Unit Title: Choices and Consequences

Colorado's District Sample Curriculum Project

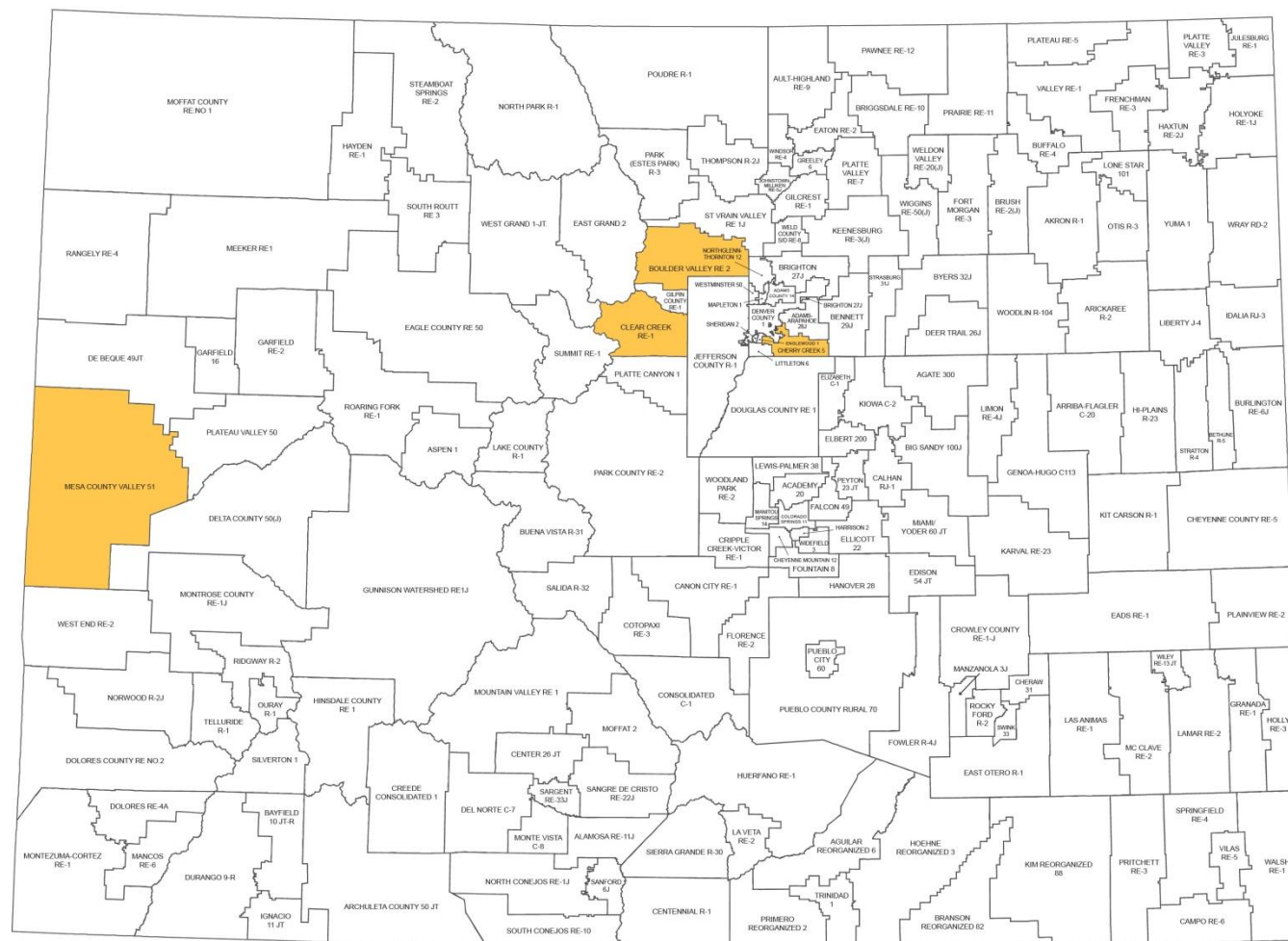**INSTRUCTIONAL UNIT AUTHORS**

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**BASED ON A CURRICULUM
OVERVIEW SAMPLE AUTHORED BY**

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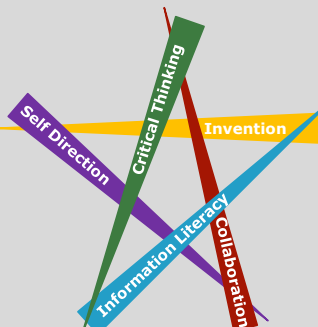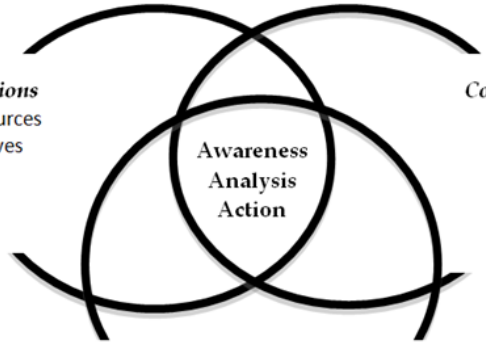Clear Creek School District
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. 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.

DATE POSTED: JUNE 23, 2014

Content Area	Social Studies		Grade Level	4th Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado	SS09-GR.4-S.1-GLE.1
	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States	SS09-GR.4-S.1-GLE.2
2. Geography	1. Use several types of geographic tools to answer questions about the geography of Colorado	SS09-GR.4-S.2-GLE.1
	2. Connections within and across human and physical systems are developed	SS09-GR.4-S.2-GLE.2
3. Economics	1. People responded to positive and negative incentives	SS09-GR.4-S.3-GLE.1
	2. The relationship between choice and opportunity cost (PFL)	SS09-GR.4-S.3-GLE.2
4. Civics	1. Analyze and debate multiple perspectives on an issue	SS09-GR.4-S.4-GLE.1
	2. The origins, structure, and functions of the Colorado government	SS09-GR.4-S.4-GLE.2

Colorado 21st Century Skills

Self Direction
Critical Thinking
Invention
Information Literacy
Collaboration

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Historical Investigations
- Analysis of sources and perspectives
- Students as historians

Awareness Analysis Action

Contemporary Connections
- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

Civic/Democratic life
- Community roles/responsibilities
- Civic participation

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Choices & Consequences	4-6 weeks	3

Unit Title	Choices & Consequences		Length of Unit	4-6 weeks	
Focusing Lens(es)	(State) Interdependence	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.4-S.1-GLE.1 SS09-GR.4-S.1-GLE.2 SS09-GR.4-S.2-GLE.1		SS09-GR.4-S.2-GLE.2 SS09-GR.4-S.3-GLE.1 SS09-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• Where does the state government get its money? (SS09-GR.4-S.4-GLE.2-EO.c) • What should a citizenry expect from its government? • What should a citizenry contribute to its government?				
Unit Strands	History, Geography, Economics, Civics				
Concepts	Interdependence, cause and effect relationships, government, goods and services, trade, tourism, economy, physical environment, citizenship, taxes				

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens (SS09-GR.4-S.4-GLE.2-EO.a, c, e)	How does the Colorado state government work with the federal government to regulate and preserve Colorado's physical and natural resources?	How do state and federal governments work cooperatively? How does a government protect all citizens? What happens when a state is unable to provide adequate services for its citizens? (e.g., firefighters, tornado relief, FEMA)
The effectiveness (and the improvement) of state government depends on participation from its citizens (voting, taxation, compliance) (SS09-GR.4-S.4-GLE.2-RA.1)	What are some examples of Colorado citizens working together to preserve the state's natural resources?	Why is it important to understand how the government works? (SS09-GR.4-S.4-GLE.2-EO.a; RA.1; N.1) Why are citizens able to vote on some issues while others are decided at the state level?
The economic cycles that states and nations experience often have a direct connection with the success of (trade and tourism) industries (SS09-GR.4-S.3-GLE.1-EO.c) and (SS09-GR.4-S.1-GLE.2-EO.a)	What industries affect the economy of Colorado? How have various industries changed in Colorado? (SS09-GR.4-S.3-GLE.1-IQ-1)	How is the state's economy a reflection of the nation's economy at a given moment in time? How does the geography of a region determine the major trade and tourism industries of that region? (SS09-GR.4-S.2-GLE.2-EO.a,d)
Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development (SS09-GR.4-S.3-GLE.1)	What physical resources are significant to the social and economic well-being of the state of Colorado?	How should we sustain our physical resources while still providing for economic stability?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
• The cause and effect relationship between the physical environment and the economy of Colorado (cattle ranching, mining, fruit industry) (SS09-GR.4-S.2-GLE.2-EO.a, d) • Examples of natural resources and events that impact industry in Colorado (e.g., droughts can impact ski industry, increase the threat of forest fires, and alter camping and fishing practices) (SS09-GR.4-S.3-GLE.1-EO.b) • The ways in which local, state and federal governments are interconnected (SS09-GR.4-S.4-GLE.2-EO.e) • The ways in which the movement of goods and services and technology create connections between people and regions of Colorado (SS09-GR.4-S.2-GLE.2-EO.d) (SS09-GR.4-S.1-GLE.2-EO.d) • Events in Colorado history are related to events in U.S. history (SS09-GR.4-S.1-GLE.1-EO.a)	• Analyze primary source historical accounts to understand cause and effect relationships (SS09-GR.4-S.1-GLE.1-EO.b) • Create and investigate geographic questions (SS09-GR.4-S.2-GLE.1-EO.c) • Describe how the physical environment affects human activities (SS09-GR.4-S.2-GLE.2-EO.a; IQ.3) • Describe the impact of various technological developments on the environment and economy (SS09-GR.4-S.1-GLE.2-EO.d) (SS09-GR.4-S.3-GLE.1-IQ.2) • Construct a timeline that illustrates the connection between local, state, and national events (SS09-GR.4-S.1-GLE.1-EO.a; RA.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The government depends on taxes from citizens to provide services.*
Academic Vocabulary:	Environment, cause and effect, interdependence
Technical Vocabulary:	Trade, tourism, industry, government, taxes, public services, citizen, environment, natural resources, physical resources, economy, regulate, preserve

Unit Description:	In this unit, students will learn about the social and economic development of Colorado; as well as the important role that physical and natural resources have played in developing and establishing economic stability in the state. Students will investigate how different groups have adapted to their environment and used the local resources and how resource use has had both a positive and negative impact on the region. Finally, students will study how the use and availability of resources have affected community expansion and development and how state and federal governments work together to manage and regulate the use of these resources.
Considerations:	The performance assessment for this unit does not have to focus on a ski resort; consider focusing on a local issue/natural resource that would engage students in their community. In addition, the reading of informational texts, and primary and secondary sources, as well as persuasive writing are important skills that should be included throughout the unit. NOTE: Some changes were made to the factual questions (red text) in the unit overview to more accurately reflect the content of this instructional unit.

Unit Generalizations	
Key Generalizations:	The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens
	Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Supporting Generalizations:	The effectiveness (and the improvement) of state government depends on participation from its citizens (voting, taxation, compliance)
	The economic cycles that states and nations experience often have a direct connection with the success of (trade and tourism) industries

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The local city council of your mountain town is meeting to discuss the proposed expansion of the local ski resort which is located on federal land. The resort wants to expand the ski area by increasing the number of ski lifts/runs, as well as adding year round activities (e.g., bike trails, a new alpine slide). As a member of this community, you are very interested in the economic success and environmental well-being of your town and state. As an interested party, you have a very strong opinion about this expansion. Your interests might represent a business owner, a resident whose family has been in the community for generations, a ski resort employee, a forest service worker, a homeowner, etc. You plan on speaking at the city council meeting to present your case. Your presentation should include a discussion of the economic and environmental benefits or drawbacks, as well as the local and state use of this natural resource (federal land).
Product/Evidence: (Expected product from students)	Student presentations should include: • a clear statement of their position on the expansion of the ski resort • uses of the land and its impact on the environment and the local community • possible misuse/overuse of the land • current regulations for federal land use • explicit connections between federal, state, and local governments Presentations can be through Powerpoint, posters, story boards, or any other visual aid that will support the oral presentation

	(students may be able to use SmartBoards, document cameras, overhead projectors, etc.)
Differentiation: (Multiple modes for student expression)	Instead of individual presentations, students may be organized into "coalitions" to construct group presentations. Groups could be comprised of presenter/spokesperson, researcher, graphic artist, etc.

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
Bang, M. (1997). *Common Ground: The Water, Earth and Air We Share.* Lexile: 740 Geisecke, E. (2009). *Kids guide to government*. Lexile: 990 Harris, N. (2007). *What is a city council?* Lexile: 699 Kids Discover *Money* magazine. Lexile: 850 http://www.kidsdiscover.com/shop/issues/money-for-kids/ Miller, A. (2008). *Colorado (From Sea to Shining Sea).* Lexile: 500-800 O'Brien, D. (2005). *Our Natural Resources*. Lexile: 300-500 Whitefeather, W. (1996). *Willy Whitefeather's River Book for Kids.* Lexile: 300-600 Whitney, L.D. (2010). *C is for Centennial: A Colorado Alphabet.* Lexile: 200-500	Bennett, J. (2011). *The Wizard Who Saved the World*. Lexile: 200-700 Cherry, L. (2000). *The Great Kapok Tree*. Lexile: 150-350 Cherry, L. (2002). *A River Ran Wild: An Environmental History*. Lexile: 300-500 Davies, J. (2009). *The Lemonade War.* Lexile: 630 Fourment, T. (2004). *My Water Comes From the Mountains.* Lexile: 300-500 Holling, C. H. (1980). *Paddle-to-the-Sea*. Lexile: 840 King Mitchell, M. (1998). *Uncle Jed's Barbershop.* Lexile: 150-350 Silverstein, S. (2014). *The Giving Tree*. Lexile: 530

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a geographer creating various maps to document resources	Teacher Resources:	N/A
			Student Resources:	http://www.enchantedlearning.com/usa/label/states/colorado/ (Open-ended program for creating individual Colorado maps)
	Skills:	Use maps to locate resources and regions	Assessment:	Colorado Resource Maps Using blank Colorado maps, students will create maps at strategic points in the unit (natural resources, tourism sites, energy resources, etc.).
2.	Description:	Think/work like an economist analyzing data to understand economic cycles and how the availability of natural and physical resources shapes communities and the choices citizens make to ensure economic stability	Teacher Resources:	http://cospl.coalliance.org/fedora/repository/co:3222/loc61502ec72002internet.pdf (A Brief Economic History of Colorado)
			Student Resources:	http://www.youtube.com/watch?v=sHoaQ-oNJmo (BizKids short video about economic cycles)
	Skills:	Analyze data and maps to determine availability, use, and possible misuse of resources	Assessment:	Students discuss (writing or oral) information gleaned from maps, data, and other resources about the availability of productive resources and how that availability influences economic stability (or instability) in a community.

Prior Knowledge and Experiences
Students should have a basic understanding of how Colorado became a state, as well as the role and responsibilities of the Colorado state government. It will also be beneficial to students if they have an initial introduction to the role and responsibilities of the federal government. For example, students should have an understanding of the three branches of federal government and recognize the parallel to the three branches of the Colorado state government.

Learning Experience # 1
The teacher may engage the students in a brainstorm session reviewing the responsibilities of state government around natural resources so that students can begin to connect those responsibilities with the federal law/government (e.g., federal land use, water rights, mineral rights).

Generalization Connection(s):	The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens
Teacher Resources:	http://www.netstate.com/states/government/co_government.htm (Colorado state government) http://kids.usa.gov/grown-ups/government/index.shtml (Teacher resources for teaching about the federal government) http://thomas.loc.gov/teachers/ (Legislative resources for teachers – Library of Congress) http://images.lancasteronline.com/local_old/819/547/WEB_Bill-Becomes-Law_m9_640.jpg (Visual aid illustrating how a bill becomes a law) http://www.classroomjr.com/printable-blank-venn-diagrams/3-circle-venn-diagram-blank/ (3 circle Venn Diagram)
Student Resources:	http://www.state.co.us/kids/clcgovt.htm (Colorado state government) http://www.state.co.us/kids/government.htm (Colorado state government) http://bensguide.gpo.gov/3-5/index.html (Ben's Guide to U.S. Government) http://kids.usa.gov/government/ (All about the federal government) http://www.scholastic.com/browse/article.jsp?id=4702 (Printable article on how a bill becomes a law)
Assessment:	Students will begin a Venn Diagram (to be completed in Learning Experience #2) comparing and contrasting the roles and responsibilities of the state and federal governments (specific to the use, regulation, and protection of physical and natural resources).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Critical Content:	• The levels of government (national, state, tribal, local) • The roles and responsibilities of the Colorado state government in relation to the use, regulation, and protection of physical and natural resources • The roles and responsibilities of the federal government in relation to the use, regulation, and protection of physical and natural resources
Key Skills:	• Compare and contrast roles and responsibilities of various levels of government
Critical Language:	Government, federal, national, Constitution, law, regulation, protection, preserve, natural resources, physical resources, rights (such as water rights)

Learning Experience # 2
The teacher may engage students in a brainstorming session so that students can begin to examine the roles and responsibilities of local government such as the regulation of economic activities and provision of public services (e.g., police, fire, sewer services, maintenance of city parks, roads, bridges).

Generalization Connection(s):	The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens
Teacher Resources:	http://www.lessonsonlocalgovernment.org/ (Lessons on local government) http://www.statelocalgov.net/state-co.cfm (Links to Colorado state and local government websites) http://tinyurl.com/qaejdoo (Colorado Local Government Handbook) https://www.icivics.org/curriculum/state-and-local-government (State and local government lesson plans from iCivics) http://www.whitehouse.gov/our-government/state-and-local-government (Role of state and local government) http://www.classroomjr.com/printable-blank-venn-diagrams/3-circle-venn-diagram-blank/ (3 circle Venn Diagram)
Student Resources:	http://www.brainpopjr.com/socialstudies/government/localandstategovernments/ (BrainPop movie short on local government) http://pbskids.org/democracy/my-government/ (How does government affect me? – PBS Kids)
Assessment:	Students will complete the Venn Diagram (from Learning Experience #1) by adding the roles and responsibilities of local government (specific to the use, regulation, and protection of physical and natural resources).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Critical Content:	• The roles and responsibilities of local government in relation to the use, regulation, and protection of physical and natural resources • Local governments provide public services through the collection of taxes • The various types of public services provided by local governments
Key Skills:	• Compare and contrast roles and responsibilities of various levels of government
Critical Language:	Municipal(ity), community, county, mayor, commissioner, local, public services, city council, regulate(ation), tax(es), economy(ic), public land, federal lands, services

Learning Experience # 3	
The teacher may provide examples of federal, state, and local laws (e.g., land use laws, mineral use laws) so that students can identify the relationship and connections among these legal responsibilities.	
Generalization Connection(s):	The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens
Teacher Resources:	http://www.kidsdiscover.com/infographics/infographic-3-branches-of-the-u-s-government/ (KidsDiscover graphic – Who Takes Care of What?) http://www.theusaonline.com/government/state-local-government.htm (Article explaining the various roles of federal, state, and local government) http://en.wikipedia.org/wiki/Public_land (Federal, state, and local land use) http://education.nationalgeographic.com/education/media/who-owns-water/?ar_a=1 (Video and article *Who owns the water?* From National Geographic) http://nationalatlas.gov/printable/fedlands.html (Maps of federal lands) http://www.peaktopeak.com/colorado/index.php3 (Colorado "rocks and minerals" map)
Student Resources:	http://pbskids.org/democracy/my-government/ (How does government affect me? – PBS Kids) http://education.nationalgeographic.com/education/media/who-owns-water/?ar_a=1 (Video and article *Who owns the water?* From National Geographic) http://nationalatlas.gov/printable/fedlands.html (Maps of federal lands) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)
Assessment:	Students complete a t-chart graphic organizer identifying the level of government responsible for Colorado's natural/physical resources (e.g., tribal land, river water, Rocky Mountain National Park, Ridgeway Park). http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be presented with a partially completed t-chart	Students may use visuals to complete their t-chart

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Double bubble thinking map)	Students may choose one natural resource and create a thinking map documenting the intersection among federal, state, and local governments responsibilities
Critical Content:	• The relationship among local, state, and federal governments focusing specifically on the use, regulation, and protection of physical and natural resources • How government affects students' daily lives	
Key Skills:	• Compare the similarities and differences among the services provided at various levels of government	
Critical Language:	Federal government, state government, local government, regulations, compliance, mutually dependent, license, law	

Learning Experience # 4		
The teacher may provide examples of resource usage (e.g., national/state parks, ski resorts, dams) so that students can begin to recognize the relationship between the availability of physical/natural resources and the development of a community.		
Generalization Connection(s):	Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development	
Teacher Resources:	http://www.mininghalloffame.org/ (National Mining Hall of Fame – Leadville, CO) http://www.historicargotours.com/history.html (The Argo Gold Mine and Mill – Idaho Springs, CO) http://www.coloradoski.com/resorts (Colorado ski resorts) http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/ (Interactive Colorado River map) http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Word web graphic organizer)	
Student Resources:	http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/ (Interactive Colorado River map) http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Word web graphic organizer)	
Assessment:	Students will complete a cluster word web for a local physical/natural resource and document its benefits to the community/region.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs to complete the cluster word web	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)	Students may include both benefits and drawbacks of the ways in which the resource is used

Critical Content:	• The availability and uses of various natural/physical resources in the local community/region • The availability and uses of various natural/physical resources in Colorado
Key Skills:	• Define social and economic stability
Critical Language:	Economic stability, physical resources, natural resources, adaptation , region(al)

Learning Experience # 5

The teacher may provide multiple examples of communities' uses of natural/physical resources (e.g., mining towns, ski town, ranching/farming communities) so that students can begin to understand that the availability of resources shapes communities and the choices citizens make to ensure economic stability.

Generalization Connection(s):	Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Teacher Resources:	http://cospl.coalliance.org/fedora/repository/co:3222/loc61502ec72002internet.pdf (A Brief Economic History of Colorado) http://www.city-data.com/#data (Data for Colorado cities) http://www.visitleadvilleco.com/history (Leadville-mining town- history) http://www.burlingtoncolo.com/index.aspx?nid=162 (Burlington-agricultural community-history) http://www.telluridemuseum.org/ (Telluride-mining and skiing community-history) http://www.timetoast.com/ (Online timeline program) http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-timeline (Printable timeline template)
Student Resources:	http://www.timetoast.com/ (Online timeline program) http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-timeline (Printable timeline template)
Assessment:	Students may choose a community and a specific resource and create a timeline illustrating the significant events/decisions that concerned the usage of that resource since the founding of the community/town.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-timeline (Printable timeline template)	Students may include 4 or 5 events/decisions on their timeline

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://tinyurl.com/lufukak (Sample annotated/pictorial timeline)	Students may create an annotated/pictorial timeline

Critical Content:	• The resources necessary to provide goods and services to the local community • Examples of and uses for natural and physical resources • The cause and effect relationship between the physical environment and the economy of Colorado (e.g., cattle ranching, mining, fruit industry) • The ways in which the movement of goods and services and technology create connections between people and regions of

	Colorado
Key Skills:	• Describe how the physical environment affects human activities
Critical Language:	Availability of resources, goods and services, ranching, farming, citizen, environment, industry

Learning Experience # 6

The teacher may provide data, images, maps, etc. of Colorado's physical/natural resources so that students can locate available resources and determine who uses and who regulates those resources.

Generalization Connection(s):	Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Teacher Resources:	http://tinyurl.com/l9nu654 (Lesson plan for teaching productive resources from the Richmond Federal Reserve Bank) https://www.stlouisfed.org/education_resources/tortilla-factory/ (Lesson plan for teaching productive resources from the St. Louis Federal Reserve Bank) http://www.econedlink.org/interactives/index.php?iid=191&type=student (A short video explaining productive resources) http://www.growingyourfuture.com/civi/e-lesson-plans (Lesson plans for teaching Colorado's natural resources) http://dnr.state.co.us/Media/Pages/OnLinemaps.aspx (Data from the Colorado Dept. of Natural Resources) http://gocode.colorado.gov/data/ (Colorado Public data portal) http://www.growingyourfuture.com/civi/colorado-reader (Downloadable newspapers with teachers guides on various topics including occupations related to natural resources including mining, energy, ranching, agriculture, etc.)
Student Resources:	http://www.layers-of-learning.com/wp-content/uploads/2010/06/Colorado-Map.pdf (Map of Colorado)
Assessment:	Students will create a map illustrating the locations of 1 or 2 of Colorado's natural/physical resources. Then, on the map, students will explain who uses and who regulates that resource(s).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be provided a word bank or symbols chart to help them understand what needs to be included on the map http://www.enchantedlearning.com/usa/label/states/colorado/ (Colorado map with defined locations)	N/A

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may draw conclusions based on the evidence presented on their map	Students may use their conclusions to create questions for their classmates about the resource patterns on their maps

Critical Content:	• The natural and human features found in Colorado • The location of and uses for the physical and natural resources in Colorado

	• Key industries in Colorado (e.g., tourism, technology, ranching)
Key Skills:	• Explain trade in Colorado today • Read a map to demonstrate an understanding of map symbols • Create, investigate, and answer geographic questions
Critical Language:	Tourism, industry, compass rose, map legend (or map key), physical map, political map, latitude, longitude, scale of miles, region, landform

Learning Experience # 7

The teacher may provide examples (e.g., videos, maps, data, case studies) of specific natural resource(s) (e.g., water, land, natural gas) so that students can explain how those resources can be misused/overused within a community.

Generalization Connection(s):	Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Teacher Resources:	http://nationalatlas.gov/ (Resource for maps of Colorado and United States) http://www.growingyourfuture.com/civi/node/29 ("*Understanding Water*" from the Colorado Foundation for Agriculture) http://www.denverpost.com/news/ci_25504730/southeast-colorado-new-dust-bowl-is-blowing (Article: For southeast Colorado, a new dust bowl is blowing in) http://www.keepitcleanpartnership.org/pollution-prevention/teachers/for-teachers/ (Resource for impact of people on water and water preservation) http://nationalatlas.gov/streamer/Streamer/streamer.html (Illustrates how water connects to many places) http://www.epa.gov/WaterSense/kids/index.html (EPA's Interactive Student Website about Water) http://www.brainpop.com/science/ourfragileenvironment/globalwarming/ (Short video on global warming from Brainpop) http://www.teachertube.com/viewVideo.php?video_id=297039 (Video: *We all have a place in the Watershed* on Teacher Tube)
Student Resources:	http://www.growingyourfuture.com/civi/sites/default/files/WAB_web_.pdf (*Understanding Water* activity book) https://www.youtube.com/watch?v=UwzmeWUSrjA (Short video: Strip mining along I-70) http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Modifiable persuasive writing template)
Assessment:	Students will write a letter to the editor expressing their viewpoint on the need for the regulation or protection of a natural or physical resource in the local community.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.educationoasis.com/curriculum/GO/cause_effect.htm (Cause & effect graphic organizers)	Students may complete a cause and effect graphic organizer

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing_Political_Cartoons (Drawing political cartoons)	Students may create a political cartoon illustrating their view on the use/misuse of a particular resource
Critical Content:	• Colorado's natural resources (e.g., fossil fuels, water, and land, minerals) • The cause and effect relationships between resources and a community's economy • Results of the use, misuse, and over use of resources in a community	
Key Skills:	• Produce clear and coherent writing appropriate to a specific audience	
Critical Language:	Use/misuse/overuse of resources, impact, development, community	

Learning Experience # 8	
The teacher may provide specific case studies of resource use so that students can begin to understand how misuse/overuse can contribute to economic cycles of boom and bust and how these cycles occur are connected to key events in U.S. history (e.g., the Dust Bowl, beaver/fur trade).	

Generalization Connection(s):	The economic cycles that states and nations experience often have a direct connection with the success of (trade and tourism) industries
Teacher Resources:	http://cospl.coalliance.org/fedora/repository/co:3222/loc61502ec72002internet.pdf (A Brief Economic History of Colorado) http://tinyurl.com/n6kkmda (Article about the virtual extinction of buffalo in North America) http://library.thinkquest.org/TQ0312210/Dustbowl.html (Understanding The Dust Bowl) http://video.pbs.org/video/2248107550/ (Ken Burns' movie on the Dust Bowl from PBS) http://hewit.unco.edu/dohist/ (Doing History, a link to primary resources about groups who have lived in CO)
Student Resources:	http://hewit.unco.edu/dohist/ (Doing History, a link to primary resources about groups who have lived in CO)
Assessment:	Students will contribute to a class generated, annotated timeline showing both Colorado and U.S. history economic cycles, by writing an explanation of the effects one national economic cycle had on the local community.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may receive sentence stems to help them contribute to the timeline	Students may select a particular aspect of the mural for which they will contribute pictorial representations

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Open-ended program for creating individual timelines)	Students document a common/popular recreational activity and its effects on Colorado's natural/physical resources

Critical Content:	• How key economic events in US history had an impact on Colorado and local communities • There is a repeated cycle in history caused by economic events o The cycle is development, stability, problem identification, plan for adaptation and development and change in the community • Events can cause stability/instability within a communities; thereby necessitating the need for the community to adapt • Examples of natural resources and events that impact industry in Colorado (e.g., droughts can impact ski industry, increase the threat of forest fires, and alter camping and fishing practices)
Key Skills:	• Identify key economic events in US and Colorado history • Explain how key events in US history effect Colorado • Analyze primary sources to understand cause and effect relationships
Critical Language:	Gold rush, boom and bust, prosperity, depression, recession, economic cycles, development, stability, instability, cause and effect

Learning Experience # 9	
The teacher may provide primary and secondary sources (e.g., field trip, guest speaker, video, articles) that illustrate the interdependence of federal, state, and local laws in the protection and regulation of resources so that students can understand the process for the preservation of local/state resources.	
Generalization Connection(s):	The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Teacher Resources:	http://www.teachertube.com/viewVideo.php?video_id=87353&title=The_Value_of_Water (Short video on the importance of water and scarcity of water) http://www.keepitcleanpartnership.org/pollution-prevention/teachers/for-teachers/ (Impact of people on water and water preservation) http://www2.epa.gov/regulatory-information-topic (Federal laws and regulations – the Environmental Protection Agency) http://www.nature.org/ourinitiatives/regions/northamerica/when-the-dust-settled.xml (Federal response to the Dust Bowl) http://www.denverpost.com/ci_22005922/dust-bowl-dark-dirty-times-lessons (Colorado and the Dust Bowl) http://tinyurl.com/l3uxb3e (Colorado's response to the Dust Bowl)
Student Resources:	http://www.epa.gov/WaterSense/kids/index.html (Interactive student website about water – the Environmental Protection Agency) http://nationalatlas.gov/streamer/Streamer/streamer.html (How water connects to many places)
Assessment:	Students will create a timeline that documents significant national and state events and the actions/reactions (e.g., regulations, laws) established to preserve local/state resources (e.g., the Dust Bowl and subsequent legislation passed in an effort to preserve soil and the s way of life for farmers/ranchers)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-timeline (Printable timeline template)	Students may include 4 or 5 events/actions on their timeline
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://users.humboldt.edu/ogayle/sed741/MeriamWebsterTimeline.png (Sample of an annotated/pictorial timeline)	Students may create an annotated/pictorial timeline
Critical Content:	• Reasons why Colorado's physical and natural resources need to be regulated and preserved • The regulation and preservation of Colorado's physical and natural resources • The ways in which the various levels of government work to regulate and preserve Colorado's physical and natural resources	
Key Skills:	• Describe how the physical environment affects human activities • Describe the impact of various technological developments on the environment and economy	
Critical Language:	Advocacy, mutually dependent relationship, regulates, economic activities, interdependence, technological developments	

Learning Experience # 10

The teacher may provide primary and secondary sources (e.g., guest speaker, videos, articles) which reflect various community members (e.g., business owner, educator, community leader, neighbor) so that students will understand ways to take personal action to contribute to the stability, adaptation, and development of the community.

Generalization Connection(s):	The effectiveness (and the improvement) of state government depends on participation from its citizens (voting, taxation, compliance) Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development
Teacher Resources:	http://prezi.com/eyxnhyffeagm/colorados-water-history/ (Watershed Events in Colorado's Water History) http://money.cnn.com/magazines/moneymag/best-jobs/2011/jobs-helping-others/1.html (PowerPoint to share with students about jobs that people have that impact change)
Student Resources:	www.earthday.org/footprint-calculator http://prezi.com/eyxnhyffeagm/colorados-water-history/ http://pbskids.org/zoom/activities/action/way04.html (Ways to help the environment)
Assessment:	Students will create a Prezi highlighting one resource and focus on the various ways a citizen may take action.
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students can be assigned a specific role within the group that plays to his/her strengths, such as finding the necessary websites or bookmarking sources, finding images to add, typing, or designing the format of the Prezi, etc.	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may incorporate more components into the Prezi such as video clips, voice clips, hyperlinks etc. that demonstrates depth of knowledge
Critical Content:	- How communities develop Who are community members (i.e., business owner, educator, leader) - How communities change over time - Examples of a stable community - The rights and responsibilities of citizens within a community and the state	
Key Skills:	- Identification of primary and secondary sources and how to use them - Organization of the cycle of events connected to cause and effect	
Critical Language:	Regional, rights, responsibilities, voting, taxation, compliance, community member, development	