

Unit Title: Who Has What?

INSTRUCTIONAL UNIT AUTHORS

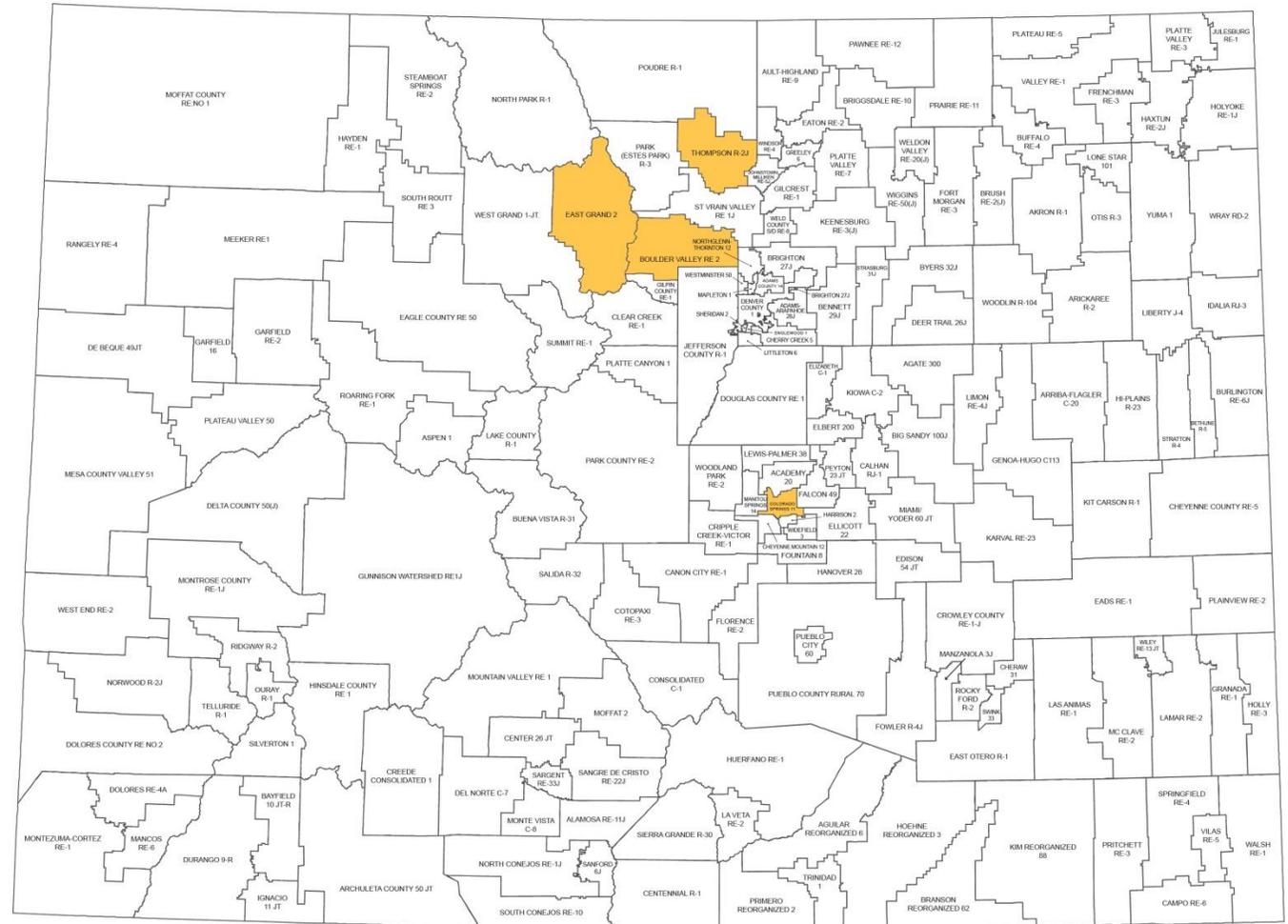
Boulder Valley School District
Colleen Kanemoto
Barbara Watson

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Colorado Springs School District
Nancy Koenig

East Grand School District
Joy Weathers Hetzler

Thompson School District
Nikki Hartman



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	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Identify historical sources and utilize the tools of a historian	SS09-GR.2-S.1-GLE.1	
	2. People in the past influenced the history of neighborhoods and communities	SS09-GR.2-S.1-GLE.2	
2. Geography	1. Use geographic terms and tools to describe space and place	SS09-GR.2-S.2-GLE.1	
	2. People in communities manage, modify, and depend on their environment	SS09-GR.2-S.2-GLE.2	
3. Economics	1. The scarcity of resources affects the choices of individuals and communities	SS09-GR.2-S.3-GLE.1	
	2. Apply decision-making processes to financial decision making (PFL)	SS09-GR.2-S.3-GLE.2	
4. Civics	1. Responsible community members advocate for their ideas	SS09-GR.2-S.4-GLE.1	
	2. People use multiple ways to resolve conflicts or differences	SS09-GR.2-S.4-GLE.2	

Colorado 21st Century Skills

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

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

**Awareness
Analysis
Action**

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Who Has What?	Teacher discretion (possibly less than 4 weeks)	4

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Unit Title	Who Has What?		Length of Unit	Teacher discretion (possibly less than 4 weeks)
Focusing Lens(es)	(Neighborhood/community) Resources	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.2-S.2-GLE.2 SS09-GR.2-S.3-GLE.1 SS09-GR.2-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does scarcity affect purchasing decisions? (SS09-GR.2-S.3-GLE.1-EO.a, b, c, d; IQ.1; N.1) • Do some of us have too much? • Why are some resources scarce while others are plentiful? (SS09-GR.2-S.3-GLE.1-IQ.2) • How do individuals make and analyze the consequences of financial decisions? (SS09-GR.2-S.3-GLE.2-IQ.1)* 			
Unit Strands	Economics, Geography			
Concepts	Scarcity, goods, services, resources, solutions, limited, unlimited, demands, physical features, renewable and nonrenewable resources, supply and demand			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The realities of supply and demand often cause communities to adapt and reconsider wants and needs (SS09-GR.2-S.3-GLE1.EO.d; N.2)	What contributes to scarcity? (SS09-GR.2-S.3-GLE.1-RA.1; N.1)	How do we overcome scarcity? (SS09-GR.2-GLE.1-EO.c)
Available resources can often dictate financial decisions and influence where people choose to live (SS09-GR.2-S.2-GLE.2-EO.a, c; IQ.1)	What are some of the characteristics of your neighborhood? (SS09-GR.2-S.2-GLE.2-EO.b)	How do changing resources affect our community? (SS09-GR.2-S.2-GLE.2-EO.a; IQ.1) Where would you live where if you could live anywhere? Why did you make that choice?
Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services (SS09-GR.2-S.3-GLE.1-N.2)	What are examples of goods and services in (our) community? (SS09-GR.2-S.3-GLE.1-EO. b; IQ.3)	What would happen if goods and services were never “scarce”?
The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource (SS09-GR.2-S.2-GLE.2-IQ.2, 5)	What are some examples of non-renewable resources in (our) community? (SS09-GR.2-S.2-GLE.2-EO.a)	How should we help people understand the value of renewable resources? (SS09-GR.2-S.2-GLE.2-EO.a)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The difference between goods and services (SS09-GR.2-S.3-GLE.1-EO.b) • Examples of resources that could be considered scarce (SS09-GR.2-S.3-GLE.1-EO.a) • How supply and demand affects the cost and availability of resources (SS09-GR.2-S.3-GLE.1-N.1, 2) • Examples of resources in (our) community (SS09-GR.2-S.3-GLE.1-EO.c, d) • Examples of renewable and non-renewable resources in (our) community 	<ul style="list-style-type: none"> • Construct a list of goods and services available in (our) community (SS09-GR.2-S.3-GLE.1-EO.b) • Define scarcity (SS09-GR.2-S.3-GLE.1-EO.a) • Compare/contrast goods and services (SS09-GR.2-S.3-GLE.1-EO.b) • Identify options and alternatives to scarce or non-renewable sources (SS09-GR.2-S.3-GLE.1-RA.1, 2, 3) • Explain the basic relationship between supply and demand (SS09-GR.2-S.3-GLE.1-N.1, 2) • Examine how communities utilize resources (SS09-GR.2-S.2-GLE.2-RA.2)

<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>Community members make choices based on supply and demand for goods and services.</i></p>
<p>Academic Vocabulary:</p>	<p>Resources, scarce, limited, unlimited, demands, physical features, solutions, location, community</p>
<p>Technical Vocabulary:</p>	<p>Scarcity, goods, services, renewable and nonrenewable resources, supply and demand</p>

* Denotes a connection to Personal Financial Literacy (PFL)

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Unit Description:	This unit focuses on the existence, use, and maintenance of both physical and man-made resources with community environments. Using the local community as the organizing structure, students will consider the ways in which resources impact the kinds of lifestyles/lives people experience within the community and how the nature of available resources had an impact on peoples’ decision to reside in their community. During the 3-4 weeks of the unit, students will explore various resources as well as compare the nature of their community against other communities with different resources. The learning experiences build to a performance assessment that asks students to construct a presentation that conveys the attributes they think could lead people to choose their community as a place to live.
Considerations:	This unit focuses on the foothills community of Boulder, CO; the natural and man-made resources available and used by its residents. Though the teacher and student resources utilized in the unit are often specific to Boulder, the learning experiences are applicable to any consideration of community resources. The authors of this unit do recommend, however, that this unit be taught as the third, not fourth, social studies unit in 2nd grade. The fourth unit would then become the “How are we Connected” unit; a unit that builds nicely on the themes addressed here.
Unit Generalizations	
Key Generalization:	Available resources can often dictate financial decisions and influence where people choose to live
Supporting Generalizations:	The realities of supply and demand often cause communities to adapt and reconsider wants and needs
	Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services
	The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Available resources can often dictate financial decisions and influence where people choose to live
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	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.
Product/Evidence: (Expected product from students)	Students will construct a presentation that truly highlights 2-4 natural and man-made resources in their (Boulder) community. Teachers can decide the best way to proceed with the creation of the presentations. That is, they can decide how the students will work (individually, in pairs, in small groups, etc.) as well as the ways in which the students will choose the resources they will highlight. Students could, for example, draw random resources from a hat-based on the lists or resources compiled across the unit. Or, teachers could assign resources.
Differentiation: (Multiple modes for student expression)	The outcome of this performance assessment would contain both written and spoken aspects. This would facilitate differentiation, especially if teachers chose to have students working in pairs/groups, by allowing individuals to take on the role of: <ul style="list-style-type: none"> • Writer • Presenter • Graphic artist/visual consultant Teachers could also pursue the creation of alternative presentation forms (iMovies, Prezis, etc.) that could open up more opportunities for differentiating how students could express what they have learned during the unit about their community and its resources.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Living in Rural Communities</i>-Kristin Sterling (Lexile Level -360) <i>Living in Suburban Communities</i>-Kristin Sterling (Lexile Level-420) <i>Suburb</i>-Peggy Pancella (Lexile Level -300) <i>Living on Farms</i>-Allan Fowler (Lexile Level - 330) <i>What's in our Community?</i>- Rebecca Rissman (Lexile Level-260) <i>Games (Our Global Community)</i>-Lisa Easterling (Lexile level-280) <i>Homes (Our Global Community)</i>-Cassie Mayer (Lexile level-260)</p>	<p><i>Pigs over Boulder</i>-Kerry Maclean (140-500 Lexile level) <i>Pigs over Boulder 2</i> -Kerry Maclean (140-500 Lexile level) <i>Pigs over Boulder's Past</i>-Kerry Maclean (140-500 Lexile level)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a geographer- Compiling examples of resource uses	Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards that could be used to facilitate journal entries)
			Student Resources:	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Examine how communities utilize resources	Assessment:	Students will create and maintain a journal across the unit that can contain written and visual definitions of physical resources and the ways in which people in their community use these resources. These entries will help them construct their final presentation.
2.	Description:	Think/work like an economist- Categorizing various goods and services	Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards that could be used to facilitate journal entries)
			Student Resources:	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Construct a list of goods and services available in (our) community	Assessment:	Students will create and maintain a journal across the unit that can contain written and visual definitions of the goods and services in their community. These entries will help them construct their final presentation.
3.	Description:	Think/work like a geographer- Creating class lists of renewable vs. non-renewable resources	Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards that could be used to facilitate journal entries)
			Student Resources:	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
	Skills:	Identify options and alternatives to scarce or non-renewable sources	Assessment:	Students will utilize their journal entries to make note of the renewable and non-renewable resources they document across the unit

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Prior Knowledge and Experiences

This unit follows two units that address the historical aspects of the students' local community. Thus, students should be well versed in the concept of community, and some specific content associated with their community (origins, demographics, changes, civic participation, etc.). Revisiting some of the relevant topics related to specific physical and man-made attributes are covered in the first two learning experiences.

Learning Experiences # 1 – 10
Instructional Timeframe: Teacher Determined

Learning Experience # 1

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.).

Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live	
Teacher Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=rural+community&search_group=&lang=en&search_source=search_form (Rural community images) http://www.shutterstock.com/cat.mhtml?searchterm=urban+community&search_group=&lang=en&search_source=search_form (Urban community images) http://www.shutterstock.com/cat.mhtml?searchterm=suburban+community&search_group=&lang=en&search_source=search_form (Suburban community images) http://www.shutterstock.com/cat.mhtml?searchterm=mountain+communities&search_group=&lang=en&search_source=search_for m (Mountain community images)	
Student Resources:	http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml (Short movie about rural, urban, and suburban environments) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/BubbleMap.pdf (Bubble thinking map)	
Assessment:	Students will develop a thinking map using words, visuals or some combination of words and visuals that identify and define physical resources in communities; this should lead to the creation of a class definition of physical 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)
	Students may work with a partner or in small groups to find images of family changes when creating collages	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=rural+community&search_group=&lang=en&search_source=search_form (Rural community images) http://www.shutterstock.com/cat.mhtml?searchterm=urban+	Students may create a digital collage to accompany their thinking map

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	<p>community&search_group=&lang=en&search_source=search_form (Urban community images) http://www.shutterstock.com/cat.mhtml?searchterm=suburban+community&search_group=&lang=en&search_source=search_form (Suburban community images) http://www.shutterstock.com/cat.mhtml?searchterm=mountain+communities&search_group=&lang=en&search_source=search_form (Mountain community images)</p>	
Critical Content:	<ul style="list-style-type: none"> • Examples of (physical) resources that could be considered scarce in (our) community 	
Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Examine how communities utilize resources 	
Critical Language:	Community, rural, urban, suburban, natural resources, categorize, identify, elements, characteristics	

Learning Experience # 2		
<p>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.).</p>		
Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live	
Teacher Resources:	<p>http://www.shutterstock.com/cat.mhtml?searchterm=services&search_group=&lang=en&search_source=search_form (Images of services) http://www.shutterstock.com/cat.mhtml?searchterm=hand+made&search_group=&lang=en&search_source=search_form (Images of hand-made goods)</p>	
Student Resources:	<p>http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/BubbleMap.pdf (Bubble thinking map) http://www.brainpopjr.com/socialstudies/economics/needsandwants/preview.weml (Short movie on needs and wants in a community)</p>	
Assessment:	Students will augment their (previously-created) thinking map in order to identify and connect specific goods and services necessary for unique communities; this should lead to the creation of a class definition of goods and services. Students will also color code the goods and services in categories of needs and wants.	
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	

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=service&search_group=&lang=en&search_source=search_form (Images of services) http://www.shutterstock.com/cat.mhtml?searchterm=hand+made&search_group=&lang=en&search_source=search_form (Images of hand-made goods)	Students may create a digital collage to accompany their thinking map
Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • Examples of resources that could be considered scarce in (our) community 	
Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Examine how communities utilize resources 	
Critical Language:	Resources, wants and needs, goods and services, change, cause and effect	

Learning Experience # 3		
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.		
Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live	
Teacher Resources:	https://bouldercolorado.gov/visitors (Explore Boulder page offers great link and images related to the Boulder community) http://boulderlibrary.org/carnegie/collections/photographs.html (Local images, maps, resource, historical information, demographics/population, etc.) http://www.historycolorado.org/kids-students/kindergarten-4th-grade (Oral histories and local resources) http://www.shutterstock.com/cat.mhtml?searchterm=boulder+colorado&search_group=&lang=en&search_source=search_form (Images of Boulder, CO)	
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Cluster graphic organizer)	
Assessment:	Students will complete a web/cluster graphic organizer with their (Boulder) community in the center. The web should connect specific resources, goods, and services to particular lifestyle activities associated with their 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 be provided with a cluster map with some examples already included http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Cluster graphic organizer)	Students may use visuals and orally present the resource-lifestyle connections they found

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Cluster graphic organizer)	Students may create a cluster map for one resource and associated activity they wish were part of their community/environment
Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • Examples of (physical) resources that could be considered scarce in (our) community • Examples of resources in (our) community 	
Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Compare/contrast goods and services • Examine how communities utilize resources 	
Critical Language:	Adaptation, influences, evidence, goods and services, resources, population change, identify, understand, manage/modify, cause and effect, evaluate	

Learning Experience # 4		
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.		
Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services	
Teacher Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=denver+colorado+activities&search_group=&lang=en&search_source=search_form (Images of Denver, CO and associated activities) 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.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)	
Assessment:	Students will complete compare/contrast thinking map analyzing Boulder against another community (e.g., Denver). Students will also create interview questions designed to help them understand how their parents/family decided to choose their (Boulder) community as a place to live.	
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.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map) 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 complete a partially filled in thinking map (e.g., completing the associated activities for provided resources/images) Students may complete a shortened version of the interview

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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 (with parent permission) community members regarding their choice of Boulder
Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • Examples of resources in (our) community 	
Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Compare/contrast goods and services • Examine how communities utilize resources 	
Critical Language:	Planning, cost, benefit, resources, time, connection, change, adaptation, scarcity, evidence, goods and services, resources, land use, population, infrastructure, technology, evaluate	

Learning Experience # 5		
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.		
Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services	
Teacher Resources:	http://nces.ed.gov/nceskids/createagraph/ (Excellent student-friendly graph and chart maker)	
Student Resources:	Data from parent interview (see previous Learning Experience)	
Assessment:	Students will use the data collected to graph the top 4-5 reasons (and frequency) provided by parents regarding their decision to choose the (Boulder) community. http://nces.ed.gov/nceskids/createagraph/ (Excellent student-friendly graph and chart maker)	
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)
	https://www.teachervision.com/tv/printables/bargraph.pdf (Simple bar graph template)	Students may use their interview data to complete a simple bar graph template
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://nces.ed.gov/nceskids/createagraph/ (Excellent student-friendly graph and chart maker)	Students may graph the additional data collected during from community members
Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • Examples of (physical)resources that could be considered scarce in (our) community • How supply and demand affects the cost and availability of resources in (our) community • Examples of resources in (our) community 	

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Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Compare/contrast goods and services • Examine how communities utilize resources
Critical Language:	Community, rural, urban, suburban, natural resources, renewable/non-renewable, infrastructure, goods and services, human resources (labor), categorize, identify, elements, characteristics

Learning Experience # 6

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.

Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource	
Teacher Resources:	https://bouldercolorado.gov/ (City of Boulder site provides great details related to Boulder community, environment, and careers) http://boulderlibrary.org/carnegie/collections/photographs.html (Local images, maps, resource, historical information, demographics/population, etc.) http://www.historycolorado.org/kids-students/kindergarten-4th-grade (Oral histories and local resources) http://www.shutterstock.com/cat.mhtml?searchterm=boulder+colorado&search_group=&lang=en&search_source=search_form (Images of Boulder, CO)	
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (Simple T-chart graphic organizer)	
Assessment:	Students will construct a T chart listing (and categorizing) the formal and informal ways in which people help maintain the physical resources in their (Boulder) 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.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (Simple T-chart graphic organizer)	Students may use visuals to complete graphic organizers (and/or students can complete a limited number of formal/informal ways people help maintain environment)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may choose different resources for their evaluation that may include wider community use OR focus on renewable energy resources and its use.	Same product as above
Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • Examples of (physical)resources that could be considered scarce in (our) community • Examples of resources in (our) community 	

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Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Define scarcity • Examine how communities utilize resources
Critical Language:	Jobs, volunteering, renewable/non-renewable, effective management, barriers, data, examine, evaluate, suggest, community, natural resources, renewable/non-renewable, infrastructure, categorize, identify, elements, characteristics

Learning Experience # 7

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.

Generalization Connection(s):	Available resources can often dictate financial decisions and influence where people choose to live The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource	
Teacher Resources:	https://bouldercolorado.gov/ (City of Boulder site provides great details related to Boulder community, environment, and careers) http://boulderlibrary.org/carnegie/collections/photographs.html (Local images, maps, resource, historical information, demographics/population, etc.) http://www.historycolorado.org/kids-students/kindergarten-4th-grade (Oral histories and local resources) http://www.shutterstock.com/cat.mhtml?searchterm=boulder+colorado&search_group=&lang=en&search_source=search_form (Images of Boulder, CO) https://www.pdesas.org/module/content/resources/22512/view.ashx (This lesson provides a simple brochure template)	
Student Resources:	Template (see teacher resources)	
Assessment:	Students will create a brochure for their (Boulder) community describing three goods and/or services that are unique to their community. https://www.pdesas.org/module/content/resources/22512/view.ashx (This lesson provides a simple brochure template)	
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)
	https://www.pdesas.org/module/content/resources/22512/view.ashx (This lesson provides a simple brochure template)	Students may complete one-panel brochure and/or create a fully visual brochure using images to illustrate jobs
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.pdesas.org/module/content/resources/22512/view.ashx (This lesson provides a simple brochure template) http://www.shutterstock.com/cat.mhtml?searchterm=denver+colorado+activities&search_group=&lang=en&search_source=search_form (Images of Denver, CO and associated activities)	Students may select another Colorado community and create a brochure (e.g., for goods and services associated with Denver)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • How supply and demand affects the cost and availability of resources in (our) community • Examples of resources in (our) community
Key Skills:	<ul style="list-style-type: none"> • Construct a list of goods and services • Define scarcity • Examine how communities utilize resources
Critical Language:	Infrastructure, goods and services, human resources (labor), categorize, identify, elements, characteristics, change, adaptation, influences, evidence, identify, understand, manage/modify, cause and effect, evaluate

Learning Experience # 8		
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.		
Generalization Connection(s):	The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services The realities of supply and demand often cause communities to adapt and reconsider wants and needs	
Teacher Resources:	https://bouldercolorado.gov/ (City of Boulder site provides great details related to Boulder community, environment, and careers) http://www.watchknowlearn.org/Video.aspx?VideoID=53153&CategoryID=2455 (Excellent stop motion film on the definitions and differences between renewable and non-renewable resources-specifically energy resources)	
Student Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=boulder+colorado&search_group=&lang=en&search_source=search_form (Images of Boulder, CO)	
Assessment:	Students will create a photo collage (using photos they take or produced images of their community) that will illustrate various uses of land in their (Boulder) community. http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)	
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 partners or in small groups to select/produce images and create the collage	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)	Students may create photo collages documenting other renewable and non-renewable resources in their (Boulder) community

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Examples of (physical)resources that could be considered scarce in (our) community • How supply and demand affects the cost and availability of resources in (our) community • Examples of resources in (our) community • Examples of renewable and non-renewable resources in (our) community
Key Skills:	<ul style="list-style-type: none"> • Define scarcity • Identify options and alternatives to scarce or non-renewable sources • Examine how communities utilize resources
Critical Language:	Natural resources, renewable/non-renewable, categorize, identify, elements, characteristics, change, adaptation, scarcity, understand, manage/modify, cause and effect, evaluate

Learning Experience # 9

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.

Generalization Connection(s):	<p>The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services The realities of supply and demand often cause communities to adapt and reconsider wants and needs</p>	
Teacher Resources:	<p>https://bouldercolorado.gov/ (City of Boulder site provides great details related to Boulder community, environment, and careers) https://bouldercolorado.gov/osmp/nature (Provides information on Boulder's history of Open Space laws) http://planboulder.org/Videos (Link to the PLAN website, the main group taking action to protect Boulder Open Space)</p>	
Student Resources:	<p>http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_tchart.pdf (Cause and effect T chart)</p>	
Assessment:	<p>Students will create a list of scarce resources in their lives (toys, money, time, etc.) and use a T-chart to document the reasons (causes) for the scarcity and the ways in which they address this scarcity (effects).</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)
	<p>http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_tchart.pdf (Cause and effect T chart)</p>	<p>Students may complete a partially filled in organizer (e.g., student may be provided with a list of items and cause for scarcity- money, time, etc.- and then be asked to describe or illustrate how they plan for using these scarce resources)</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>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) http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_tchart.pdf (Cause and effect T chart)</p>	<p>Students may interview parents regarding scarce resources and create a cause-effect T chart for their responses</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Examples of resources in (our) community • Examples of renewable and non-renewable resources in (our) community
Key Skills:	<ul style="list-style-type: none"> • Define scarcity • Identify options and alternatives to scarce or non-renewable sources • Examine how communities utilize resources
Critical Language:	Policies, planning, natural resources, renewable/non-renewable, infrastructure, influences, evidence, resources, land use, population understand, manage/modify, cause and effect, evaluate, scarcity

Learning Experience # 10		
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 <i>and</i> unchanged demand and supply increases leads to lower prices)		
Generalization Connection(s):	Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services The realities of supply and demand often cause communities to adapt and reconsider wants and needs	
Teacher Resources:	http://www.uen.org/Lessonplan/preview?LPid=28136 (Lesson on supply and demand with downloadable “What if” scenarios for higher and lower costs, e.g., What if cucumbers were found to cure the common cold? What if there were ice cream eating contests in every major city in the country? What if scientists found a free way to help hens triple their production of eggs?)	
Student Resources:	N/A	
Assessment:	Students will construct responses to scenarios that illuminate the two key principles of supply and demand (i.e, what will happen to the cost of items in the supply-demand scenarios).	
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 “act-out” their responses to the scenarios, providing dramatic versions of the outcomes
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.uen.org/Lessonplan/preview?LPid=28136 (Lesson on supply and demand with downloadable “What if” scenarios for higher and lower costs)	Students may create their “What if” scenarios
Critical Content:	<ul style="list-style-type: none"> • The difference between goods and services • How supply and demand affects the cost and availability of resources in (our) community • Examples of resources in (our) community 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none">• Define scarcity• Compare/contrast goods and services• Explain the basic relationship between supply and demand• Examine how communities utilize resources
Critical Language:	Infrastructure, goods and services, human resources (labor), categorize, identify, elements, characteristics, change, scarcity, supply and demand, financial decisions, manage/modify, cause and effect, evaluate