Instructional Unit Title: State Your Claim: How Do We Gather and Use Evidence to

3rd Grade Support <u>A Decision?</u> The teacher may facilitate The teacher may model The teacher may bring in The teacher may bring in The teacher may bring in a discussion about kids' a financial plan to (appropriate) examples local business owner(s) to an example of a recent sources of income so that purchase a desired of his/her purchase community engage students in a object (e.g., iPad, students can begin to history so that students discussion about the (economic/financial) connect work and life classroom library books) can critically distinguish decision so that students effects of "buying local" so events to personal so that students can their teacher's needs that students can begin to can understand how the identify the benefits and and wants and begin to earnings and to consider articulate the benefits and community attempts to consequences of saving differences in money critique their own consequences of spending addresses the wants and generated/earned by and spending personal spending needs of its citizens. in their community. students. (opportunity costs). choices. The teacher may brainstorm The teacher may bring in The teacher may utilize resources The teacher may bring in resources The teacher may bring in with the students the (articles, video clips, etc.) immediate different (agreed upon) facts primary sources (articles, video clips, etc.) about a connections between current about a particular historic in time to a particular historic documenting a particular particular historic (economic) community life and a particular (economic) decision (e.g., Open (economic) decision (e.g., Open historic (economic) decision development issue (e.g., Open historic (economic) decision Space Laws in Boulder County) Space Laws in Boulder County) so (e.g., Open Space Laws in Space Laws in Boulder County) so so that students can critically (e.g., Open Space Laws in that students can critically examine Boulder County) so that that students can understand the analyze which facts were most Boulder County) so that how the community dealt with origins of and the competing students can identify which students can analyze the longcompelling for different responses and (possible) actions perspectives were (and community values/concerns that term positive and negative stakeholders and their points of taken by community members often surround economic were not) most prominent view on this contentious issue. consequences of the outcome. critical of the outcome. questions/issues. in the outcome. **PERFORMANCE ASSESSMENT:** You are a member of the (Boulder) community or The teacher may facilitate a The teacher may utilize guest The teacher may engage someone very interested in the economic success of the (Boulder) community. You students in a discussion about consensus building activity speakers (council members, grass might, for example, be a (CU) student, a parent, a homeowner, a business person, etc. a (current) contentious topic (e.g., a Structured Academic roots leaders. etc.) to Recently, a famous company has proposed construction of a large box store (e.g., a in the classroom or school Controversy) in the demonstrate formal and informal Wal-Mart Supercenter or Super Target) in downtown (Boulder). As a community (e.g., school dress code, classroom so that students means of community member/interested party, you have a very strong opinion about the construction and allotted recess time) so that can experience and involvement in (economic) location of this proposed store. You will present your opinion at the next upcoming decision-making so that students (Boulder) city council meeting. And while you do believe strongly that your position is students can examine diverse determine a process for perspectives and the logical hearing, valuing, and can compare and contrast various correct, you know that that city council (and other community members) might not

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

ways of expressing opinions

within the community.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

respecting diverse opinions

in a negotiation process.

reasons, facts, and evidence

upon which they are based.

Colorado's District Sample Curriculum Project

agree with you. Whatever the outcome, you will work with your fellow community

the (Boulder) community.

members to find ways to collaboratively make the best of the city council's decision for

Social Studies