

## Instructional Unit Title: Who has What?

The teacher may brainstorm with students (using photos and other visuals) various environmental attributes so that students can describe the physical resources of different communities (urban, mountain, rural, etc.).

The teacher may brainstorm with students (using photos and other visuals) various goods and services so that students can describe (human) efforts designed to meet the needs and wants of the people in different communities (urban, mountain, rural, etc.).

The teacher may use images of the (Boulder) community showing natural/physical resources and examples of community-specific goods/services so that students can make connections between resources and the unique lifestyles of their (Boulder) community.

The teacher may facilitate a discussion that compares/contrasts their community with others so that students might begin to consider how/why people decide to live in particular environments.

The teacher may engage students in a discussion of land use in their (Boulder) community (e.g., parks, trails, open space, housing and retail development) so that students can consider both the renewable and non-renewable aspects of this physical resource.

The teacher may bring in written and visual documentation/evidence of the human resources associated with the (Boulder) community so that students can explore the maintenance/usage of community-specific goods/services.

The teacher may bring in written and visual documentation/evidence of the ways in which people in the (Boulder) community interact with the physical environment so that students can explore the formal (jobs) and informal (behaviors) ways that people use and help maintain physical resources.

The teacher may utilize the collected parent-interview data so that students can describe and categorize the resources people cited (most-least) as their reasons for choosing to live in this (Boulder) community.

The teacher may use maps and other visuals of specific land use (e.g., open space) so that students can begin to understand the ways in which scarcity of this resource can drive policies and community action.

The teacher may bring in local business owners to talk about scarcity in goods/services and supply and demand so that students can identify associated economic principles (e.g., demand increases and unchanged supply leads to higher prices *and* unchanged demand and supply increases leads to lower prices).

**PERFORMANCE ASSESSMENT:** The popular TV show, *Community Hunters*, has asked you and your classmates to represent your (Boulder) community! In your appearance on the show, you will focus on one or two natural resources that exist in your community and one or two goods and services available in your community. Your goal is to create a compelling and fun depiction of your community that will convince a panel of game show contestants that your community would make the ideal place to live.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.