

Unit Title: Change Happens

INSTRUCTIONAL UNIT AUTHORS

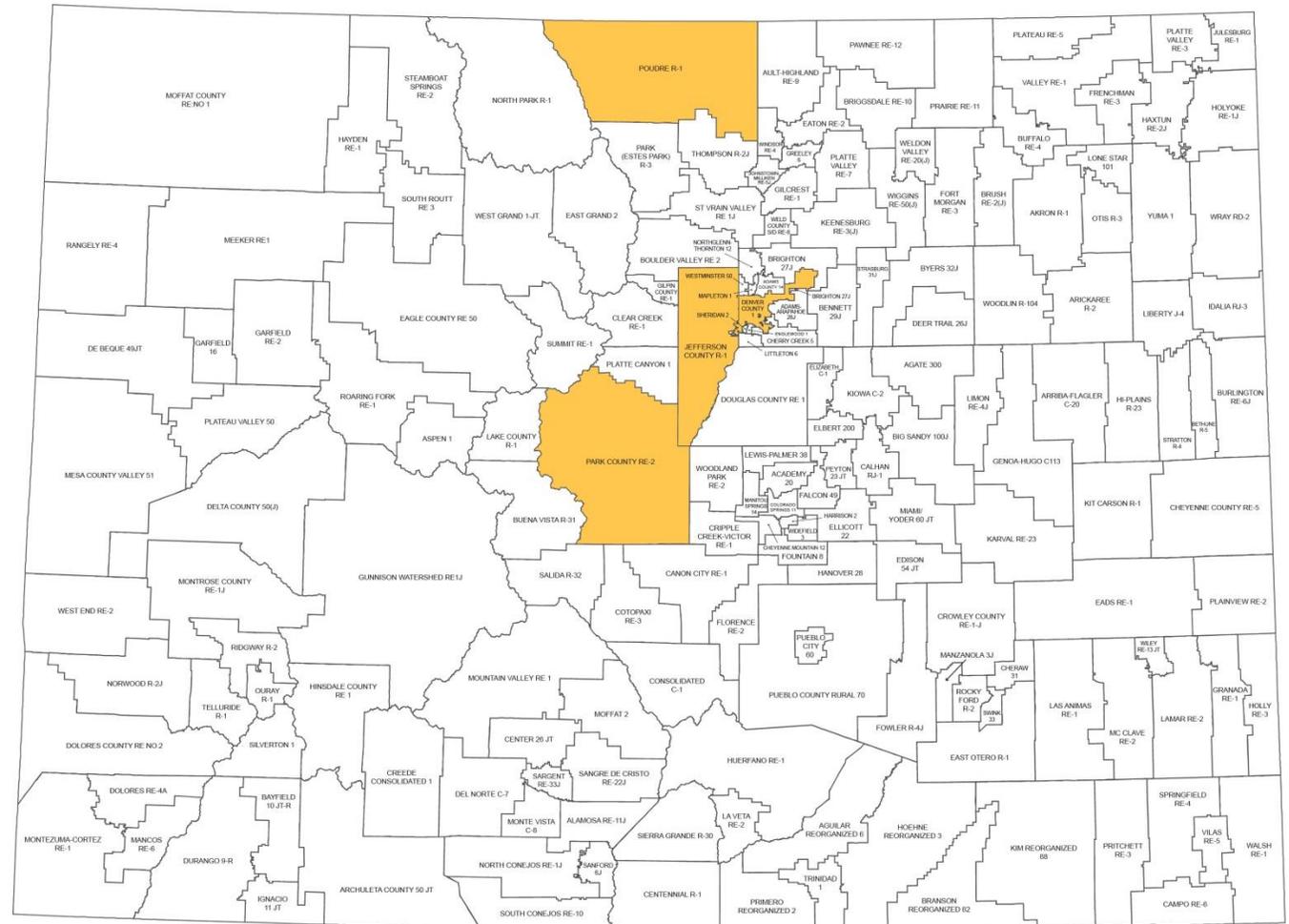
Park County School District
Kelsey Hought
Kim Green
Margarita Hankins
Tracy Scherar

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Denver School District
Mary Kay Bellwood

Jefferson County School District
Pam Bartholomay

Poudre School District
Shawna Reger

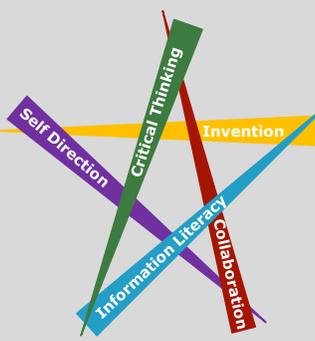
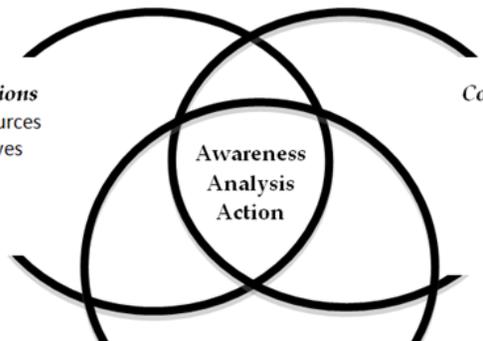


Colorado's District Sample Curriculum Project

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.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Describe patterns and chronological order of events of the recent past	SS09-GR.1-S.1-GLE.1	
	2. Family and cultural traditions in the United States in the past	SS09-GR.1-S.1-GLE.2	
2. Geography	1. Geographic tools such as maps and globes to represent places	SS09-GR.1-S.2-GLE.1	
	2. People in different groups and communities interact with each other and the environment	SS09-GR.1-S.2-GLE.2	
3. Economics	1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income	SS09-GR.1-S.3-GLE.1	
	2. Identify short term financial goals (PFL)	SS09-GR.1-S.3-GLE.2	
4. Civics	1. Effective groups have responsible leaders and team members	SS09-GR.1-S.4-GLE.1	
	2. Notable people, places, holidays and patriotic symbols	SS09-GR.1-S.4-GLE.2	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	 <p>Historical Investigations</p> <ul style="list-style-type: none"> • Analysis of sources and perspectives • Students as historians <p>Contemporary Connections</p> <ul style="list-style-type: none"> • Application of past events to current day • Personal relevance of history, geography, civics, and economics <p>Civic/Democratic life</p> <ul style="list-style-type: none"> • Community roles/responsibilities • Civic participation
---	---

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Change Happens	4-6 weeks	3

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Change Happens		Length of Unit	4-6 weeks
Focusing Lens(es)	(Family and school) Changes	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.1-S.1-GLE.1 SS09-GR.1-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why does change occur? (SS09-GR.1-S.1-GLE.1-N.1) • Why does understanding change matter? (SS09-GR.1-S.1-GLE.1-IQ.1) • What if nothing ever changed? 			
Unit Strands	History, Geography			
Concepts	Time, sequence, change, patterns, community, relationships, physical and cultural characteristics, places, past, events, self, family, evidence, sources			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Family histories require authentic evidence and sources to document and sequence significant life events (SS09-GR.1-S.1-GLE.1-EO.a; N.2)	What authentic evidence and sources can be used to tell your family history? (SS09-GR.1-S.1-GLE.1-RA.2)	Why are family histories important? (SS09-GR.1-S.1-GLE.1-N.1)
Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience (SS09-GR.1-S.1-GLE.1-IQ.1, 2; RA.1)	What changes have occurred in your family and community? (SS09-GR.1-S.1-GLE.1-IQ.2)	How have changes in your family or community defined who you are? (SS09-GR.1-S.1-GLE.1-IQ.2)
Human adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs (SS09-GR.1-S.2-GLE.2-EO.a, b, c, d; IQ.1)	What are the physical and cultural characteristics of your community? (SS09-GR.1-S.2-GLE.2-EO.c)	How do physical and cultural characteristics define your community? (SS09-GR.1-S.2-GLE.2-EO.c; N.1, 2)
Temporary or permanent changes to physical locations/places often necessitate cultural and social changes (SS09-GR.1-S.2-GLE.2-EO.a, b, c, d; IQ.1; RA. 2, 3)	What changes have occurred in (our/your) physical location in your lifetime? (SS09-GR.1-S.2-GLE.2-N.1, 2)	How have changes in the physical environment affected your family or school? (SS09-GR.1-S.2-GLE.2-EO.a, b, c, d; IQ.1)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The vocabulary related to time, sequence and change, calendars, past (SS09-GR.1-S.1-GLE.1-EO.b,d) • The components of a calendar(SS09-GR.1-S.1-GLE.1-EO.b) • Examples of significant life events (SS09-GR.1-S.1-GLE.1-EO.a) • Community activities which reflect the physical and cultural characteristics of (our) community (SS09-GR.1-S.2-GLE.2-EO.c) • The physical and cultural characteristics of their school/community and how they are alike/different from other schools/communities (SS09-GR.1-S.2-GLE.2-EO.d) • Physical attributes of their home/school location 	<ul style="list-style-type: none"> • Use words related to time, sequence and change within context (SS09-GR.1-S.1-GLE.1-EO.d) • Identify components of a calendar (SS09-GR.1-S.1-GLE.1-EO.b) • Identify past personal events and arrange them in chronological order (SS09-GR.1-S.1-GLE.1-EO.a,c) • Identify how community activities differ due to physical and cultural characteristics (SS09-GR.1-S.2-GLE.2-EO.c) • Compare/contrast neighborhoods in different places (SS09-GR.1-S.2-GLE.2-EO.d)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Jamie used her family history to sequence the major events of her life and began to understand the connections between the past and present.</i></p>
<p>Academic Vocabulary:</p>	<p>Arrange, chronological, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, source change, patterns, community, relationships</p>
<p>Technical Vocabulary:</p>	<p>Time, sequence, physical and cultural characteristics, place</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit focuses on change as a defining and natural feature of the human experience. Using family as the organizing structure, students will consider how time and events alter roles and responsibilities and they will identify the ways in which humans adapt to their environment and changes in the environment. During the 4-6 weeks of the unit, students will use their own family (historically and in present day) to understand change as a constant factor in people’s lives. They will respond to texts and images and construct short written pieces documenting family changes and adaptations. The learning experiences build to a performance assessment that asks students to construct a guidebook for younger peers to help them navigate the changes that life brings.
Considerations:	This unit builds to the creation of a class book that covers different aspects of change related to families. The authors of the unit recommend that teachers have students create drafts of their contributions to the book at various points in the unit. These drafts are built in as formative assessments attached to particular learning experiences. Importantly, using the family as a means to understand the nature and constancy of change will require that students work with family members to discuss their family histories. Learning experiences throughout the unit will ask students to complete tasks that will involve interactions with family (however defined by the unique lives of students). This unit focuses on the mountain community of Fairplay, CO; the changes that occur and the adaptations people make in this physical environment. Though the resources utilized in the unit are specific, the learning experiences are easily adaptable for any physical environment.
Unit Generalizations	
Key Generalization:	Family histories require authentic evidence and sources to document and sequence significant life events
	Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience
Supporting Generalizations:	Humans adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs
	Temporary or permanent changes to physical locations/places often necessitate cultural and social changes

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Family histories require authentic evidence and sources to document and sequence significant life events Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an experienced 1st grade student, you have been asked to teach younger kids about your experiences with change. You and your classmates are going to create a “guidebook” for surviving the natural changes that occur in families and to the environments where families live. You will use your vast personal family experiences to prepare your younger peers to take on the challenges of life. Once the book is completed (published) you will present this book to kindergarten and/or preschool classes in your school!
Product/Evidence: (Expected product from students)	The students will use family histories to construct two personal entries to include in the book: one for general family changes and one for the ways in which their family adapts to their environment or changes in the environment. For general changes, for example, students could document relationship changes that result from the addition of a sibling, the family’s move to a new town, the consequences of a family member’s new (or lost) job, etc. For adaptations to or changes in the environment, students could document the ways in which their family utilizes resources in their environment or adapts activities based on (seasonal) changes.

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple modes for student expression)	<p>The authors of this unit envisioned that the outcome of this performance assessment would be a book in the traditional sense. This would facilitate differentiation by allowing students to:</p> <ul style="list-style-type: none"> • Write their entries • Dictate their entries (to peers and/or the teacher) • Create their entries as visual representations (drawings, collages, etc.) <p>Teachers could also pursue the creation of alternative forms of “books” (ebooks, imovies, audiobooks, etc.) that could open up more opportunities for differentiating how students could express what they have learned during the unit about the natural process of change and its effects on relationships.</p>
--	--

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>From Marbles to Video Games: How Toys Have Changed</i> by Jennifer Boothroyd (670 Lexile level)</p> <p><i>A is for Autumn</i>- Robert Maass (560 Lexile level)</p> <p><i>Autumn</i> –Gail Saunders-Smith (400 Lexile level)</p> <p><i>A Sunny Day</i>-Robin Nelson (150 Lexile level)</p> <p><i>Spring</i>-Phyllis S. Busch (630 Lexile level)</p> <p><i>Earth’s Weather and Climate</i>-Jim Pipe (800 Lexile level)</p> <p><i>A Childs Calendar</i>-John Updike (NP Lexile level)</p> <p><i>What will the Weather Be? Let’s-Read-and-Find-Out Science 2</i>-Lynda DeWitt (500 Lexile level)</p> <p><i>Everything Weather</i>-Kathy Furgang (950 Lexile level)</p> <p><i>Storms!</i>-Miriam Bush Goin (500 Lexile level)</p>	<p><i>Curious George Rain or Shine</i>-Erica Zappy (620 Lexile level)</p> <p><i>The Seasons of Arnold’s Apple Tree</i>-Gail Gibbons (580 Lexile level)</p> <p><i>City Mouse, Country Mouse</i>-John Wallner (500 Lexile level)</p> <p><i>Darcy and Gran Don’t Like Babies</i>-Jane Cutler (up to 300 Lexile level)</p> <p><i>Wemberly Worried</i>- Kevin Henkes (up to 300 Lexile level)</p> <p><i>Bunny Bungalow</i>-Cynthia Rylant (620 Lexile level)</p> <p><i>Henry and Mudge and Annie’s Good Move</i>-Cynthia Rylant (400 Lexile level)</p> <p><i>Was it the Chocolate Pudding</i>-Sandra Levins & Bryan Langdo (up to 300 Lexile level)</p> <p><i>Tear Soup</i>-Pat Schwiebert & Chuck Deklyen (330-810 Lexile level)</p> <p><i>Junie B First Grader (at Last)</i>- Barbara Park & Denise Brunkus (250 Lexile level)</p> <p><i>The Berenstain Bears’ Big Book of Science and Nature</i>- Stan Berenstain and Jan Berenstain (up to 300 lexile level)</p> <p><i>Whatever the Weather</i> – Rebecca Brewer Mitchell (430 Lexile level)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a historian- Creating whole-class and individual timelines	Teacher Resources:	http://www.softschools.com/teacher_resources/timeline_maker/ (Open-ended program for creating individual timelines) http://www.timetoast.com/ (Free, web-based timeline program that is user friendly)
			Student Resources:	http://www.timetoast.com/ (Free, web-based timeline program that is user friendly)
	Skills:	Identify components of a calendar	Assessment:	Students will create timelines throughout the unit documenting various events and timeframes (for school days, month-to-month, etc.).
2.	Description:	Think/work like a historian- Using, historical vocabulary	Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)

Colorado Teacher-Authored Sample Instructional Unit

		Student Resources:	N/A
Skills:	Use words related to time, sequence and change	Assessment:	Historical vocabulary wall Students will add words and phrases to the wall as they pursue the goals/outcomes of the unit.

Prior Knowledge and Experiences

As the third unit in the 1st grade year, the students should have had some experiences discussing changes that occur around them (e.g., seasons) and have some basic understanding of different physical environments (rural, urban, etc.). In addition, students should have had some discussions about different family structures.

**Learning Experiences # 1 – 12
Instructional Timeframe: Teacher Determined**

Learning Experience # 1

The teacher may use examples from his/her personal history (for example, home videos and photo albums) to engage students in a discussion of family changes, so that students can begin recognizing that change is a natural occurrence in life and happens within all families.

Generalization Connection(s):	Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience	
Teacher Resources:	http://www.istockphoto.com//royalty-free/families?esource=google+US+Clipart+Long+Tail+EN&kw=US++families++clipart+Broad&sittrackingid=636512287&pclid=34490035 (Good sources of images of families for teachers to print for students to use) https://www.google.com/search?site=img&tbm=isch&source=hp&biw=1366&bih=667&q=family&oq=family&gs_l=img.12..0l10.5651.9153.0.10816.10.7.2.1.1.0.246.921.2j4j1.7.0....0...1ac.1.32.img..1.9.817.M-g1FKp2-dE&safe=active (Good sources of images of families for teachers to print for students to use) http://www.shutterstock.com/cat.mhtml?searchterm=family&search_group=&lang=en&search_source=search_form (Images of families)	
Student Resources:	N/A	
Assessment:	The students will create individual collages that represent changes in families (as discussed by the class). These could stay up for the duration of the unit.	
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 with a partner or in small groups to find images of family changes when creating collages	N/A

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.istockphoto.com//royalty-free/families?esource=google+US+Clipart+Long+Tail+EN&kw=US++families++clipart+Broad&sittrackingid=636512287&pccid=34490035 (Good sources of images of families for students to use to create digital collages)</p> <p>https://www.google.com/search?site=img&tbm=isch&source=hp&biw=1366&bih=667&q=family&oq=family&gs_l=img..0l10.5651.9153.0.10816.10.7.2.1.1.0.246.921.2j4j1.7.0...0...1ac.1.32.img..1.9.817.M-g1FKp2-dE&safe=active (Good sources of images of families for teachers to print for students to use)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=family&search_group=&lang=en&search_source=search_form (Images of families)</p>	<p>Students may create a digital collage to compliment the physical one they created</p>
Critical Content:	<ul style="list-style-type: none"> Family, change, events, personal history 	
Key Skills:	<ul style="list-style-type: none"> Identify past personal events 	
Critical Language:	<p>Arrange, identify, examples, relationships, alike, different, past, history, events, self, family, collage</p>	

Learning Experience # 2	
<p>The teacher may brainstorm with students past and present home responsibilities, (or use fiction or non-fiction text - for example, A Pocket Full of Kisses) so that students can identify the ways in which growing up (change over time) can alter expectations for and behaviors of family members.</p>	
Generalization Connection(s):	<p>Family histories require authentic evidence and sources to document and sequence significant life events Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience</p>
Teacher Resources:	<p><i>When I was Little: A Four Year Old's Memoir of Her Youth</i>- by Jamie Lee Curtis (300-700 Lexile level) <i>A Pocket Full of Kisses</i>- by Audrey Penn (830 Lexile level) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)</p>
Student Resources:	<p>http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)</p>
Assessment:	<p>The students will create a compare and contrast diagram that shows the similarities and differences between their responsibilities and roles in the past and present.</p>

Colorado Teacher-Authored Sample Instructional Unit

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 with a partially completed graphic organizer (for example, headings and a couple of examples filled in) Students may work with a partner or in small groups to complete the graphic organizer	Students may draw/illustrate to complete their graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free printable Venn diagram template)	Students may complete an additional graphic organizer that represents another family member’s change in responsibilities and roles over time (for example, sibling, mom, etc.)
Critical Content:	<ul style="list-style-type: none"> • The vocabulary related to time, sequence and change, past • Examples of significant life events • Compare/contrast definitions 	
Key Skills:	<ul style="list-style-type: none"> • Use words related to time, sequence and change within context • Identify past personal events and arrange them in chronological order 	
Critical Language:	Arrange, identify, examples, relationships, alike, different, past, events, self, family, change, compare, contrast	

Learning Experience # 3		
The teacher may choose one significant event that occurred in his/her personal family history (moving, addition of a sibling, etc.), (or use fiction or non-fiction text - for example, <i>Two Homes</i>), so that students can identify similar significant events in their lives and begin considering the changes that occurred in family (roles/relationships) as a result of the event.		
Generalization Connection(s):	Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience Family histories require authentic evidence and sources to document and sequence significant life events	
Teacher Resources:	<i>Two Homes</i> - by Claire Masurel (BR-300 Lexile level)-about divorce <i>A Kiss Goodbye</i> - by Audrey Penn (330-700 Lexile level)- about moving http://www.edhelperclipart.com/clipart/teachers/org-cause3effect.pdf (Free, printable 1 cause/ 3 effect graphic organizer template that could be used for the assessment) http://www.edhelperclipart.com/clipart/teachers/org-1cause1effect.pdf (Free, printable 1 cause/1 effect graphic organizer template that could be used for the assessment) http://www.eduplace.com/graphicorganizer/pdf/flow.pdf (Simple flow chart illustrating connections between events)	
Student Resources:	http://www.edhelperclipart.com/clipart/teachers/org-1cause1effect.pdf (Free, printable 1 cause/1 effect graphic organizer template)	

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	The students will use the completed graphic organizer detailing how their family changed as the result of a significant event (cause and effect). The students will use this completed organizer to create a draft/outline page. This draft will be used to help them complete their performance assessment at the end of the unit.	
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 with a simplified cause-effect organizer http://www.eduplace.com/graphicorganizer/pdf/flow.pdf (Simple flow chart illustrating connections between events)	Students may draw/illustrate to complete their graphic organizer Students may dictate their draft/outline to an adult
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.edhelperclipart.com/clipart/teachers/org-cause3effect.pdf (Free, printable 1 cause/3 effect graphic organizer template)	The students may choose to create an additional draft/outline page to show more than one significant change in their family
Critical Content:	<ul style="list-style-type: none"> • Examples of significant life events 	
Key Skills:	<ul style="list-style-type: none"> • Identify past personal events 	
Critical Language:	Arrange, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, change, patterns, significant	

Learning Experience # 4	
The teacher may revisit examples from previous discussions to model the creation of a timeline documenting significant changes in his/her family so that students can begin to identify the chronology of significant events unique to their family histories.	
Generalization Connection(s):	Family histories require authentic evidence and sources to document and sequence significant life events Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience
Teacher Resources:	http://www.timetoast.com/timelines/how-i-got-to-where-i-am-today (An example of a child’s personal timeline) http://www.timetoast.com/ (Free timeline examples) http://eduplace.com/graphicorganizer/pdf/timeline.pdf (Free, printable timeline template)
Student Resources:	http://www.timetoast.com/timelines/how-i-got-to-where-i-am-today (An example of a child’s personal timeline)
Assessment:	The students will create a timeline (at home) showing significant events in their family’s history. Teachers may want to decide on a specific timeframe for the timeline.

Colorado Teacher-Authored Sample Instructional Unit

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://eduplace.com/graphicorganizer/pdf/timeline.pdf (Free, printable timeline template)	Students may orally dictate to a family member the significant events that have occurred in their family
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.timetoast.com/timelines/how-i-got-to-where-i-am-today (An example of a child’s personal timeline) http://www.timetoast.com/ (Free timeline examples)	Students may generate a timeline with more generational events
Critical Content:	<ul style="list-style-type: none"> • The vocabulary related to time, sequence and change, past • Examples of significant life events • Timeline construction 	
Key Skills:	<ul style="list-style-type: none"> • Use words related to time, sequence and change within context • Identify past personal events and arrange them in chronological order 	
Critical Language:	Arrange, chronological, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, source change, patterns, timeline,	

Learning Experience # 5		
The teacher may brainstorm with students the characteristics of their surroundings so that students can identify the unique physical attributes of their environment		
Generalization Connection(s):	Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience	
Teacher Resources:	http://www.ask.com/question/define-physical-environment (Good examples of working definitions of physical environment)	
Student Resources:	http://www.enchantedlearning.com/generate/vocabularysquares/index.shtml (Customizable vocabulary/definition graphic organizers)	
Assessment:	Students will, as a class, create a working definition of physical environment and create visual representations of the specific physical attributes of their environment. OR Students will individually complete a vocabulary graphic organizer that contains the definition of physical environment.	
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)
	(If pursuing the individual option) Students may be provided a partially complete organizer http://www.enchantedlearning.com/generate/vocabularysquares/index.shtml (Customizable vocabulary/definition graphic organizers)	Students may orally dictate their definition and/or illustrate their entries on the organizer

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Physical attributes of the environment 	
Key Skills:	<ul style="list-style-type: none"> Use words related to change within context 	
Critical Language:	Physical characteristics, place, attributes, characteristics	

Learning Experience # 6		
The teacher may bring in materials or images of materials used locally (wood chips, wind generators, composter, seeds, etc.) to help students consider the ways in which they interact with and/or utilize the environment in which they live.		
Generalization Connection(s):	Humans adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs	
Teacher Resources:	http://garden-photos-com.photoshelter.com/gallery/Composting-Stock-Photos/G0000fWT0v6ZI868/ (Composting/composter images) http://www.shutterstock.com/s/wind+turbine/search.html (Wing turbine images) http://www.shutterstock.com/s/seed/search.html (Seed images)	
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart template)	
Assessment:	Students will create a T-chart documenting the environmental resources utilized by their family and the ways in which they are utilized	
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 with a partially completed graphic organizer http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart template)	Students may orally dictate their responses to a parent/family members
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may interview school administration regarding school-environment interactions	Students may create posters documenting the ways in which the school utilizes (and interacts) with the environment
Critical Content:	<ul style="list-style-type: none"> Environmental interactions Examples of physical resources 	
Key Skills:	<ul style="list-style-type: none"> Identify how community activities differ due to physical characteristics 	
Critical Language:	Physical and cultural characteristics, examples, relationships, alike, different, past, history, events, change, patterns, community, relationships	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7		
The teacher may bring in guest speakers representing different vocations (specific to the local environment) so that students can connect particular jobs/careers to the unique environment in which they live.		
Generalization Connection(s):	Humans adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs	
Teacher Resources:	Teachers may bring in select representatives of jobs/careers that are specifically linked to the local environment (e.g., miners, ranchers, recreational ski industry, tourism/hospitality) http://www.scholastic.com/teachers/sites/default/files/asset/file/july05_interview.pdf (Example of interview form that could be used to draft an interview template for the students)	
Student Resources:	http://www.scholastic.com/teachers/sites/default/files/asset/file/july05_interview.pdf (Example of interview form that could be used to draft an interview template for the students)	
Assessment:	Students will interview their parents or family members regarding their jobs/careers as well as the connections between job choices and decisions to live in a particular environment.	
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	Students may tape or film the interview with their parents and/or family members
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.scholastic.com/teachers/sites/default/files/asset/file/july05_interview.pdf (Example of interview form that could be used to draft an interview template for the students)	Students may interview a family member in a different physical community regarding their jobs/careers as well as the connections between job choices and decisions to live in that particular environment
Critical Content:	<ul style="list-style-type: none"> • Occupations (in local community) • Jobs (in local community) • Environment (in local community) 	
Key Skills:	<ul style="list-style-type: none"> • Identify how community activities differ due to physical and cultural characteristics 	
Critical Language:	Physical and cultural characteristics, examples, relationships, past, history, events, change, patterns, community, relationships	

Learning Experience # 8		
The teacher may use a variety of resources (texts, images, videos, etc.) illustrating lives in a dramatically different physical environment (e.g., urban Denver) to enable students to begin to comprehend the different adaptations (activities, jobs, etc.) made by families.		
Generalization Connection(s):	Humans adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs Temporary or permanent changes to physical locations/places often necessitate cultural and social changes	

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://www.city-data.com/album/album-Denver-Colorado.html (Images of Denver) https://www.google.com/search?q=images+of+life+in+denver&tbm=isch&tbo=u&source=univ&sa=X&ei=5FfpUtx15tflAbTGgYAN&ved=0CCcQsAQ&biw=1016&bih=509 (Images of Denver life)	
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram template)	
Assessment:	Students will complete a compare and contrast graphic organizer to describe the similarities and differences between (environmental interactions, jobs, etc.) in their environment and those in another environment.	
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.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram template)	Students may use visuals to complete graphic organizers (and/or students may complete a limited number of similarities/differences between environments)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://whscanham.wikispaces.com/file/view/Brochure+Graphic+Organizer.pdf (Customizable template for brochure creating)	Students may create a brochure for either their local environment and/or an urban environment
Critical Content:	<ul style="list-style-type: none"> Aspects of urban environments Aspects of rural environments 	
Key Skills:	<ul style="list-style-type: none"> Compare/contrast neighborhoods in different places 	
Critical Language:	Identify, examples, relationships, alike, different, events, self, family, evidence, patterns, community, relationships	

Learning Experience # 9	
The teacher may brainstorm with students all of the changes they have notice within their own environment over time, so students can describe the specific ways in which seasons, weather, and human development alter the environment.	
Generalization Connection(s):	Temporary or permanent changes to physical locations/places often necessitate cultural and social changes
Teacher Resources:	Everything Weather National Geographic Kids , Kathy Furgang (great source for building background knowledge on seasonal weather patterns)
Student Resources:	https://bubbl.us/ (Interactive bubble map if assessment is done as a whole class) http://www.studenthandouts.com/01-Web-Pages/2013-07/bubble-map-graphic-organizer-worksheet.html (Template if assessment is done individually)
Assessment:	As a class or independently, students will create a bubble map linking connecting seasonal or weather related events to specific changes in their environment.

Colorado Teacher-Authored Sample Instructional Unit

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 with a partially completed template with examples of environmental changes http://www.studenthandouts.com/01-Web-Pages/2013-07/bubble-map-graphic-organizer-worksheet.html (Graphic organizer)	Students may individually complete a template illustrating the weather events that created the environmental changes
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may access http://www.youtube.com/watch?v=IZlGrTpXS4U (Video of a tornado or another unique weather patterns that occurs in a different location)	Students may create a bubble map linking changes that occur in another environment in reaction to seasons, weather, and human development that alter the environment
Critical Content:	<ul style="list-style-type: none"> • Environment (local) • Seasons • Weather conditions 	
Key Skills:	<ul style="list-style-type: none"> • Identify how community activities differ due to physical and cultural characteristics 	
Critical Language:	Identify, examples, relationships, events, physical characteristics, place	

Learning Experience # 10	
The teacher may bring in artifacts and/or images of artifacts related to a particular environmental event (e.g., snow/snowstorms) so that students can begin to understand how families adapt to physical changes (events) in the environment.	
Generalization Connection(s):	Human adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs
Teacher Resources:	http://www.wikihow.com/Prepare-for-a-Winter-Storm (Preparation guide for a snow storm)
Student Resources:	http://www.shutterstock.com/cat.mhtml?lang=en&search_source=search_form&version=llv1&anyorall=all&safesearch=1&search_tracking_id=RO0OLOtmHoZvZ_cSTd_v9A&searchterm=snow+removal&search_group=&orient=&search_cat=&searchtermx=&photographer_name=&people_gender=&people_age=&people_ethnicity=&people_number=&commercial_ok=&color=&show_color_wheel=1 (Snow removal) https://www.google.com/search?q=images+of+candles&tbm=isch&tbo=u&source=univ&sa=X&ei=RFHpUsrNLSHeqwGvyoGABw&sqi=2&ved=0CCQQAQ&biw=1366&bih=622 (Images of candles) https://www.google.com/search?q=images+of+candles&tbm=isch&tbo=u&source=univ&sa=X&ei=RFHpUsrNLSHeqwGvyoGABw&sqi=2&ved=0CCQQAQ&biw=1366&bih=622#q=images+of+snow+salt&tbm=isch (Images of snow salt)
Assessment:	Students will create a collage of items their family uses in preparation for a snow day.

Colorado Teacher-Authored Sample Instructional Unit

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	Students may work in small groups to produce their collage
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in small groups to produce a video or play Students may interview their parents or grandparents on what they did when it snows	Students may construct a “how to enjoy a snow day” in the form of a video or play Students may report on what their parents or grandparents did when it snowed
Critical Content:	<ul style="list-style-type: none"> • Adaptations to the environment (human) • Physical environmental change • Seasonal activities 	
Key Skills:	<ul style="list-style-type: none"> • Identify how community activities differ due to physical characteristics 	
Critical Language:	Arrange, identify, examples, events, self, family, physical characteristics, place	

Learning Experience # 11

The teacher may use photographs, maps, brochures, and newspapers related to particular seasonal activities they engage(d) in with their families so students can begin to understand how physical changes (seasonal) in the environment can change family interactions.

Generalization Connection(s):	Temporary or permanent changes to physical locations/places often necessitate cultural and social changes	
Teacher Resources:	Maps, brochures, and newspaper relevant to your local community	
Student Resources:	http://www.edhelperclipart.com/clipart/teachers/org-1cause1effect.pdf (Cause and effect template)	
Assessment:	<p>Students will complete the graphic organizer documenting 1 seasonal environmental change and 1 corresponding change in family interactions or activities.</p> <p>Students will use this completed organizer to create a draft/outline page. This draft will be used to help them complete their performance assessment at the end of the unit.</p>	
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 with an example of a completed graphic organizer Students may be provided with a sentence stem to begin their journal entry (For example: In the winter my family does _____ together because....)	Students may draw pictures to complete their graphic organizer Students may dictate their journal entry

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may complete a graphic organizer http://www.edhelperclipart.com/clipart/teachers/org-cause3effect.pdf (Template depicting 1 cause and 3 effects)	Students may choose to create an additional journal entry describing 3 changes in activities
Critical Content:	<ul style="list-style-type: none"> The vocabulary related to time, sequence and change 	
Key Skills:	<ul style="list-style-type: none"> Use words related to time Sequence and change within context Identify past personal events 	
Critical Language:	Arrange, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, patterns, relationships, artifacts, adapt, seasonal	

Learning Experience # 12		
The teacher may bring in guest speakers to discuss a significant human development (e.g., the building of a new school) in the local environment so students can begin to consider how human developments can change the lives of families.		
Generalization Connection(s):	Human adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs Temporary or permanent changes to physical locations/places often necessitate cultural and social changes	
Teacher Resources:	The teacher may select individuals who are familiar with and/or advocating for community development projects (such as, city planners, city council members, county commissioners, etc.) http://www.city-data.com/city/Fairplay-Colorado.html (Fairplay’s current development plans)	
Student Resources:	N/A	
Assessment:	The students will design and create a family-oriented structure they deem necessary/missing from their community. They will present and defend the need for this structure (i.e., why and how families would benefit from this change/addition to this environment).	
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 small groups to complete and present their structures	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write a proposal to present their planned structure to the city council

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none">• Community activities which reflect the physical and cultural characteristics of (our) community• Physical attributes of home/school location• Definitions of values and beliefs• Cultural and social change examples
Key Skills:	<ul style="list-style-type: none">• Identify how community activities differ due to physical and cultural characteristics
Critical Language:	Arrange, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, change, community, adapt, development, significant, social change, beliefs, values, culture