources, lesson directions, and other required prep.



Scan the QR code to open your required prep – or visit [app.inquired.com](https://app.inquired.com).

\*QR codes bring teachers directly to the relevant page of their digital teacher subscription!

Reach out to the [inquirED team](#) to get access to a demo account and see how this print sample connects to the digital experience.





How can we show  
others where we are?

# Our Special Location

## MODULE 2 INVESTIGATION

### Lesson 1: Mapping Our Location



Additional prep required! Before  
distributing, scan the QR code or  
visit [app.inquired.com](https://app.inquired.com).

# Me on the Map Flipbook handout

Version A



TWO VERSIONS AVAILABLE

\*QR codes bring teachers directly to the relevant page of their digital teacher subscription!

Reach out to the [inquirED team](#) to get access to a demo account and see how this print sample connects to the digital experience.

## Me on the Map Flipbook

Me:





**My Home**





My City/Town: \_\_\_\_\_







**My State:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





My Country: \_\_\_\_\_







My Continent: \_\_\_\_\_





My World:

\_\_\_\_\_

-----

\_\_\_\_\_







How can we show  
others where we are?

# Our Special Location

## MODULE 2 INVESTIGATION

### Lesson 1: Mapping Our Location



Additional prep required! Before  
distributing, scan the QR code or  
visit [app.inquired.com](https://app.inquired.com).

# Me on the Map Flipbook handout

Version B



TWO VERSIONS AVAILABLE

\*QR codes bring teachers directly to the relevant page of their digital teacher subscription!

Reach out to the [inquirED team](#) to get access to a demo account and see how this print sample connects to the digital experience.

## Me on the Map Flipbook

Me:





**My Home**



My City/Town: \_\_\_\_\_



My State:





My Country: \_\_\_\_\_



My Continent:

My World:

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---

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How can we show  
others where we are?

# Our Special Location

## MODULE 2 INVESTIGATION

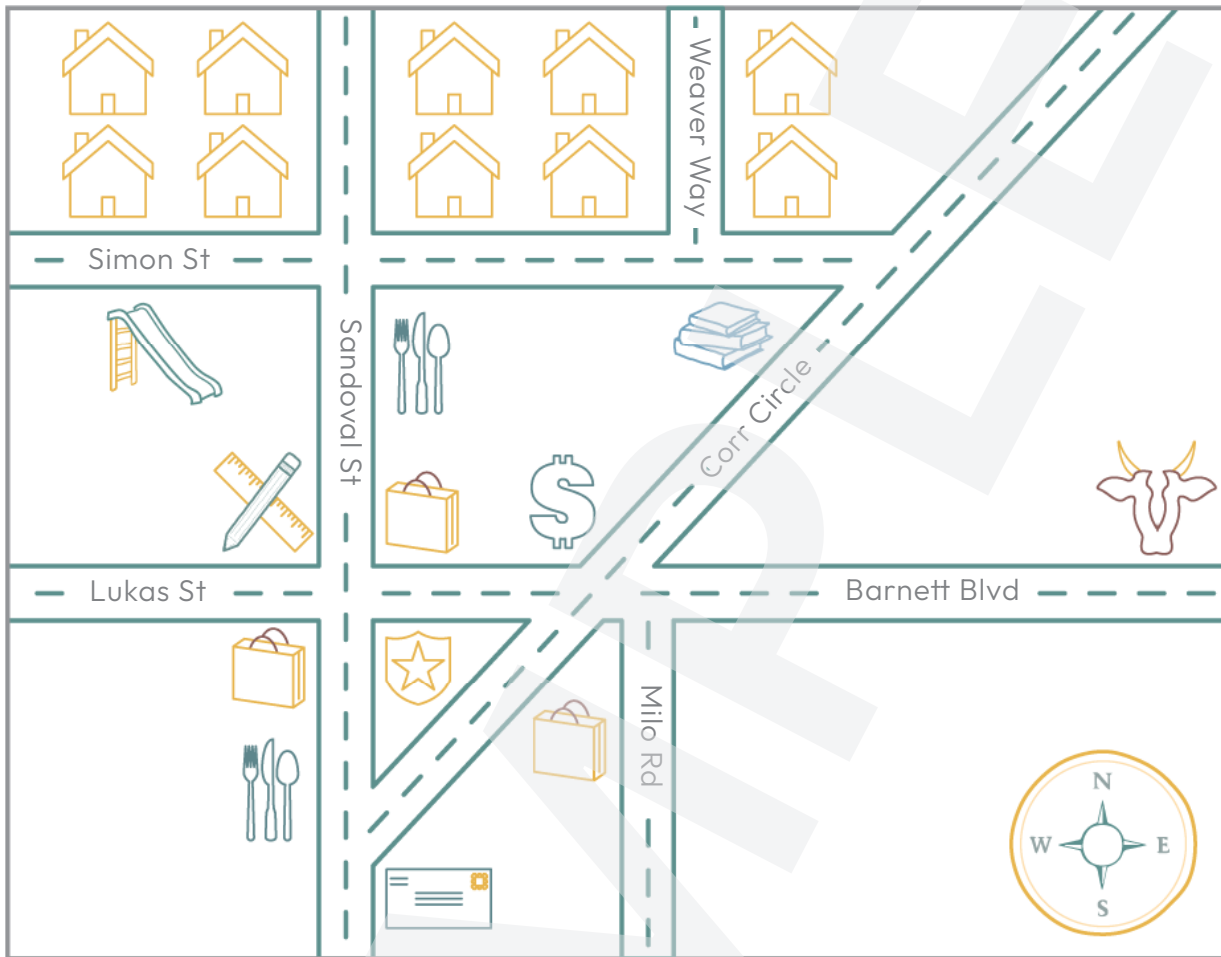
### Lesson 2: Reading Map Symbols











# Community Map handout

1  
sheet x 32  
single-sided

Name \_\_\_\_\_

Date \_\_\_\_\_

**Community Map****Map Key**

	<b>Bank</b>		<b>Restaurant</b>
	<b>Home</b>		<b>Police</b>
	<b>Playground</b>		<b>Library</b>
	<b>School</b>		<b>Post Office</b>
	<b>Store</b>		<b>Farm</b>





How can we show  
others where we are?

# Our Special Location

## MODULE 2 INVESTIGATION

### Lesson 2: Reading Map Symbols

# Our Community Map exit ticket

1  
sheet x 32  
single-sided




Name \_\_\_\_\_

Date \_\_\_\_\_

**Our Community Map Exit Ticket**

What are some places you would draw or add on a map of our community?  
Write the names of 2 special places. Draw a symbol for each.

Place	Symbol
Pool	



How can we show others where we are?

# Our Special Location

## MODULE 2 INVESTIGATION

### Lesson 4: All Kinds of Maps

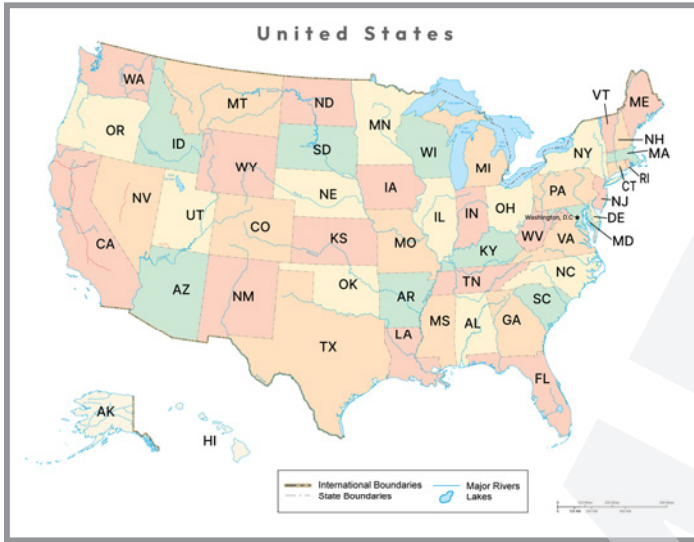
# Which Map? handout

1  
sheet x 16  
single-sided

## Which Map?

Choose the map that will help you find the information you need for each scenario.

### 1. Political Map



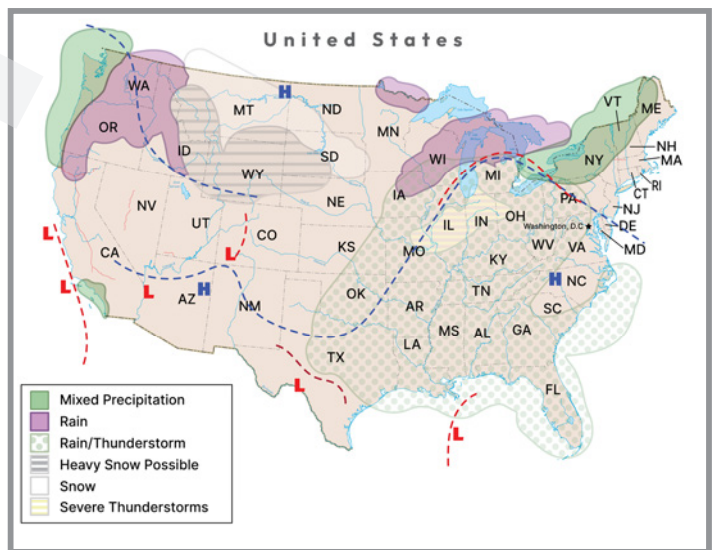
### 2. Physical Map



### 3. Road Map



### 4. Weather Map







How can we show  
others where we are?

# Our Special Location

MODULE 2 INVESTIGATION

## Lesson 4: All Kinds of Maps

# Map Scenarios handout

1  
sheet x 32  
single-sided

Name \_\_\_\_\_

Date \_\_\_\_\_

**Map Scenarios**

Map Scenarios	Map Number
Ex. You want to drive across the country.	
You want to find the capital of your country.	
You want to find the states that border your state.	
You want to find the biggest lakes.	
You want to find where one state ends and another begins.	
You want to find mountains to hike.	
You want to find out where there is a thunderstorm.	
You want to find good skiing.	
You want to find out how many states there are in the US.	
You want to find out how to get from Chicago to Washington, DC.	





How can we show  
others where we are?

# Our Special Location

## MODULE 2 INVESTIGATION

### Lesson 4: All Kinds of Maps

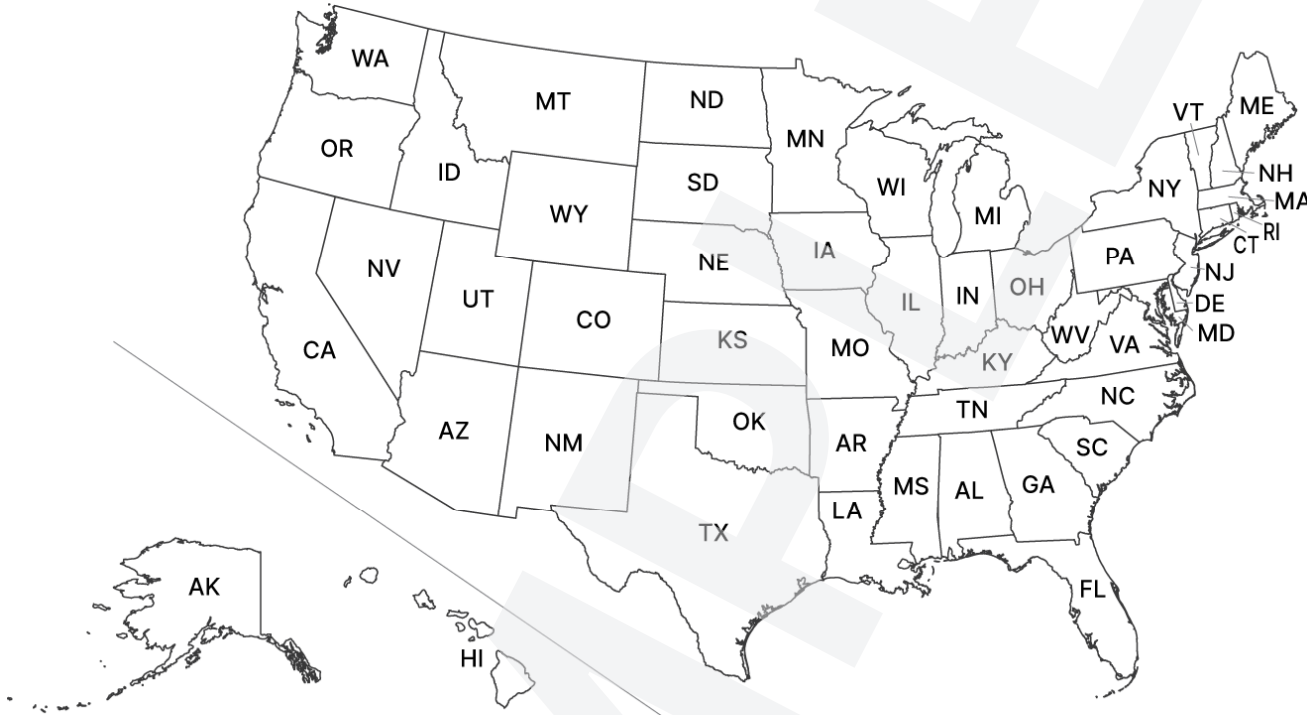
# Reflecting on Maps exit ticket

1  
sheet x 32  
single-sided



Name \_\_\_\_\_

Date \_\_\_\_\_

**Reflecting on Maps Exit Ticket**

This map shows...

- ☐ the country
- ☐ the continent

This map is a...

- ☐ physical map
- ☐ political map

This map can tell me...

- ☐ where to hike
- ☐ where to shop
- ☐ where states end and begin



How can we show  
others where we are?

# Our Special Location

MODULE 2 INVESTIGATION

## Lesson 5: Reflecting on Our Location

# Where Are We? handout

1  
sheet x 32  
single-sided

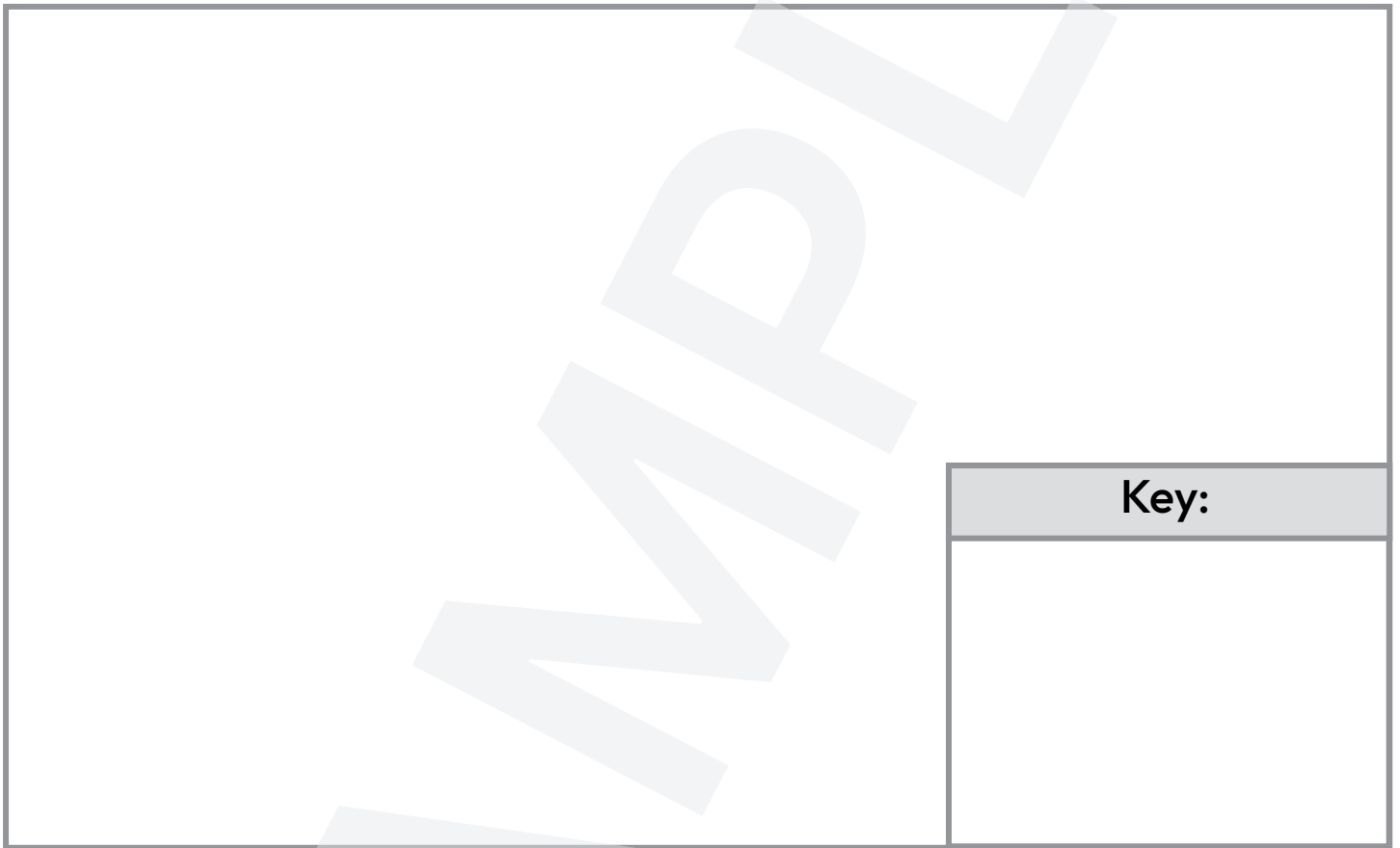
CHECKPOINT ASSESSMENT

Name \_\_\_\_\_

Date \_\_\_\_\_

**Where Are We?**

- Draw a map that shows our special location.
- Include at least 2 symbols to represent something important about our special location in your work.
- Make a key to explain your symbols.



Key:

Write a sentence that tells people where we are located.




The background of the entire page is a light gray topographic map with intricate, wavy contour lines of varying thicknesses, creating a sense of depth and terrain.

**Teacher Edition**

**Curriculum Sample**

Inquiry Unit: Our Special Location

**FIRST GRADE**



# Our Special Location



How can we help others  
appreciate our special location?

\*QR codes bring teachers directly to the relevant page of their digital teacher subscription!

Reach out to the [inquirED team](#) to get access to a demo account and see how this print sample connects to the digital experience.



Scan the code or go to [app.inquired.com](https://app.inquired.com)  
for sources, slide decks, and more.



# Guide to Assessment Guides

Our assessment guides help you interpret student responses as you and your students move through your investigation. Look out for the features below as you assess student work.

## Look-fors

**Look-fors** are concrete, observable indicators of student understanding. They empower teachers to provide clear and specific feedback to each student.

## Strategic notes

Some checkpoint assessment guides include **strategic notes** that emphasize key considerations for teachers.

CHECKPOINT ASSESSMENT GUIDE  
**Reflection**  
handout

pg 1 of 1

**Reflection**

1. How does the Tough Choices game connect to the idea of scarcity?

2. What is a piece of advice you would give after playing the game?

3. How does this game connect to real life?

1 Look for: \_\_\_\_\_

Responses will vary, but may include:

2 Look for: \_\_\_\_\_

Responses will vary, but may include:

3 Look for: \_\_\_\_\_

Responses will vary, but may include:

pg 1 of 1

CHECKPOINT ASSESSMENT

ASSESSMENT GUIDE  
**Savings Goals**  
handout

Look for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Savings Goals**

pg 1 of 1

**Part 1: A Chair for My Mother**

**In the story . . .**

What is the savings goal?

Why is it important to this family?

How do they work to meet this goal?

**In the real world . . .**

What can I learn about saving from this example?

Responses will vary, but may include:

**Part 2: My Savings Goal**

One thing I might have to save up for over time is . . .

Responses will vary, but may include:

I could save money by . . .

Responses will vary, but may include:

pg 1 of 1

indicates a correct response

## Sample responses

**Sample responses** are provided to help illustrate what it might look like for students' responses to align to the provided look-fors, indicating mastery in the aligned objectives. Sample responses often include phrasing like "responses will vary" to account for students' diverse thinking and range of responses.

## Correct responses

**Correct responses** are provided for closed-ended questions for which a single correct answer exists.



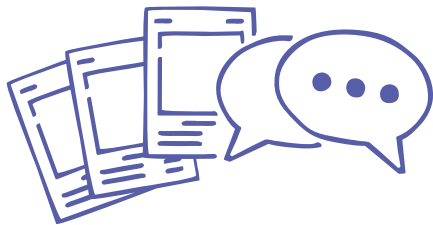
# Assessment opportunities are embedded throughout Inquiry Journeys.



Many Inquiry Journeys assessments feature open-ended questions that prompt higher-order thinking, which allow students to showcase their responses through creative thinking, synthesis, analysis, or claim-making skills. Throughout the curriculum, you will encounter two types of assessment: **assessments for learning** and **assessments of learning**.

## Assessments for learning

These **formative assessment** opportunities enable teachers to collect learning data points and provide ongoing feedback. Sometimes called “diagnostic assessments,” they can reveal student mastery of concepts or guide necessary instructional pivots.



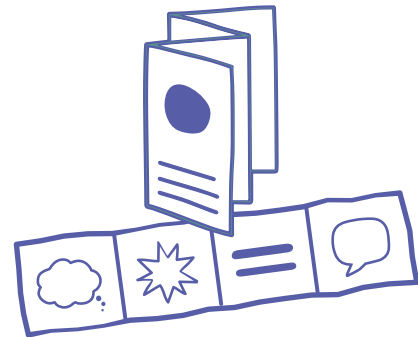
### OPPORTUNITIES

**Formal:** written student work that is collected and evaluated

**Informal:** class or group discussions, questions that students ask, insights that students share

## Assessments of learning

These **summative assessment** opportunities provide summary evaluations of students' learning to help teachers draw conclusions about past instruction.



### OPPORTUNITIES

**Checkpoint assessments:** written student work that illuminates the learning students have developed by the end of a module

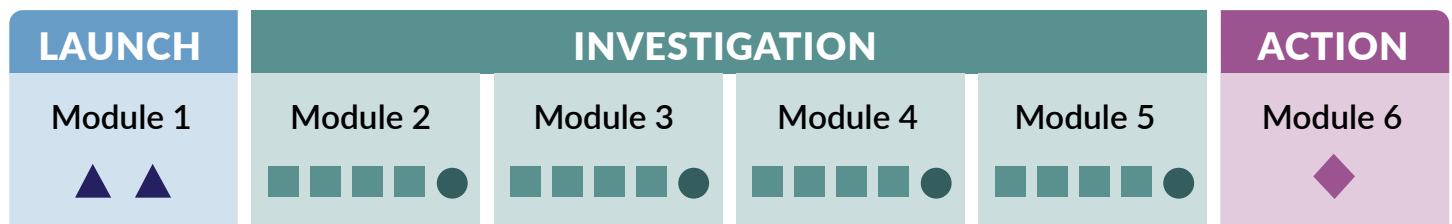
**Informed action:** an iterative design cycle throughout the Action Module, during which students create an Inquiry Product to respond to the Inquiry Question

**In each lesson**, students complete exit tickets or graphic organizers, add ideas or evidence to anchor charts, or engage in another purposeful opportunity to demonstrate their learning. The teacher collects observational data as appropriate, and assesses student readiness and progression toward the lesson objectives.

**In each module**, students reflect on the Essential Question, often through writing and discussion. Checkpoint assessments challenge students to demonstrate both content knowledge and disciplinary skills developed across the module.

**In each Inquiry**, student learning culminates in informed action. Students use their learning to respond to the Inquiry Question with an Inquiry Product that can positively impact their community.

## Where do different assessment types appear in the curriculum?



### ▲ PRE-ASSESSMENT

Informal opportunities to gauge students' prior knowledge, individual interests, and unique learning styles

### ■ FORMATIVE ASSESSMENT

Formal and informal opportunities that aid teachers in monitoring students' progress toward objectives, including written materials and whole- and small-group discussions

### ASSESSMENTS FOR LEARNING

### ● CHECKPOINT ASSESSMENT

Written student materials that capture student learning in various formats, allowing students to demonstrate learning in diverse ways

### ◆ INFORMED ACTION

A highly engaging, robust, and ongoing synthesis and demonstration of learning from across the Inquiry – assessed with a custom rubric

### ASSESSMENTS OF LEARNING



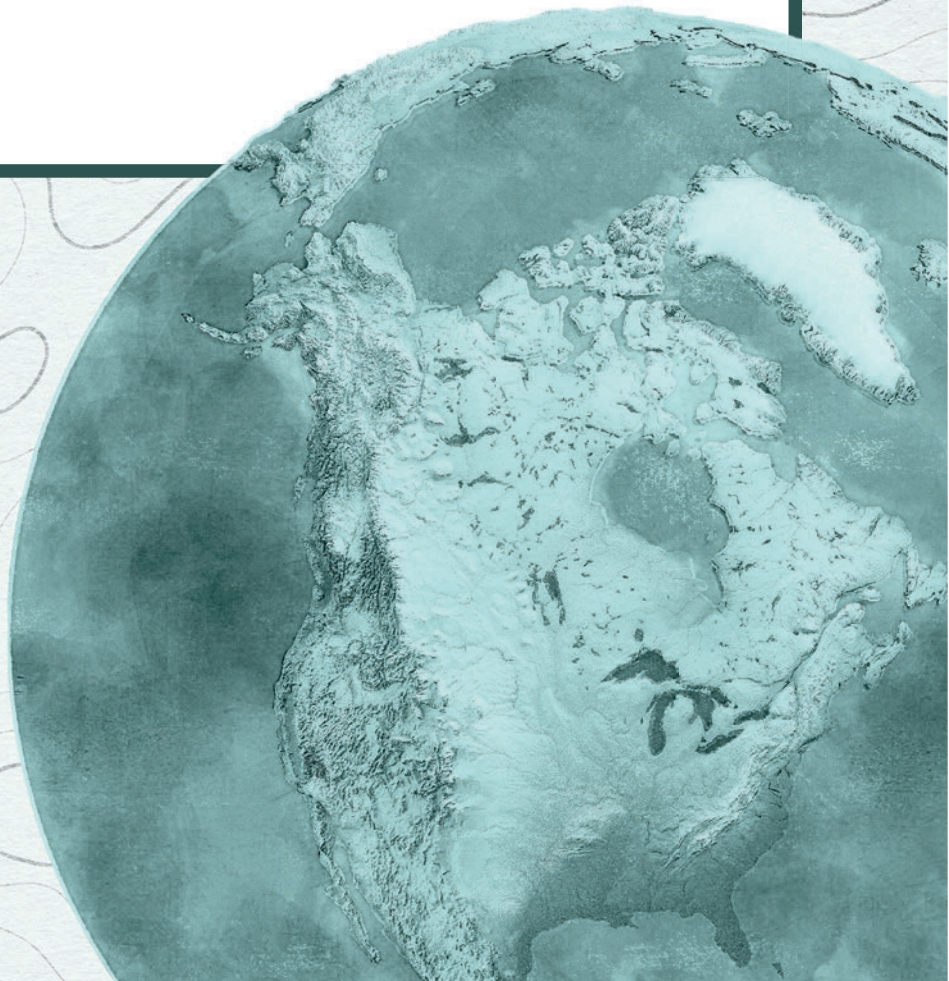
## MODULE 2

### INVESTIGATION



How can we show others where we are?

Students investigate maps as tools for finding and showing their location in different ways, including as part of their city, state, and country. They learn basic map skills, with a focus on using symbols to represent specific features of the community. After exploring different map types and purposes, students use their growing knowledge of maps and map symbols to create a representation of an important place within their community.





ASSESSMENT GUIDE

# Me on the Map Flipbook

handout



Look for:

- Identification of the student's location on every level of the flipbook, indicated with words, drawings, marks, and tracings

Responses will vary; for example:

pg 1 of 7

**Me on the Map Flipbook**

**Me:** Student's name

Scissors icon

pg 2 of 7

Drawing of student's home

**My Home**

Scissors icon

pg 3 of 7

**My City/Town:** Chicago

Scissors icon



pg 4 of 7



Illinois

**My State:**



pg 5 of 7



United States

**My Country:**





pg 7 of 7



Earth

My World:



pg 6 of 7



North America

My Continent:





ASSESSMENT GUIDE

# Our Community Map

exit ticket



**Look for:**

- Identification of important locations in student's community
- Symbols that are relevant to each of the identified locations

pg 1 of 1



## Our Community Map Exit Ticket

What are some places you would draw or add on a map of our community?  
Write the names of 2 special places. Draw a symbol for each.

Place	Symbol
Pool	
Responses will vary, but may include: <ul style="list-style-type: none"><li>• Restaurant</li><li>• Playground</li></ul>	Responses will vary, but may include: <ul style="list-style-type: none"><li>• Fork</li><li>• See-saw</li></ul>
<ul style="list-style-type: none"><li>• School</li><li>• Dentist's office</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Toothbrush</li></ul>

ASSESSMENT GUIDE

# Reflecting on Maps

exit ticket



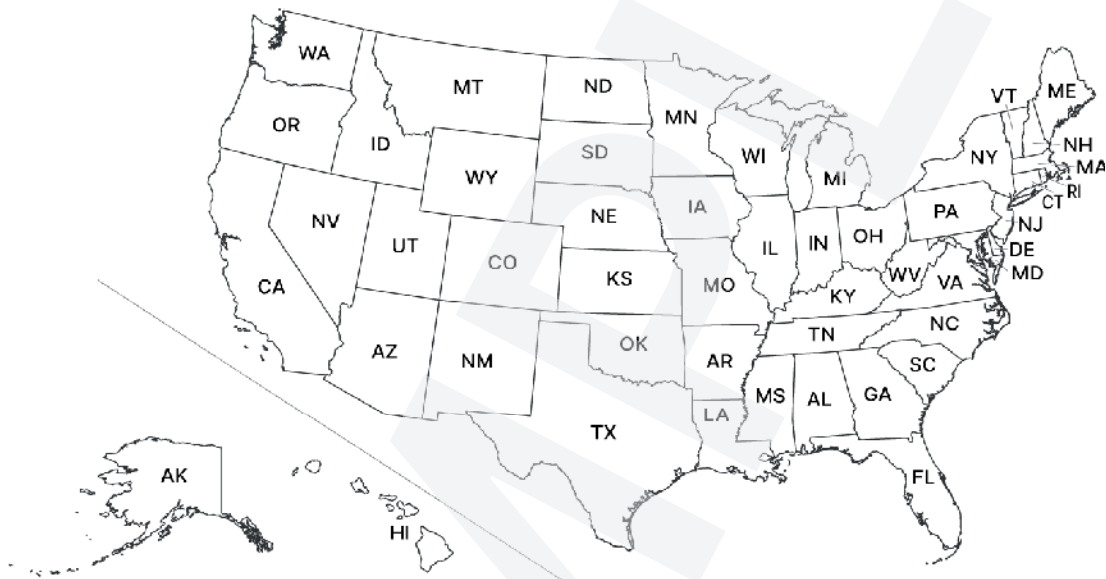
**Look for:**

- Accurate identification of what the map shows by shape
- Accurate identification of the map type and map purpose

pg 1 of 1



## Reflecting on Maps Exit Ticket



This map shows...

- ☒ the country
- ☐ the continent

This map is a...

- ☐ physical map
- ☒ political map

This map can tell me...

- ☐ where to hike
- ☐ where to shop
- ☒ where states end and begin

 indicates a correct response

# Where Are We?

## handout

Students use their knowledge of map symbols to create a representation of an important place within their community.

**Where Are We?** pg 1 of 1

- Draw a map that shows our special location.
- Include at least 2 symbols to represent something important about our special location in your work.
- Make a key to explain your symbols.

1

Key:

2

Write a sentence that tells people where we are located.

3

1

**Look for:**

- A map that represents the student's location at any level
- Details on the map that represent special features of the student's chosen location



Drawings will vary, but may include:

- Neighborhood surrounding your school
- Your school's city or town
- Your school's state



Students may choose to represent their location at the community, city, state, or another level.

Do not focus on the quality or neatness of the drawing. Instead, focus on the demonstration of knowledge.

3



**Look for** use of appropriate vocabulary terms to describe the location



Responses will vary, but may include:

- We live in the state of Colorado
- Our community is located in the city of Denver

2



**Look for** symbols that represent special features of the student's selected location



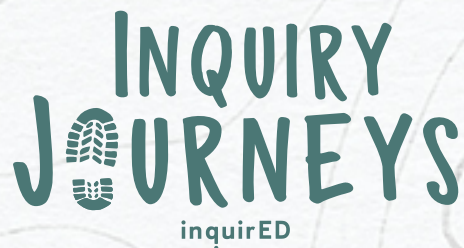
Responses will vary, but may include:

- Buildings
- Roads
- Houses
- Cities



It is best to keep the symbols open to interpretation, as some students may be inspired to show their location at a larger scale, such as where they are located in the country.





[info@inquirED.com](mailto:info@inquirED.com) | [www.inquirED.com](http://www.inquirED.com)

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inquirED supports teachers with high-quality instructional materials that make joyful, rigorous, and transferable learning possible for every student. Our social studies curricula – Inquiry Journeys (K-5) and Middle School World History – are used across the country to help students build deep content knowledge and develop inquiry skills essential for a thriving democracy.