

Unit Title: State Your Claim: How Do We Gather and Use Evidence to Support A Decision?

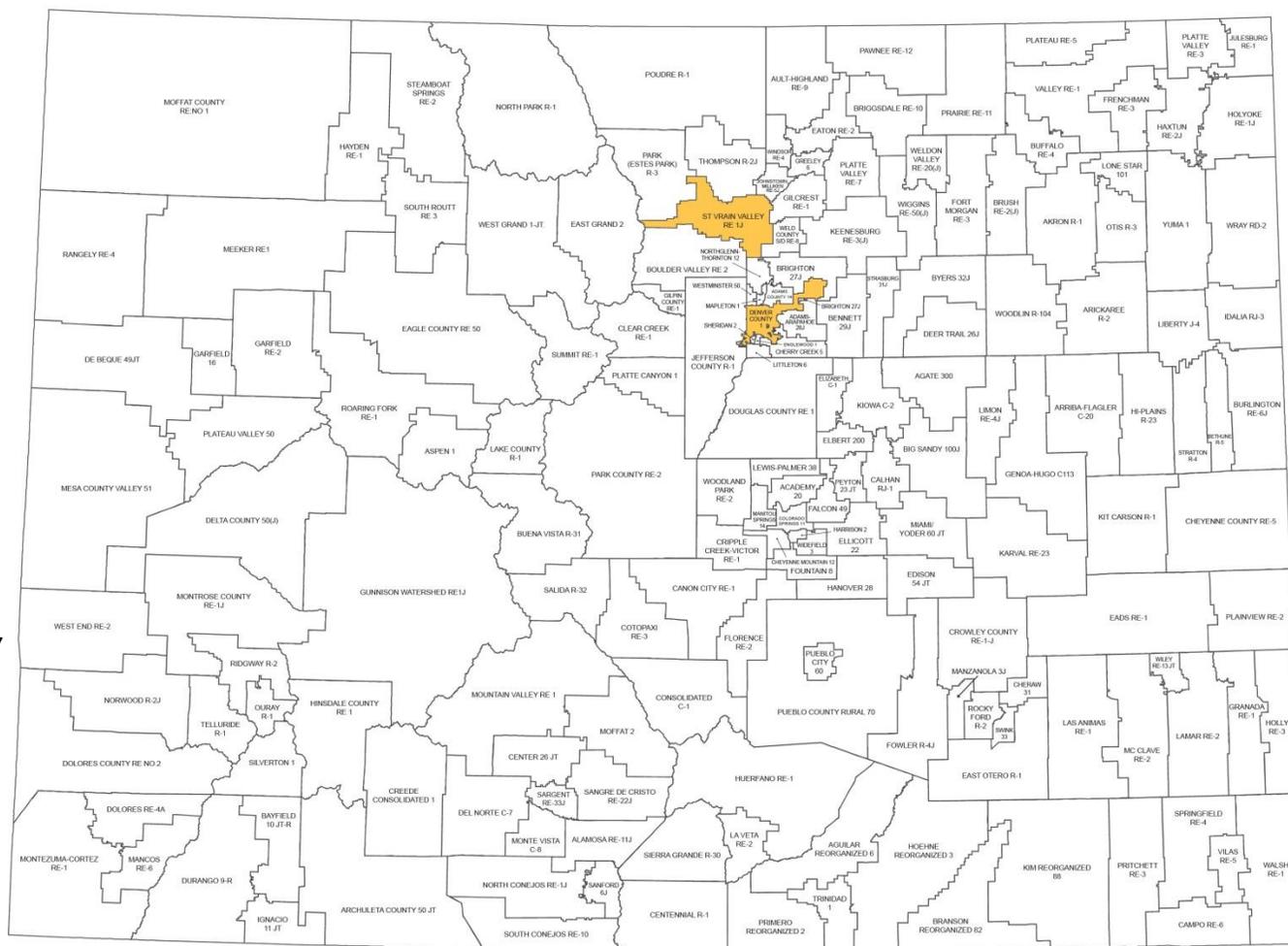
INSTRUCTIONAL UNIT AUTHORS

University of Colorado at Boulder
pre-service elementary teachers

Clare Eisinger
Lauren Finn
Julia Gabbayan
Jody Hunt
Grace Im
Whitney Johansson
Michael Lund
Katie Molnar
Lyubov Panchenko
Ellie Roberts

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

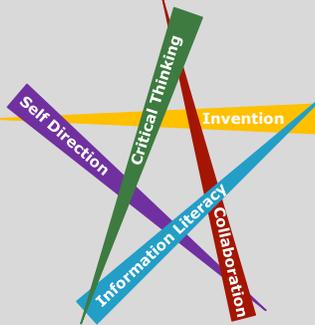
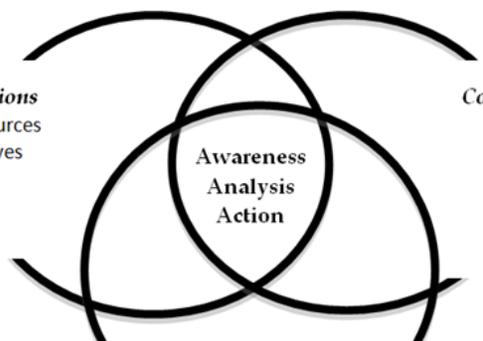
Colorado JumpStart Coalition
CJ Juleff
Denver School District
Michelle Delgado
St. Vrain School District
Allison Sampish



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	3 rd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Use a variety of sources to distinguish historical fact from fiction	SS09-GR.3-S.1-GLE.1	
	2. People in the past influenced the development and interaction of different communities and regions	SS09-GR.3-S.1-GLE.2	
2. Geography	1. Use various types of geographic tools to develop spatial thinking	SS09-GR.3-S.2-GLE.1	
	2. The concept of regions is developed through an understanding of similarities and differences in places	SS09-GR.3-S.2-GLE.2	
3. Economics	1. Describe producers and consumers and how goods and services are exchanged	SS09-GR.3-S.3-GLE.1	
	2. Describe how to meet short-term financial goals (PFL)	SS09-GR.3-S.3-GLE.2	
4. Civics	1. Respecting the views and rights of others as components of a democratic society	SS09-GR.3-S.4-GLE.1	
	2. The origin, structure and function of local government	SS09-GR.3-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>	 <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Historical Investigations</p> <ul style="list-style-type: none"> • Analysis of sources and perspectives • Students as historians </div> <div style="width: 30%;"> <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 </div> </div> <p align="center">Awareness Analysis Action</p> <p>Civic/Democratic life</p> <ul style="list-style-type: none"> • Community roles/responsibilities • Civic participation
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
State Your Claim: How Do We Gather and Use Evidence to Support A Decision?	6-8 weeks	4

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Unit Title	State Your Claim: How Do We Gather and Use Evidence to Support A Decision?		Length of Unit	6-8 weeks
Focusing Lens(es)	Conflict/Resolution	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.3-S.1-GLE.1 SS09-GR.3-S.2-GLE.2 SS09-GR.3-S.3-GLE.1 SS09-GR.3-S.3-GLE.2 SS09-GR.3-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What would a community be like if individuals from various groups did not respect the rights and views of others? (SS09-GR.3-S.4-GLE.1-N.2) • Why do people choose to participate in the community? (SS09-GR.3-S.4-GLE.1-IQ.1) • How do historical fact, opinion and fiction influence what you understand about history? (SS09-GR.3-S.1-GLE.1-IQ.1) • What incentives lead people to give away their money? (SS09-GR.3-S.3-GLE.2-IQ.2)* 			
Unit Strands	History, Geography, Economics, Civics			
Concepts	Civil discourse, geographic and economic problem solving, multiple perspectives, fact vs. fiction, cost and benefits, rights and responsibilities, economics, wants and needs, relationships, conflict and resolution, philanthropy, entrepreneurship, respect, history,			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others (SS09-GR.3-S.2-GLE.1-EO.d)	What are examples of geographic problems that we can solve as responsible members in (our) community?	What are some ways that responsible community members solve geographic problems?
Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development) (SS09-GR.3-S.4-GLE.1-EO.a, b, c)	What are examples of economic problems that we can solve as responsible members in (our) community?	What are some ways that responsible community members can solve economic problems in (our) community?
Analyzing historical sources from various perspectives allows people to understand past decisions and the cost-benefit beliefs and values that informed them (SS09-GR.3-S.1GLE-1-EO.a, b, c: RA.1)	What are historical sources and how do you use them?	How does the use of primary sources determine fact from fiction? How do primary sources help us analyze different perspectives?
Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community (SS09-GR.3-S.3-GLE.2-EO.a,c)*	What are your sources of income? What are ways you impact (our) community with our spending?	How does contributing to charities impact a community? How would starting your own business impact the community?

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<p>Personal financial decisions about local monetary transactions can contribute to the health/growth of a community (SS09-GR.3-S.3-GLE.2-EO.d,e; RA.1)*</p>	<p>What is an example of one of your short-term financial goals? What are the costs and benefits related to this goal? What are some examples of local spending that could benefit our community?</p>	<p>How can short-term financial goals help to achieve long-term financial goals? How do you decide between whether to purchase based on wants or needs? Is it always better to “buy local”?</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner (SS09-GR.3-S.4-GLE.1-EO.a) • Examples of geography based problems include where to build a highway, and the impact of natural disasters (SS09-GR.3-S.2-GLE.1-EO.d) • Multiple perspectives around the same event (SS09-GR.3-S.1-GLE.1-EO.a,c) • The importance of creating short term financial goals (SS09-GR.3-S.3-GLE.2-EO.a,d,e)* • Examples of economic and personal rights (SS09-GR.3-S.4-GLE.1-EO.b) 	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner (SS09-GR.3-S.4-GLE.1-EO.a) • Solve geography based problems (SS09-GR.3-S.2-GLE.1-EO.d) • Compare information from multiple sources recounting the same event. (SS09-GR.3-S.1-GLE.1-EO.a, c) • Compare factual sources with works of fiction about the same topic (SS09-GR.3-S.1-GLE.1-EO.a, c) • Create a plan for short-term financial goal, including the steps necessary to reach their short-term goal (SS09-GR.3-S.3-GLE.2-EO.a,d,e)* • Identify important personal and economic rights and how they relate to each other (SS09-GR.3-S.4-GLE.1-EO.b)

<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>People can resolve personal and interpersonal conflict by understanding multiple perspectives, distinguishing between fact and fiction and weighing costs and benefits.</i></p>
<p>Academic Vocabulary:</p>	<p>Problem solving, identify, recognize, describe, compare, examine, creating, setting goals, solve, fact, fiction, opinion, financial</p>
<p>Technical Vocabulary:</p>	<p>Civil discourse, multiple perspectives, cost and benefits, rights and responsibilities, economics, wants and needs, relationships, conflict and resolution, philanthropy, entrepreneurial thinking, respect, history, historical sources, financially responsible</p>

* Denotes a connection to Personal Financial Literacy (PFL)

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Unit Description:	This unit centers on personal and community-based economic decision-making. It begins with a focus on students’ individual economic decisions and moves into considerations of the ways in which communities negotiate conflict around economic issues; considering how diverse perspectives contribute to the discussion and resolution of financial decisions. During the 6-8 weeks of the unit, students will examine their own financial planning/choices, respond to primary and secondary sources related to a specific (past) economic decision within their community, and examine the ways in which diverse perspectives in the community make their voices heard during the decision making process. The learning experiences build to a performance assessment that asks students to take a position on a particular proposal with distinct economic ramifications, present that position/perspective to a mock city council, and work with their fellow community members to reach consensus about how best to work together for the betterment of the community.
Considerations	This unit focuses on the specific community of the authors: Boulder, Co. Though the resources utilized in the unit are often Boulder-specific, the learning experiences and performance assessment are easily adaptable for any community. In addition, this unit presumes that the students have established their own classroom economy (see On-Going Learning Experience #2). This “classroom economy” will be the segue between students’ personal income and finance decisions and the examination of the actual community in which they live.

Unit Generalizations

Key Generalization:	Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)
Supporting Generalizations:	Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others
	Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them
	Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community
	Personal financial decisions about local monetary transactions can contribute to the health/growth of a community

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a member of the (Boulder) community or someone very interested in the economic success of the (Boulder) community. You might, for example, be a (CU) student, a parent, a homeowner, a business person, etc. Recently, a famous company has proposed construction of a large box store (e.g., a Wal-Mart Supercenter or Super Target) in downtown (Boulder). As a community member/interested party, you have a very strong opinion about the construction and location of this proposed store. You will present your opinion at the next upcoming (Boulder) city council meeting. And while you do believe strongly that your position is correct, you know that the city council (and other community members) might not agree with you. Whatever the outcome, you will work with your fellow community members to find ways to collaboratively make the best of the city council’s decision for the (Boulder) community.

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Product/Evidence: (Expected product from students)	Students will create written outlines of the perspective they will present to the city council (teachers may have students choose perspectives or randomly assign them). This outline should anticipate some questions others might pose, as the students will orally present their statements to a mock city council (perhaps made up of middle or high school students). Finally, after the city council’s “decision” students will work collaboratively to create a consensus document that will address issues by the proponents of the “non-chosen” option.
Differentiation: (Multiple modes for student expression)	Instead of individual presentations, students may form coalitions to construct a group presentation. Groups could be comprised of a: <ul style="list-style-type: none"> • Presenter • Researcher • Graphic artist (to visually depict the group’s position/argument)

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Save, Spend, or Donate?: A Book About Managing Money</i> by Nancy Loewen (Lexile level 530)</p> <p><i>Do I Need It? or Do I Want It?: Making Budget Choices</i> by Jennifer Larson (Lexile Level 400)</p> <p><i>Money Sense for Kids</i> by Hollis Page Harmen</p> <p><i>Kid’s Guide To Government</i> By Ernestine Giesecke (Lexile Level 990)</p> <p><i>What is a City Council,</i> By Nancy Harris (Lexile Level 699)</p> <p><i>A Sense of Place: An Appreciation of the Open Spaces of Boulder County</i> By Steve Marcantonio</p> <p><i>Wangari’s Trees of Peace: A True Story From Africa</i> By Jeanette Winter (Lexile Level 730)</p>	<p><i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst (Lexile level 570)</p> <p><i>A Chair for My Mother</i> by Vera Williams (Lexile level 640)</p> <p><i>Sam and the Lucky Money</i> by Karen Chinn (Lexile level 660)</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> by Katie Smith Milway (Lexile level 810)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a historian- Analyzing the diverse perspectives around a past (community) decision	Teacher Resources:	http://www.smithsonianconference.org/climate/wp-content/uploads/2009/09/VT_CircleofViewpoints.pdf (An excellent resource for helping students take on the perspectives of others)
	Skills:	Compare information from multiple sources recounting the same event	Student Resources:	
			Assessment:	Students may use primary and secondary sources throughout the unit to compare and contrast perspectives on different historical and contemporary issues http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf (Basic template for comparing and contrasting points of view)

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2.	Description:	Think/work like an economist- Participating in a classroom-based economy with earning and spending/saving opportunities	Teacher Resources:	http://www.scholastic.com/teachers/top_teaching/2010/01/class-economy (Video and article detailing one teacher’s classroom economy) http://www.myclassroomeconomy.org/2howitWorks.html (Goals, lesson plans, and job titles/income for third grade classroom economy)
			Student Resources:	
	Skills:	Create a plan for short-term financial goal, including the steps necessary to reach their short-term goal	Assessment:	Depending on the level of involvement that teachers explore in terms of this classroom economy, there are various assessments that could be utilized across the unit. http://www.myclassroomeconomy.org/2howitWorks.html (Offers multiple assessments for third grade classroom economy)

Prior Knowledge and Experiences

This unit presumes students have examined issues around community (roles, responsibilities, etc.) and have explored multiple definitions of community. They should have also had some experiences with historical sources.

Learning Experiences # 1 – 13
Instructional Timeframe: Teacher Determined

Learning Experience # 1	
The teacher may facilitate a discussion about kids’ sources of income so that students can begin to connect work and life events to personal earnings and to consider differences in money generated/earned by students.	
Generalization Connection(s):	Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community
Teacher Resources:	http://www.greatwestgreatteachers.com/html/about.html (Great West, Great Teachers: A program that gives teachers grants for teaching students to prepare for a successful financial future. The grant can be used to fund resources, technology, supplies, field trips, etc.) http://internet4classrooms.com/links_grades_kindergarten_12/financial_literacy_month_children_money_currency_economics.htm (Internet4Classrooms-- All About Money: Teachers can search for money management activities based on grade level and activity focus) http://www.docstoc.com/docs/4875932/T-Chart (T-chart that students can document their sources of income and the quantity of that income)
Student Resources:	<i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst (Lexile level 570)
Assessment:	Students will complete a graphic organizer documenting all of their unique sources of income and their origins.

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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.docstoc.com/docs/4875932/T-Chart (T chart described in teacher resources)	Students may dictate income and sources Students may draw or visually depict sources of income
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://nces.ed.gov/nceskids/createagraph/default.aspx (Graphing tool, students can create multiple graphs including bar graph and others)	Students may create a graph charting the variety of sources of income discussed in the class Students may create a pie chart showing the most frequent sources of income
Critical Content:	<ul style="list-style-type: none"> Different sources (and origins) of income 	
Key Skills:	<ul style="list-style-type: none"> Students will be able to distinguish between different sources of income and how they are earned 	
Critical Language:	Income, earnings, generate, recognize	

Learning Experience # 2		
The teacher may model a financial plan to purchase a desired object (e.g., iPad, classroom library books) so that students can identify the benefits and consequences of saving and spending (opportunity costs).		
Generalization Connection(s):	Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community	
Teacher Resources:	http://watersfoundation.org/resources/think-sheet-complex-cause-and-effect/ (Connection Circles for compare/contrast) http://thinkingmaps.com/thinking_maps_common_core.php (Multi-Flow Maps, Thinking Maps) http://www.enchantedlearning.com/graphicorganizers/tree/ (Tree Diagram for sorting/classifying)	
Student Resources:	<i>A Chair for My Mother</i> by Vera Williams (Lexile level 640)	
Assessment:	Students will complete a graphic organizer capturing the benefits and consequences of saving and spending (e.g., cause and effect, pro/con list, exit ticket, tweet sheet, etc.)	
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.enchantedlearning.com/graphicorganizers/tree/ (Tree diagram) Students may be provided a partially completed tree diagram with some benefits and consequences already included	Students may create a completed tree diagram or dictate benefits and consequences of saving and spending
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://watersfoundation.org/resources/think-sheet-complex-cause-and-effect/ (Connection Circles) Students may use a graphic organizer to demonstrate cause and effects of savings vs. spending	Students may use the graphic organizer to write a narrative about a time when the opportunity costs were worth an expenditure and when they were not

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Critical Content:	<ul style="list-style-type: none"> The importance of creating (personal) short term financial goals
Key Skills:	<ul style="list-style-type: none"> Create a plan for short-term financial goal, including the steps necessary to reach their short-term goal
Critical Language:	Benefits, consequences, savings, spending, compare, examine, setting goals problem solving

Learning Experience # 3		
The teacher may bring in (appropriate) examples of his/her purchase history so that students can critically distinguish their teacher’s needs and wants and begin to critique their own personal spending choices.		
Generalization Connection(s):	Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community	
Teacher Resources:	http://www.vcee.org/misc/userfiles/files/Resources%20-%20Dragons%20Decide%20and%20Other%20K-3%20Resources/Wants%20and%20Needs%20Article%20and%20Activities.pdf (Four lesson plans teaching prioritizing, opportunity cost, comparing costs and benefits, and setting priorities and sharing resources) http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-Chart Graphic Organizer: Allows teachers to collaborate with students the difference between 'needs' and 'wants'. Teachers can then bring in a past months purchase history (debit/credit card statement) and once again collaborate with class to distinguish the difference between 'want' and 'need' purchases)	
Student Resources:	<i>Do I Need It? or Do I Want It?: Making Budget Choices</i> by Jennifer Larson (Lexile Level 400L) http://1.bp.blogspot.com/-pOluTM4mNZs/T7qOfjXr4yI/AAAAAAAAA2s/hYQjWSwj2T8/s1600/behaviorreflections_001.jpg (A reflection graphic organizer that allows students to write their spending/saving habits and reasons/consequences of their habits.) http://www.nsbashland.com/assets/files/loans/kids/kids120.htm (A Kids Savings Calculator where you enter in variables such as how much saved per week, and how long you plan to save, in order to calculate how much you will have by the end of the year or longer)	
Assessment:	Students will write a reflection explaining their personal spending choices in the classroom economy and create a financial plan for purchasing something in said economy.	
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 teacher created example of a personal spending reflection.	Students may produce an illustrated reflection about their personal spending choices
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.nsbashland.com/assets/files/loans/kids/kids120.htm (A Kids Savings Calculator where you enter in variables such as how much saved per week, and how long you plan to save, in order to calculate how much you will have by the end of the year or longer)	Students may create a plan of how to save to purchase a certain item in their personal life. Students may explain in this plan whether the item is a want or need and why it is important for them to have it Teacher’s discretion note: teachers may include potential budget interrupters (ex: a member of their family loses their job) or add a time frame

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Critical Content:	<ul style="list-style-type: none"> The importance of creating (personal) short term financial goals
Key Skills:	<ul style="list-style-type: none"> Students will be able to distinguish between financial wants and needs
Critical Language:	Needs and wants, purchase history, identify, recognize, financial responsibility, analyze

Learning Experience # 4		
<p>The teacher may bring in local business owner(s) to engage students in a discussion about the effects of “buying local” so that students can begin to articulate the benefits and consequences of spending in their community.</p>		
Generalization Connection(s):	Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community. Personal financial decisions about local monetary transactions can contribute to the health/growth of a community	
Teacher Resources:	http://www.boulderdowntown.com/business (Learn about why it is important to invest in the Downtown, Boulder community) http://www.boulderriba.org/stories.html (Different local business featured in the 'spotlight' section. Also gives access to a local business directory with start up stories and contact information) http://www.colorado.edu/cye/growing-boulder-kicks-youth-friendly-business-survey/boulder-county-teens-hunt-youth-friendly (Interviews between the youth of Boulder and local small business owners, inquiring about how they view the youth as customers and potential current employees)	
Student Resources:	<i>Sam and the Lucky Money</i> by Karen Chinn (Lexile level 660) http://sustainableconnections.org/thinklocal/why (Top Ten Reasons to Buy Locally Owned, Ideas are “student friendly” but some of the vocabulary may need to be explained by the teacher.) <i>One Hen: How One Small Loan Made a Big Difference</i> (Lexile level 810)	
Assessment:	Students will create interview questions designed to help them understand how their parents make purchasing decisions based on their local and/or global communities. If using a classroom economy, teachers may invite students to include how their purchases do or do not benefit their classroom 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 few example questions to ask their parents about their spending habits Some examples may include asking the parent, approximately, how much of their income goes into savings each month, or how much of their income is spent on wants as opposed to needs http://wordtemplate.net/questionnaire-template.html (Example of template to create your own questionnaire)	Students may validate, through written format, their personal spending choices in the classroom economy as being either beneficial or non-beneficial to their classroom community

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may choose from different communities in Colorado and research those communities (economy): http://www.cityofthornton.net/Pages/default.aspx http://www.gjcity.org/ http://www.gunnison-co.com/ http://www.pueblo.us/ http://trinidad.co.gov/	Students may, based on their research, propose a list of needs and wants unique to this community. Students may also document the ways in which this community encourages local spending
Critical Content:	<ul style="list-style-type: none"> • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Understand the benefit and consequence of supporting a local, business, or economic community • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	History, entrepreneurial thinking, financial responsibility, community, local, purchases, examine, small business	

Learning Experience # 5	
The teacher may bring in an example of a recent community (economic/financial) decision so that students can understand how the community attempts to address the wants and needs of its citizens.	
Generalization Connection(s):	Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development) Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community Personal financial decisions about local monetary transactions can contribute to the health/growth of a community
Teacher Resources:	Metro Denver Economic Development Corporation (Metro Denver EDC) http://www.metrodenver.org/metro-denver-news/ten-major-economic-development-accomplishments-in-2013-.html (Ten major economic development accomplishments in 2013 for the Denver area. Possible topic ideas to discuss with your students.) http://www.dailycamera.com/ci_21689785/cu-boulder-host-friday-groundbreaking-63-million-rec (Article on the CU Boulder Rec Center Remodel) http://www.colorado.edu/recreation/rec_improv/faqs.html (Answers questions about: why the Recreation Center needed an update and how the project will be paid for. States the question the student body was asked pertaining to the creation of the new Rec Center through a student fee increase)
Student Resources:	http://www.enchantedlearning.com/graphicorganizers/star/ (Star, Webbing, Cluster Diagrams: Use star graphic organizer to help students construct an argument using evidence about the economic decision and what their opinion on the matter is.)
Assessment:	Students will construct an argument using evidence from the example provided articulating their opinion of the economic decision (made in Boulder), including how their position addressed the wants and needs of its citizens.

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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 assigned a side of the argument, including a minimal list of corresponding points to get them thinking and a graphic organizer to help them create their argument http://www.enchantedlearning.com/graphicorganizers/star/ (Basic main and supporting points organizers)	Students may use their graphic organizer to fill in points supporting their argument
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research past controversies that have occurred in their community and choose a side to argue http://www.enchantedlearning.com/graphicorganizers/tree/ (Tree Diagram: for organizing multiple perspectives of controversy)	Students may create a graphic organizer highlighting the multiple perspectives of the controversy
Critical Content:	<ul style="list-style-type: none"> • Multiple perspectives around the same event • The importance of creating short term financial goals • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Compare information from multiple sources recounting the same event • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Wants and need, identify, recognize, compare, examine, cost and benefits, financial history, historical sources, respect	

Learning Experience # 6		
The teacher may bring in resources (articles, video clips, etc.) about a particular historic (economic) development issue (e.g., Open Space Laws in Boulder County) so that students can understand the origins of and the competing community values/concerns that often surround economic questions/issues.		
Generalization Connection(s):	<p>Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)</p>	
Teacher Resources:	<p>https://bouldercolorado.gov/osmp/nature (Provides information on Boulder's history of open space laws)</p> <p>http://planboulder.org/Videos (Link to the PLAN website, the main group taking action to protect Boulder Open Space)</p> <p>http://www.dailycamera.com/boulder-election-news/ci_24161117/boulder-city-council-candidate-forum?IADID=Search-www.dailycamera.com-www.dailycamera.com (Article outlining the perspective of the parties opposing the open space protection, discusses affordable housing)</p> <p>www.newwest.net/main/article/boulder_planning/ (Illustrates main arguments from both perspectives)</p>	
Student Resources:	www.enchantedlearning.com/graphicorganizers/tchart (Provides t-charts for students to fill in opposing values)	

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Assessment:	Students will construct (as a class) a graphic organizer listing the past and/or current opposing values/concerns surrounding the issue (Boulder Open Space Laws).	
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)
	enchantedlearning.com/graphicorganizers/tchart (Provides t-charts for students to fill in opposing values)	Students may work in teams to complete t-charts with opposing values and concerns
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/venn/2c.shtml (Provides access to Venn diagram styles of graphic organizers for printing)	Students may complete a Venn diagram, attempting to find similarities and differences in opposing values
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build a highway, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Identify, examine, fact, multiple perspectives, rights and responsibilities, economics, wants and needs, history, historical sources, controversy, values/concerns	

Learning Experience # 7		
The teacher may bring in primary sources documenting a particular historic (economic) decision (e.g., Open Space Laws in Boulder County) so that students can identify which perspectives were (and were not) most prominent in the outcome.		
Generalization Connection(s):	<p>Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>	
Teacher Resources:	<p>www.bouldercounty.org/doc/parks/posrulesregs.pdf (Rules and Regulations surrounding Boulder Open Space Policy)</p> <p>http://www.dailycamera.com/boulder-election-news/ci_24035640/boulder-council-hopefuls-face-off-open-space?source=pkg (Shows both perspectives on the open space issue)</p>	

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Student Resources:	http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html (Provides a letter template for students)	
Assessment:	Students will become a historical actor (during the time of the adoption of the Boulder Open Space Laws) and take on a particular perspective (for or against) and write a persuasive letter reflecting their perspective to the (Boulder) City Council.	
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.k6edu.com/6thgrade/language_arts/friendly-letter-template.html (Provides a letter template for students)	Students may dictate letter to another student or teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html (Provides a letter template for students) Students may exchange letters with a partner	Students may respond to the letter, written by one of their peers, as a member of the Boulder City Council at that time
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build a highway, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Identify, recognize, describe, compare, examine, fact, opinion, Civil discourse, multiple perspectives, economics, wants and needs, conflict, history, historical sources, authority, document, outcome	

Learning Experience # 8	
The teacher may utilize resources (articles, video clips, etc.) immediate in time to a particular historic (economic) decision (e.g., Open Space Laws in Boulder County) so that students can critically examine how the community dealt with responses and (possible) actions taken by community members critical of the outcome.	
Generalization Connection(s):	<p>Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>

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Teacher Resources:	http://www.dailycamera.com/boulder-election-news/ci_24161117/boulder-city-council-candidate-forum?IADID=Search-www.dailycamera.com-www.dailycamera.com (Discusses affordable housing and possible solutions) http://www.dailycamera.com/ci_22578523/boulder-hears-tough-message-about-lack-middle-income (Article about a man frustrated with housing laws due to Boulder’s decision to protect Open Space) http://dramaresource.com/strategies/tableaux (Describes tableaux and gives teacher resources for helping students to create tableaux)	
Student Resources:	www.enchantedlearning.com/graphicorganizers/fact (Provides multiple fact/effect graphic organizers)	
Assessment:	Students will work in groups to fill in graphic organizers documenting the decision (Open Space Laws in Boulder County) and its effects on multiple stakeholders. They will use the graphic organizer to construct and present tableaux demonstrating particular responses/reactions to the decision (Open Space Laws in Boulder County)	
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)
	www.enchantedlearning.com/graphicorganizers/fact (Provides multiple fact/effect graphic organizers) Students may be provided a graphic organizer with some effects filled in	Students may complete cause (decision) and effect graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.docstoc.com/docs/23087866/standard/script/format/sample (Provides script writing template) Students may brainstorm dialogue for a given tableaux with partners	Students may produce a script for a tableau depicting one particular response to the decision
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build a highway, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Problem solving, recognize, describe, compare, examine, creating, solve, fact, opinion, Civil discourse, multiple perspectives, cost and benefits, rights and responsibilities, economics, wants and needs, conflict and resolution, respect, history, historical sources, initial responses/reactions	

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Learning Experience # 9		
The teacher may brainstorm with the students the connections between current community life and a particular historic (economic) decision (e.g., Open Space Laws in Boulder County) so that students can analyze the long-term positive and negative consequences of the outcome.		
Generalization Connection(s):	<p>Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)</p>	
Teacher Resources:	<p>https://bouldercolorado.gov/osmp/nature (Information on Boulder's history of open space laws)</p> <p>http://planboulder.org/AffordableHousing (PLAN website, discussing methods to provide affordable housing in Boulder County)</p> <p>http://www.dailycamera.com/boulder-election-news/ci_24143659/boulder-city-council-candidates-prioritize-transportation-energy-issues?source=pkg (Energy and Transportation issues are discussed as they are long-term effects of Boulder's unaffordable housing)</p> <p>www.newwest.net/main/article/boulder_planning/ (Discusses both perspectives surrounding the Boulder Open Space issue, and illustrates long term effects of the decision made)</p>	
Student Resources:	<p>http://www.timetoast.com/ (Timeline creation tool)</p> <p>http://freeology.com/graphicorgs/cause-and-effect/ (Cause and effect graphic organizer template)</p>	
Assessment:	Students will create a graphic organizer listing the persisting (positive/negative) effects of the decision (Open Space Laws in Boulder County) and will create a timeline of the history of this issue.	
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://freeology.com/graphicorgs/cause-and-effect/ (Cause and effect graphic organizer template)</p> <p>Students may be provided a graphic organizer with some long-term effects filled in</p> <p>http://www.timetoast.com/ (Timeline creation tool)</p> <p>Students may use pictures instead of words on timeline</p>	<p>Students may complete cause and effect graphic organizer</p> <p>Students may produce an illustrated/graphic timeline</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.timetoast.com/ (Timeline creation tool)</p> <p>Students may brainstorm about future events and impacts of the decision</p>	<p>Students may produce a timeline that stretches into the future that considers possible ongoing issues and/or consequences of the decision</p>
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build a highway, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	

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Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other
Critical Language:	Identify, recognize, describe, compare, examine, creating, setting goals, fact, opinion, financial, Civil discourse, multiple perspectives, cost and benefits, rights and responsibilities, economics, wants and needs, conflict and resolution, respect, connections, consequences, long-term effects

Learning Experience # 10		
The teacher may bring in different (agreed upon) facts about a particular historic (economic) decision (e.g., Open Space Laws in Boulder County) so that students can critically analyze which facts were most compelling for different stakeholders and their points of view on this contentious issue.		
Generalization Connection(s):	<p>Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others</p> <p>Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)</p> <p>Analyzing historical sources from various perspectives allows people to understand past decisions and the cost- benefit beliefs and values that informed them</p>	
Teacher Resources:	<p>https://www.bouldercounty.org/dept/openspace/pages/default.aspx (Outlines the goals of Boulder County’s open space.)</p> <p>http://www.youtube.com/watch?v=-gzdL1m9OhM (Video: Bringing Back Natures Balance: Boulder County Parks and Open Space Ecological Restoration) (Includes closed captioning)</p> <p>https://bouldercolorado.gov/government (Provides information about Boulder’s City Council)</p>	
Student Resources:	<p><i>Kid’s Guide To Government</i> by Ernestine Giesecke. (Lexile Level 990L)</p> <p><i>What is a City Council</i> by Nancy Harris. (Lexile Level 699)</p> <p><i>A Sense of Place: An Appreciation of the Open Spaces of Boulder County</i> by Steve Marcantonio (Photographs of Boulder County Open Space)</p> <p><i>Wangari’s Trees of Peace: A True Story From Africa</i> by Jeanette Winter. (Lexile Level 730L)</p>	
Assessment:	Students will write a letter to a council member from the perspective of a particular stakeholder explaining their opinion on the topic, utilizing the evidence that they found most compelling.	
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.eslprintables.com/printable.asp?id=286017 (Printable letter template)	Students may use a graphic organizer to assist with writing the letter to the council member and/or dictate their letter

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.fresno.k12.ca.us/divdept/sscience/GraphicOrganizers/GraphicPerspective.pdf (Printable graphic organizer)	Students may use a graphic organizer to illustrate different perspectives and the “facts” upon which they rely
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Examples of geography based problems include where to build a highway, and the impact of natural disasters • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Solve geography based problems • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Examine, fact, multiple perspectives, costs and benefits, wants and needs, respect, history, historical sources	

Learning Experience # 11	
The teacher may engage students in a discussion about a (current) contentious topic in the classroom or school (e.g., school dress code, allotted recess time) so that students can examine diverse perspectives and the logical reasons, facts, and evidence upon which they are based.	
Generalization Connection(s):	Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)
Teacher Resources:	http://teachinghistory.org/teaching-materials/teaching-guides/21731 (Provides rubrics, handouts and lesson plans that can be helpful when facilitating a Structured Academic Controversy in the classroom. These resources cater to high schools but can easily be modified for 3 rd graders) http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Provides templates for graphic organizers) http://www.buzzle.com/articles/debate-topics-for-elementary-students.html (Provides debate topics for elementary classrooms) https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml (Provides lesson plans, topics, rules and rubrics for classroom debates)
Student Resources:	http://www.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Provides the template for a compare and contrast graphic organizer students can use to illustrate each side of the argument)
Assessment:	Students will create a graphic organizer comparing each side of the topic’s conflicting arguments (For example, students’ perspectives on recess time vs. the principal’s perspective)

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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.enchantedlearning.com/graphicorganizers/compareandcontrast/ (Printable template for comparing and contrasting) Students may be provided a graphic organizer with some arguments from both sides included	Students may complete the missing arguments in the graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eslprintables.com/printable.asp?id=286017 (Printable letter template)	Students may write a letter to the opposing side explaining their perspectives and the “facts” they find most compelling http://www.eslprintables.com/printable.asp?id=286017 (Printable letter template)
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Compare information from multiple sources recounting the same event • Compare factual sources with works of fiction about the same topic • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Compare, identify, examine, opinion, fact, multiple perspectives, costs and benefits, conflict and resolution, respect, wants and needs, solve, problem solving	

Learning Experience # 12		
The teacher may facilitate a consensus building activity (e.g., a Structured Academic Controversy) in the classroom so that students can experience and determine a process for hearing, valuing, and respecting diverse opinions in a negotiation process.		
Generalization Connection(s):	Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)	
Teacher Resources:	http://teachinghistory.org/teaching-materials/teaching-guides/21731 (Provides rubrics, handouts and lesson plans that can be helpful when facilitating a Structured Academic Controversy in the classroom. These resources cater to high schools but can easily be modified for 3 rd graders) http://www.educationworld.com/a_lesson/lesson/lesson304.shtml (Provides lesson plans and debate resources to be utilized in the classroom.) http://consensusclassroom.org/Images/CCIBook.pdf (Provides strategies and resources to build a consensus in the classroom)	
Student Resources:	http://teachinghistory.org/system/files/SAC-Handouts_12.pdf (Provides an example of a Structured Academic Controversy that can be used in the classroom)	

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Assessment:	Students will turn in an “exit ticket” explaining the consensus their partner or group reached at the end of the activity.	
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://teachinghistory.org/system/files/SAC-Handouts_12.pdf (Printable template for exit ticket)	Students may dictate their consensus to a fellow student or the teacher for their exit ticket
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.buzzle.com/articles/debate-topics-for-elementary-students.html (Provides debate topics for elementary classrooms) Students may choose a new topic to explore http://my.hrw.com/nsmedia/intgos/html/PDFs/Decision_Chart.pdf (Printable pro and con graphic organizer)	Students may construct a pro and con list around the multiple perspectives of their chosen topic
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Compare information from multiple sources recounting the same event • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Compare, identify, problem solving, examine, solve, fact, opinion, creating, multiple perspectives, wants and needs, conflict and resolution, respect, rights and responsibilities	

Learning Experience # 13	
The teacher may utilize guest speakers (council members, grass roots leaders, etc.) to demonstrate formal and informal means of community involvement in (economic) decision-making so that students can compare and contrast various ways of expressing opinions within the community.	
Generalization Connection(s):	Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development)
Teacher Resources:	https://bouldercolorado.gov/city-council/mayor-and-city-council (Provides a list of Boulder County council members and contact information for a guest speaker) https://bouldercolorado.gov/channel8/city-council-video-player-and-archive (Provides a variety of videos of city council meetings) http://www.commfund.org/cultureofgiving/nonprofits/list?page=6 (Provides a list of non-profits in Boulder County including contact information for potential guest speakers) http://thepeacemealproject.org/ (This is an example of a grassroots organization in Boulder that holds potluck dinners to bring people together to promote charity)

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Student Resources:	http://www.enchantedlearning.com/graphicorganizers/venn/ (Provides the template for a Venn Diagram students can use for their assessment) <i>What is a City Council</i> -Nancy Harris (Lexile Level 699)	
Assessment:	Students will create a Venn Diagram to compare and contrast the similarities and differences of formal and informal means of expression. Students can also list the strengths and weaknesses of their guest speaker’s means of expression.	
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.enchantedlearning.com/graphicorganizers/venn/ (Printable template for a Venn Diagram) Students may be provided a Venn Diagram with some unique aspects of formal and informal means of expression	Students may complete the missing elements (similarities) on the Venn Diagram
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://learningtogive.org/lessons/unit385/lesson1_attachments/1.html (Printable template for a graphic organizer that helps students document a stand or position)	Students may use the template to document which (formal or informal) mean of expression they find most effective
Critical Content:	<ul style="list-style-type: none"> • The elements of civil discourse include listening and speaking in a respectful manner • Multiple perspectives around the same event • Examples of economic and personal rights 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to use civil discourse in a respectful manner • Compare information from multiple sources recounting the same event • Identify important personal and economic rights and how they relate to each other 	
Critical Language:	Examine, philanthropy, compare, opinion, identify, fact, multiple perspectives, costs and benefits, conflict and resolution, history, respect, civil discourse	