Unit Title: Take a Stand

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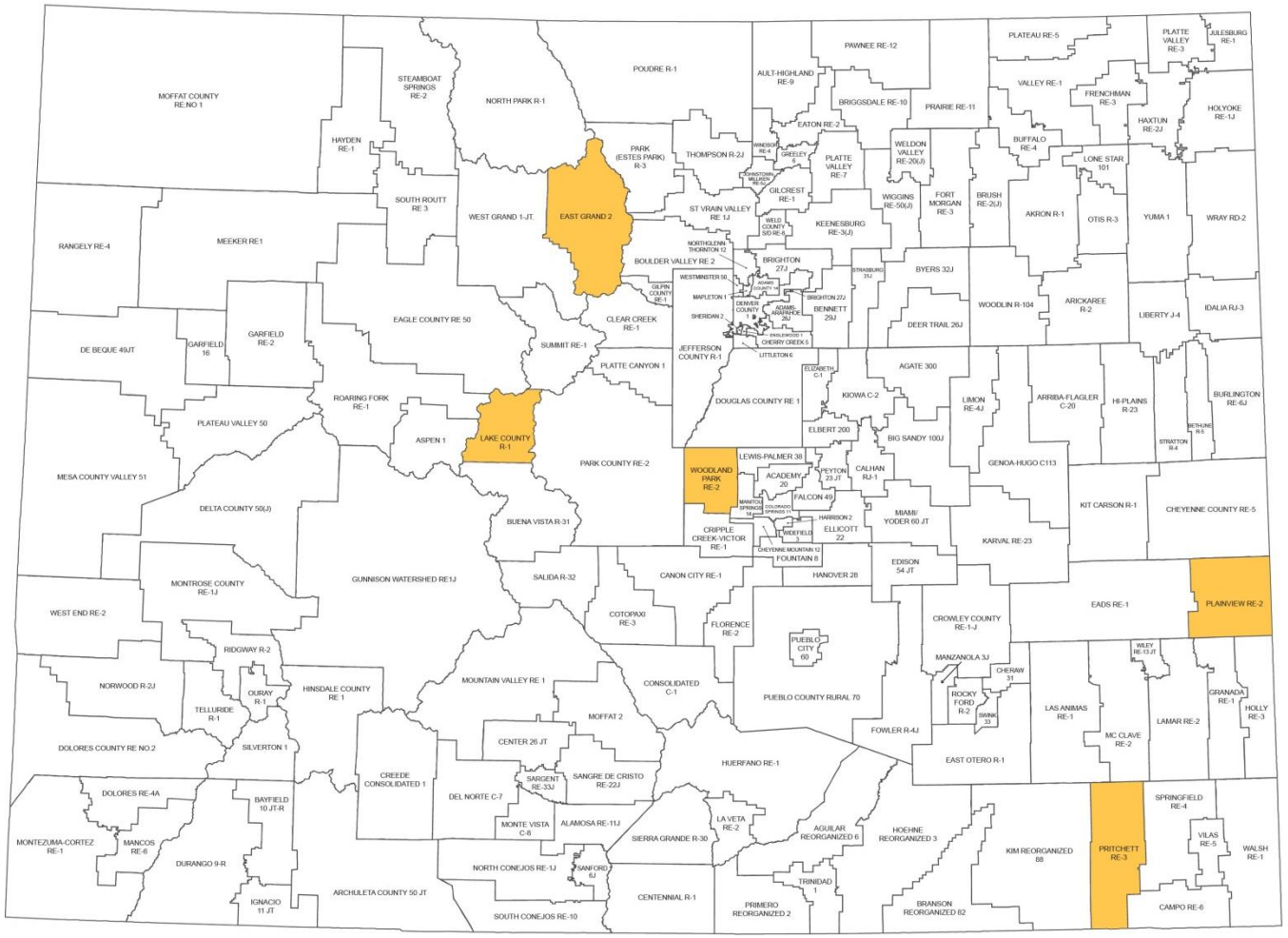

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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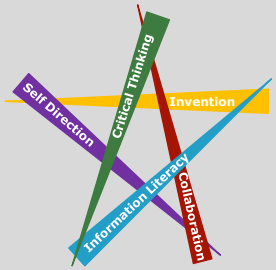
Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	6th Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Successful group discussions require planning and participation by all	RWC10-GR.6-S.1-GLE.1
2. Reading for All Purposes	1. Understanding the meaning within different types of literature depends on properly analyzing literary components	RWC10-GR.6-S.2-GLE.1
	2. Organizing structure to understand and analyze factual information	RWC10-GR.6-S.2-GLE.2
	3. Word meanings are determined by how they are designed and how they are used in context	RWC10-GR.6-S.2-GLE.3
3. Writing and Composition	1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice	RWC10-GR.6-S.3-GLE.1
	2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop	RWC10-GR.6-S.3-GLE.2
	3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy	RWC10-GR.6-S.3-GLE.3
4. Research and Reasoning	1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation	RWC10-GR.6-S.4-GLE.1
	2. Assumptions can be concealed, and require identification and evaluation	RWC10-GR.6-S.4-GLE.2
	3. Monitoring the thinking of self and others is a disciplined way to maintain awareness	RWC10-GR.6-S.4-GLE.3

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*

Text Complexity

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Take a Stand	6-8 weeks	3

Unit Title	Take a Stand		**Length of Unit**	**6-8 weeks**
Focusing Lens(es)	Justice	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.2-GLE.3	RWC10-GR.6-S.3-GLE.2 RWC10-GR.6-S.3-GLE.3 RWC10-GR.6-S.4-GLE.1 RWC10-GR.6-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• What is justice? How do you know if something is just/unjust? • How do biases interfere with critical thinking? (RWC10-GR.6-S.4-GLE.2-IQ.4)			
Unit Strands	Oral Language and Expression, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	**In content:**	**In reading:**	**In writing:**	
	Identify, conflict, choice, discrimination, order, fairness, equality, perspective, integrity, ethics, bias, stereotype, compromise ,negotiation, data, opinion	Critique, inference, self-reflection, analyze, purpose, assumptions, clarify, validity	Text features, text structures, sources, conventions, cite, research, organization, collaborations, tools	

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise. (RWC10-GR.6-S.4-GLE.3-EO.b.IQ.1)	What are the elements of compromise? (RWC10-GR.6-S.1-GLE.1-RA.1)	How can compromise and negotiation in collaboration be important tools? (RWC10-GR.6-S.4-GLE.1-RA.2)
Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback. (RWC10-GR.6-S.4-GLE.3-EO.a) and (RWC10-GR.6-S.4-GLE.1.RA.2)	What are personal opinions?	What happens when members of a group don't listen to one another? (RWC10-GR.6-S.1-GLE.1-IQ.1.3.4) How are personal opinions formed and/or adjusted?
Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data. (RWC10-GR.6-S.4-GLE.1-EO.a; N.1)	What are effective research tools?	How are these tools used by professionals in their field? (RWC10-GR.6-S.4-GLE.1-IQ.3.4)
Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens. (RWC10-GR.6-S.4-GLE.2-EO.a.c.e)	What is an assumption? What does it mean to be biased?	How do assumptions shape peoples thinking? Why is it important to be open-minded? When are assumptions helpful?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The advantages of compromises and negotiation (RWC10-GR.6-S.4-GLE.1-RA.3) • The research process across all content areas. (RWC10-GR.6-S.4-GLE.1-N.1) • Historians' use of situational, contextual, and temporal evidence. (RWC10-GR.6-S.4-GLE.2-RA.3) • Methods for assessing the credibility of a source or resource (RWC10-GR.6-S.4-GLE.2-EO.a-e) • Tools to use in a small group to organize discussion (RWC10-GR.6-S.1-GLE.1-IQ.5) • The value and use of electronic resources and hyper-text, quick search features to find information on unfamiliar topics. (RWC10-GR.6-S.2-GLE.3-RA.2.3) • Steps to take to help monitor research for fairness and bias. (RWC10-GR.6-S.4-GLE.3-RA.3; N.1, 2) • Strategies for individual, small group and large group projects (RWC10-GR.6-S.4-GLE.1-N.2; IQ.5)	• Conduct a short research project (RWC10-GR.6-S.4-GLE.1-EO.a) • Glean evidence from literary or informational text to support analysis, reflection and research. (RWC10-GR.6-S.4-GLE.1-EO.c) • Work as an individual, small group, and large group (RWC10-GR.6-S.4-GLE.1-N2; IQ.5) • Choose an appropriate question or issue to research. (RWC10-GR.6-S.4-GLE.1-N.3) • Select an appropriate method to conduct research (RWC10-GR.6-S.4-GLE.1-RA.4) • Utilize available resources including graphs, charts and other access features (RWC10-GR.6-S.4-GLE.1-IQ.1.2) • Hold themselves and others accountable for sharing the work load(RWC10-GR.6-S.4-GLE.1-IQ.1.5) • Compromise and negotiate in small and large groups (RWC10-GR.6-S.4-GLE.1-RA.3) • Recognize that assumptions shape peoples thinking(RWC10-GR.6-S.4-GLE.1-IQ1) • Integrate information presented in different media or formats (RWC10-S.2-GLE.2-EO.c.i) • Trace and evaluate arguments (RWC10-S.2-GLE.2-EO.c.ii)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Group research requires compromise, keeping an open mind, and an understanding of perspective to accomplish the collaborative goal.*
Academic Vocabulary:	Research, evaluate, collaborate, research tools, assumptions, compromise, contributing, reflection, interpret, cite, opinions, data, evaluate, assess, perspective, relevant, bias, prejudice, metacognition
Technical Vocabulary:	Bibliography, APA, MLA, editing process(es)

Unit Description:	In this 6-8 week unit, students will research and explore a variety of controversial topics and, through collaboration during the research process, begin to understand how biases and assumptions influence people's perspectives. Students will work in collaborative groups throughout the research process and participate in discussions and debates to demonstrate their understanding of how bias and assumptions influence our perspectives on issues and, therefore, influence our arguments. The unit will culminate with teams of students participating in debates or mock trials in which they are argue whether a policy, a rule, or a practice is the right thing to do – a "just" or "unjust" action. Think: "Fracking on Trial" or "Hormones in Beef Cattle on Trial."
Considerations:	Teachers may want to identify topics that are relevant in their community or issues about which students would find relevant in their lives. At the heart of the Key Generalization is personal assumptions and biases, so students should have the opportunity to reflect on their own biases and assumptions on topics of their own choice in specific disciplines / content areas.
Unit Generalizations	
Key Generalization:	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens.
Supporting Generalizations:	The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise.
	Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback.
	Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data.

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and fellow members of your expert team have been asked to participate in a mock trial on whether a local policy, rule, or "way of doing" things (a "practice") is the right thing to do. Is the policy, rule, or practice right? Fair? Just? You are asked to "take a stand" and debate an opposing expert team on the issue. You will need to work collaboratively with your teammates to reach decisions, research, and plan your side of the mock trial. You will also need to explore your own biases and assumptions on the topic so that you are considering different perspectives by understanding your own stance on the issue. • Role: You are a member of a team of lawyers arguing for/against the "justness" of an issue. • Audience: A judge and jury determining the "justness" of an issue. • Format: Mock trial: opening / closing arguments of a trial. • Topic: Issue in Social Studies / Civics, Science or Current Events (teacher / student determined options)
Product/Evidence: (Expected product from students)	Students will participate in a debate regarding a controversial issue in social studies, science, or current events in which they demonstrate mastery over research and analysis of different biases and assumptions in the different arguments.

Differentiation: (Multiple modes for student expression)	This Performance Assessment could culminate in different collaborative presentations: Students may participate in debate. • Role: You are a member of an Expert Panel asked to explore an issue relevant to your community • Audience: Community • Format: Debate in which you make an argument about the justness of the issue and address the biases/assumptions in the issue. • Topic: Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens. Students may participate in a round table discussion on the controversial topic.

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

Informational/Non-Fiction	Fiction
See specific Learning Experiences for readings.	See specific Learning Experiences for readings.

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Students will read and write like researchers as they learn strategies and tools for individual, small group and large group projects	Teacher Resources:	http://www.teachthought.com/learning/20-collaborative-learning-tips-and-strategies/ (Collaborative Learning Strategies from www.teachthought.com) http://www.ldonline.org/article/103/ (Collaborative Strategic Reading from LDonline.org) http://www.adlit.org/strategies/22355/ (Collaborative Reading Strategy from www.adlit.org) http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Article on collaborative learning from edutopia)
			Student Resources:	Included in the teacher resources.
	Skills:	Students will be able to work on projects individually and in small and large group settings	Assessment:	http://www.adlit.org/pdfs/strategy-library/csr.pdf (Graphic organizer for collaborative reading strategy)
2.	Description:	Students will read and write like researchers as they glean evidence from literary or informational text to support analysis, reflection and research	Teacher Resources:	http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html (This guide provides teachers with strategies for helping students understand the differences between persuasive writing and evidence-based argumentation.) http://theeducatorsroom.com/2013/04/teaching-students-how-to-analyze-text/ (Analyzing text and suggestion for collaborative discussion with analyzing text) http://www.cleanvideosearch.com/media/action/yt/watch?v=1b7V7xTBLG4 (Video on citing textual evidence)
			Student Resources:	http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Interactive online notetaker)

	Skills:	Students will be able to analyze texts for evidence to their research efforts	Assessment:	Students can capture notes In a variety of ways: http://www.adlit.org/strategies/22091/ (Double entry journal), http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart), http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Interactive online notetaker)
3.	Description:	Students will read and write like researchers as they trace and evaluate arguments	Teacher Resources:	https://www.teachingchannel.org/videos/analyzing-text-as-a-group (Teaching strategies) http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html (Developing evidence-based arguments from www.readwritethink.org)
			Student Resources:	Students can capture notes In a variety of ways: http://www.adlit.org/strategies/22091/ (Double entry journal), http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart), http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Interactive online notetaker) http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html (Persuasion Map) http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-essay-environmental-issues-268.html (Persuasive Writing)
	Skills:	Students will be able to evaluate the arguments found in their research and understand the way in which an author developed that argument	Assessment:	Students will submit their notes during the research process.

Prior Knowledge and Experiences

Students should know what a debate or trial is, know the difference between right and wrong actions, know how to type, know how to use search engines, know the difference between right and wrong, know how to work in groups, and have experience with argument writing and writing essays.

Learning Experience # 1

The teacher may introduce a "controversial" topic (e.g., the use of hormones in cattle, genetically modified organisms, etc.) so that students can discuss and identify the issues of justice/injustice related to this topic.

Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback

Teacher Resources:	http://cee.nd.edu/curriculum/documents/media.pdf (Lesson plans that help with Examining Bias in Media and Everyday Situations) http://www.indiana.edu/~ensiweb/lessons/falsasum.html (Checking assumptions in science scenarios) http://go.hrw.com/resources/go_sc/hst/HSTSW041.PDF (Detecting bias in science) http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm (Understanding social studies) http://d11.org/Instruction/Literacy.LanguageArts/Pages/Vocabulary/Vocabulary-Professional-Development.aspx (Marzano 6-step vocabulary instruction) http://www.adlit.org/strategies/22369/ (Frayer model)	
Student Resources:	N/A	
Assessment:	Students may use a double entry journal format to capture the examples of justice/injustice in one column and explanations of why in the other. http://www.adlit.org/strategies/22091/ (Double entry journal).	
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)
	Teachers may provide pre-populated graphic organizer Teachers may create peer groups and allow for pair-share before completing the journal entry	Students may complete journal entry with partners
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may write a response after completing the graphic organizer raising questions or posing pros/cons
Critical Content:	• Historians' use of situational, contextual, and temporal evidence • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking	
Critical Language:	Assumption, bias, perspective / point of view, prejudice, reflection, scenario, stereotype	

Learning Experience # 2	
The teacher may present research and position statements related to a controversial topic (see Learning Experience # 1) so that students can begin to distinguish the difference between biased and unbiased information, as well as assumptions in people's perspectives. [*Understanding text, responding to text, critiquing text*]	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens

<table>
<tr><td>Teacher Resources:</td><td colspan="2">http://www.globaleducation.edu.au/teaching-and-learning/teaching-strategies.html (Teaching strategies: bias, fact & opinion, controversial issues, etc.)
http://www.scotdec.org.uk/aadamsbairns/files/activities/unit1/activity1.2.1.html (Source reliability)
http://www.cleanvideosearch.com/media/action/yt/watch?videoId=BbP8OD_RWvA (Defining bias)</td></tr>
<tr><td>Student Resources:</td><td colspan="2">http://www.sustainabletable.org/258/hormones (Hormones in cows)
http://www.med.nyu.edu/content?ChunkIID=90869 (Shows the controversy in hormones – benefits and problems with it)
http://www.usmef.org/growth-hormones-in-cattle/ (U.S. Meat Export Federation Perspective on hormones in beef production)
http://www.huffingtonpost.com/2011/01/31/hormones-in-food-should-y_n_815385.html (Huffington Post article about hormones; both sides presented)
http://www.phschool.com/science/science_news/articles/hormones_beef.html (Environmental concerns/impact with
http://www.babycenter.com/0_bovine-growth-hormone-and-milk-what-you-need-to-know_64389.bc (Milk with b; is it safe for human babies?)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will compare their initial assumptions about the topic and their thoughts after research. Students will examine the biases in the different articles. The graphic organizers below may be used for both student responses.
http://exitticket.org/ (Online exit ticket) http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Interactive Venn diagrams) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram graphic organizer)
Students may complete a t-chart with “before” and “after” comments
http://www.enchantedlearning.com/graphicorganizers/tchart/ (T-chart graphic organizer)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>Teachers may provide pre-populated graphic organizers.
Teachers may allow peer response groups to support reading</td><td>Students may complete graphic organizer with partners</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• Differentiate between bias and assumption
• Steps to take to help monitor research for fairness and bias
• The advantages of compromises and negotiation
• Methods for assessing the credibility of a source or resource
• Tools to use in a small group to organize discussion</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Work as an individual, small group, and large group
• Choose an appropriate question or issue to research
• Utilize available resources including graphs, charts and other access features
• Hold themselves and others accountable for sharing the work load
• Recognize that assumptions shape peoples thinking
• Trace and evaluate arguments (RWC10-S.2-GLE.2-EO.c.ii)</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Assumption, bias, stereotypes, reflection, discrimination, socioeconomic, assess, evaluate</td></tr>
</table>

Learning Experience # 3		
The teacher may introduce/utilize a school-related controversy (e.g. school uniforms, school bullying policy, food in classrooms, etc.) so that students can begin collaboratively exploring and identifying the "sides" and perspectives related to this topic.		
Generalization Connection(s):	The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback	
Teacher Resources:	http://www.cpm.org/pdfs/parent/Team%20Support%20Guidebook.pdf (Teacher guide about collaborative roles) http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf (Collaboration practice) http://images.bie.org/uploads/useful_stuff/gr6-12_Collaboration_Rubric_PBL_CCSS_FINAL2013.pdf (Collaboration rubric for Project Based Learning. Aligned to CCSS) http://www.ferris.edu/htmls/administration/academicaffairs/assessment/strategies/teamwork.pdf (Self-assessment rubric / peer assessment rubric for collaborative work)	
Student Resources:	http://www.cpm.org/pdfs/studyTeam/Team%20Roles%20Poster.pdf (Handout of student collaborative roles) http://www.cleanvideosearch.com/media/action/yt/watch?videoId=wuo13FrNX6g (Positive cartoon examples of teamwork)	
Assessment:	Students will complete a KWL on the topic. http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL Chart from readwritethink.org) http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing "sides" of the 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)
	Teachers may provide guided notes to the collaborative groups	Students may add to or highlight notes in order to complete KWL
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• The advantages of compromises and negotiation • Tools to use in a small group to organize discussion • Strategies for an individual, small group and large group projects	
Key Skills:	• Trace and evaluate arguments • Compromise and negotiate in small and large groups • Hold themselves and others accountable for sharing the work load • Work as an individual, small group and large group	
Critical Language:	Compromise, reflection, opinions, evaluate, assess, bias, contributing, cooperative, metacognition	

Learning Experience # 4	
The teacher may use examples of productive group work and group roles so that students can begin to understand the relationship between collaborative (research) processes and effective group functioning.	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data
Teacher Resources:	http://www.cpm.org/pdfs/parent/Team%20Support%20Guidebook.pdf (Teacher guide about collaborative roles) http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf (Collaboration practice) http://images.bie.org/uploads/useful_stuff/gr6-12_Collaboration_Rubric_PBL_CCSS_FINAL2013.pdf (Collaboration rubric for Project Based Learning. Aligned to CCSS) http://www.ferris.edu/htmls/administration/academicaffairs/assessment/strategies/teamwork.pdf (Self-assessment rubric / peer assessment rubric for collaborative work) http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf (Lesson plans for building community.) Rubrics for Collaborative Work http://images.bie.org/uploads/useful_stuff/gr6-12_Collaboration_Rubric_PBL_CCSS_FINAL2013.pdf (Collaboration rubric for Project Based Learning. Aligned to CCSS) http://www.ferris.edu/htmls/administration/academicaffairs/assessment/strategies/teamwork.pdf (Self-assessment rubric / peer assessment rubric for collaborative work) http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf (Collaboration practice) http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html (Collaboration rubrics from San Diego State University) http://www.kent.ac.uk/careers/sk/teamwork.htm (Rubric measuring collaboration) http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm (Can be adapted for MS levels) http://www.esrnational.org/otc/lesson_container/ESR_Stereotypes.pdf (Dealing with stereotypes) http://www.bsu.edu/learningfromhate/t_assumption.htm (Assumption activity)
Student Resources:	http://www.annenbergclassroom.org/pages.aspx?name=the-credibility-challenge&AspxAutoDetectCookieSupport=1 (Distinguishing credibility) https://docs.google.com/document/d/11eawh-joTCvNt5GFffH-0WPN54we8fNChMevFvLb9nw/mobilebasic (Credibility advanced document) https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/mobilebasic?pli=1 (Credibility beginner/intermediate document) http://www.google.com/insidesearch/searcheducation/lessons.html (Research guidelines) http://www.educationworld.com/a_lesson/digital-literacy-web-site-credibility.shtml (Assessing credibility) https://www.teachingchannel.org/videos/analyzing-websites-with-students (Video on analyzing credibility of sources)
Assessment:	Students will identify their individual goals and group goals based on the self-assessment rubric for collaborative work. http://www.ferris.edu/htmls/administration/academicaffairs/assessment/strategies/teamwork.pdf (Self-assessment rubric / peer assessment rubric for collaborative work) Students will be assessed on their collaboration skills. http://images.bie.org/uploads/useful_stuff/gr6-

	12_Collaboration_Rubric_PBL_CCSS_FINAL2013.pdf (Collaboration rubric for Project Based Learning. Aligned to CCSS)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• The advantages of compromises and negotiation • The research process across all content areas • Tools to use in a small group to organize discussion • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Conduct a short research project • Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Select an appropriate method to conduct research • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking	
Critical Language:	Research, research tools, data, credibility, source, citation	

Learning Experience # 5	
The teacher may facilitate a debate and consensus building activity (e.g. a Structured Academic Controversy) around the school controversy so that students can experience and determine a process for (orally) presenting, valuing, and respecting opinions in a negotiation process. [*Understanding text, responding to text, critiquing text*]	
Generalization Connection(s):	The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback
Teacher 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.) 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 6th graders.)

Student Resources:	Included in teacher resources	
Assessment:	Students will be assessed on their participation in the Structured Academic Controversy discussion. http://teachinghistory.org/teaching-materials/teaching-guides/21731 (Provides rubrics. These resources cater to high schools but can easily be modified for 6th graders.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• The advantages of compromises and negotiation • The research process across all content areas • Tools to use in a small group to organize discussion • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Conduct a short research project • Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Select an appropriate method to conduct research • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking	
Critical Language:	Compromise, reflection, opinions, evaluate, assess, bias, contributing, cooperative, metacognition	

Learning Experience # 6	
The teacher may brainstorm a specific controversial topic relevant to Colorado communities (e.g., hydraulic fracturing/fracking) so that students can begin identifying different perspectives on the topic.	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data
Teacher Resources:	http://www.annenbergclassroom.org/pages.aspx?name=the-credibility-challenge&AspxAutoDetectCookieSupport=1 (Distinguishing credibility)

	https://docs.google.com/document/d/11eawh-joTCvNt5GFffH-0WPN54we8fNChMevFvLb9nw/mobilebasic (Credibility advanced document) https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/mobilebasic?pli=1 (Credibility beginner/intermediate document) http://www.google.com/insidesearch/searcheducation/lessons.html (Research guidelines) https://www.teachingchannel.org/videos/analyzing-websites-with-students (Video on analyzing credibility of sources)	
Student Resources:	http://www.teach-nology.com/worksheets/research/do_the/ (Research skill worksheets). https://owl.english.purdue.edu/owl/resource/747/08/ (Citing resources) http://www.presentation.edu/wp-content/uploads/2013/07/Source-Evaluation-Cheat-Sheet.pdf (Source evaluation sheet) https://www.ivcc.edu/stylebooks/stylebook6.aspx?id=14724 (Choosing credible sources) http://www.cleanvideosearch.com/media/action/yt/watch?v=FLZ-ne0csto (Evaluating credibility of websites) http://youtu.be/27De6EnqUzg (MLA Citations)	
Assessment:	Students will complete a KWL on the topic and generate questions to explore. http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL Chart from readwritethink.org) http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing "sides" of the 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)
	Teachers may provide teacher notes for http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL Chart from readwritethink.org) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf Teachers may provide question stems for researching. http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking)	Students may complete http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL Chart from readwritethink.org)
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	Teachers may provide question stems for researching. http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking)	Students may write a range of questions for studying fracking
Critical Content:	• Methods for assessing the credibility of a source or resource • Steps to take to help monitor research for fairness and bias • The value and use of electronic resources and hyper-text, quick search features to find information on unfamiliar topics	
Key Skills:	• Conduct a short research project • Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Select an appropriate method to conduct research • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking	
Critical Language:	Research, research tools, data, credibility, source, citation	

Learning Experience # 7	
The teacher may provide criteria and materials for evaluating the reliability of print and internet resources so that students can effectively assess biases/assumptions and distinguish between "more reliable" and "less reliable" resources. [*Understanding text, responding to text, critiquing text*]	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data
Teacher Resources:	http://www.annenbergclassroom.org/pages.aspx?name=the-credibility-challenge&AspxAutoDetectCookieSupport=1 (Distinguishing credibility) http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html (Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources.) http://libguides.sunysuffolk.edu/evaluatingsites (Evaluating websites) https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit?pli=1 (Lessons and games for evaluating websites)
Student Resources:	http://newswatch.nationalgeographic.com/2013/12/20/hormone-disrupting-chemicals-linked-to-fracking-found-in-colorado-river/ (Fracking/Colorado River)

	http://www.climatecentral.org/news/fracking-boom-leading-to-fracking-bust-scientists-16680 (Fracking boom/bust) http://www.presentation.edu/wp-content/uploads/2013/07/Source-Evaluation-Cheat-Sheet.pdf (Source evaluation sheet) http://www.cleanvideosearch.com/media/action/yt/watch?v=FLZ-ne0csto (Evaluating credibility of websites) http://youtu.be/27De6EnqUzg (MLA Citations)	
Assessment:	Students will complete the http://www.presentation.edu/wp-content/uploads/2013/07/Source-Evaluation-Cheat-Sheet.pdf (Source evaluation sheet) to assess for credibility on the two fracking resources in student 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)
	Teachers may provide pre-populated evaluation sheet Teachers may set up partners / small groups for completing the evaluation sheet	Students may complete the evaluation sheet with partners
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Glean evidence from literary or informational text to support analysis, reflection and research • Work as an individual, small group, and large group • Recognize that assumptions shape peoples thinking • Trace and evaluate arguments	
Critical Language:	Research, research tools, data, credibility, source, citation	

Learning Experience # 8	
The teacher may utilize diverse texts (e.g., video clips, media reports, and articles) about hydraulic fracturing so students can use informational texts to gather evidence on the specifics of fracking processes in relation to natural gas/fossil fuel extraction (the Science of fracking). [*Understanding text, responding to text, critiquing text*]	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data
Teacher Resources:	http://newswatch.nationalgeographic.com/2013/12/20/hormone-disrupting-chemicals-linked-to-fracking-found-in-colorado-river/ (Fracking/Colorado River)

<table>
<tr><td></td><td colspan="2">http://www.climatecentral.org/news/fracking-boom-leading-to-fracking-bust-scientists-16680 (Fracking boom/bust)
http://www.ucsusa.org/center-for-science-and-democracy/toward-an-evidence-based-fracking-debate.html Fracking debate)
http://newshour-tc.pbs.org/newshour/thenews/materials/Fracking%20-%20.Sci%20-%20Sci%20Lesson%20Plans.pdf (Positive/negatives)
http://www.adlit.org/strategies/22091/ (Double entry journal),
http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart),
http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Interactive online notetaker)</td></tr>
<tr><td>Student Resources:</td><td colspan="2">https://student.societyforscience.org/article/explainer-what-fracking (Explanation of fracking)
http://www.dangersoffracking.com/ (Animated fracking process)
http://youtu.be/Uti2niW2BRA (YouTube fracking explanation)
http://www.ie.unc.edu/PDF/news_related/murdoch_slides.pdf (Fracking slides)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will summarize science readings to check for understanding of central and supporting ideas.
http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf (Graphic organizers for summarizing different types of articles)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>Teachers may assign specific texts for students to summarize
Teachers may provide pre-populated graphic organizers for summarizing</td><td>Students may complete graphic organizers to gather information/data about fracking</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• The research process across all content areas
• The advantages of compromises and negotiation
• The research process across all content areas
• Tools to use in a small group to organize discussion
• Steps to take to help monitor research for fairness and bias
• Strategies for individual, small group and large group projects</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Conduct a short research project
• Glean evidence from literary or informational text to support analysis, reflection and research
• Work as an individual, small group, and large group
• Choose an appropriate question or issue to research
• Utilize available resources including graphs, charts and other access features
• Hold themselves and others accountable for sharing the work load
• Compromise and negotiate in small and large groups</td></tr>
</table>

	• Recognize that assumptions shape peoples thinking • Integrate information presented in different media or formats • Trace and evaluate arguments
Critical Language:	Relevant, evaluate, assess, research tools, cite, perspective

Learning Experience # 9	
The teacher may engage students in collaborative research so that students can work together to gather evidentiary (text-based) support regarding the pros and cons of fracking processes from a physical-environmental impact perspective (e.g., water table issues, chemical usage effects, etc) (Science lenses). [*Understanding text, responding to text, critiquing text, producing text*]	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data
Teacher Resources:	http://newswatch.nationalgeographic.com/2013/12/20/hormone-disrupting-chemicals-linked-to-fracking-found-in-colorado-river/ (Fracking/Colorado River) http://www.climatecentral.org/news/fracking-boom-leading-to-fracking-bust-scientists-16680 (Fracking boom/bust) http://www.ucsusa.org/center-for-science-and-democracy/toward-an-evidence-based-fracking-debate.html Fracking debate) http://newshour-tc.pbs.org/newshour/thenews/materials/Fracking%20-%20.Sci%20-%20Sci%20Lesson%20Plans.pdf (Positive/negatives) http://www.annenbergclassroom.org/pages.aspx?name=the-credibility-challenge&AspxAutoDetectCookieSupport=1 (Distinguishing credibility) https://docs.google.com/document/d/11eawh-joTCvNt5GFffH-0WPN54we8fNChMevFvLb9nw/mobilebasic (Credibility advanced document) https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/mobilebasic?pli=1 (Credibility beginner/intermediate document) http://www.educationworld.com/a_lesson/digital-literacy-web-site-credibility.shtml (Assessing credibility)
Student Resources:	https://student.societyforscience.org/article/explainer-what-fracking (Explanation of fracking) http://www.dangersoffracking.com/ (Animated fracking process) http://youtu.be/Uti2niW2BRA (YouTube fracking explanation) http://www.ie.unc.edu/PDF/news_related/murdoch_slides.pdf (Fracking slides)

Assessment:	Students will complete research notes from multiple perspectives about fracking and evaluate the resources for credibility http://www.adlit.org/strategies/22091/ (Double entry journal), http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart), http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Interactive online notetaker) http://www.educationworld.com/a_lesson/digital-literacy-web-site-credibility.shtml (Assessing credibility) Students will begin to answer the question: from a science perspective is fracking "a just" practice?	
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)
	Teachers may assign specific resources resource to help guide student responses	Students may use teacher guided questions to gather information / data about fracking
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may consider alternatives to fracking from a scientific perspective Students may consider what does fracking look like in ten years?
Critical Content:	• The research process across all content areas • The advantages of compromises and negotiation • The research process across all content areas • Tools to use in a small group to organize discussion • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Conduct a short research project • Glean evidence from literary or informational text to support analysis, reflection and research • Work as an individual, small group, and large group • Choose an appropriate question or issue to research. • Utilize available resources including graphs, charts and other access features • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking • Integrate information presented in different media or formats • Trace and evaluate arguments	
Critical Language:	Relevant, evaluate, assess, research tools, cite, perspective	

Learning Experience # 10
The teacher may engage students in collaborative research so that students can work together to gather evidentiary (text-

based) support regarding pro and con effects of fracking policies on individuals and communities (e.g., mineral rights ownership, noise/water pollution, etc) (the policies/legislation of fracking). [*Understanding text, responding to text, critiquing text*]		
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data	
Teacher Resources:	http://www.pbs.org/now/shows/613/index.html (PBS Video information about fracking in Pennsylvania) http://www.cred.org/facts-about-fracking/ (Facts about fracking) http://essea.strategies.org/module.php?module_id=184 (Fracking techniques) http://jonesswanson.com/colorado-appeals-court-rejects-fracking-companys-attempt-to-make-it-harder-for-victims-of-fracking-contamination-to-sue-for-damages/ (Court cases about fracking) http://learning.blogs.nytimes.com/2012/09/12/fuel-for-debate-examining-the-natural-gas-fracking-controversy/?_r=0 (Lesson plans for examining fracking) http://www.law.ucdavis.edu/centers/environmental/files/FrackingLessonsFromWest.pdf (Journal article about fracking) http://newshour-tc.pbs.org/newshour/thenews/materials/Fracking%20-%20.Gov%20-%20SS%20Lesson%20Plans.pdf (Lesson plans on positive and negative impacts of fracking)	
Student Resources:	http://news.nationalgeographic.com/news/energy/2013/08/130823-battles-escalate-over-towns-banning-fracking/ (Fracking debate at the national level) http://www.nationaljournal.com/new-energy-paradigm/hickenlooper-on-colorado-s-fracking-state-20131121 (Governor Hickenlooper article fracking in Colorado) http://www.forbes.com/sites/realspin/2013/12/04/weld-county-colorado-ground-zero-in-the-anti-fracking-battle/ (Arguments against fracking in Weld County) http://www.ncsl.org/research/energy/fracking-fracas.aspx (Facts about fracking) http://www.treehugger.com/fossil-fuels/facts-on-fracking-pros-cons-of-hydraulic-fracturing-for-natural-gas-infographic.html (Drawings of how fracking works) http://www.dangersoffracking.com/ (Interactive cartoon website about the dangers of fracking.) http://www.cred.org/facts-about-fracking/ (Facts about fracking) http://inhabitat.com/infographic-the-costs-and-benefits-of-fracking/ (Infographic showing pros & cons) http://www.dangersoffracking.com/ (Interesting infographic)	
Assessment:	Students will summarize social studies readings to check for understanding of central and supporting ideas . http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf (Graphic organizers for summarizing different types of articles)	
Differentiation:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may assign specific texts for students to summarize Teachers may provide pre-populated graphic organizers for summarizing	Students may complete graphic organizers to gather information/data about fracking
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	N/A	N/A
Critical Content:	• The research process across all content areas • The advantages of compromises and negotiation • The research process across all content areas • Tools to use in a small group to organize discussion • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Conduct a short research project • Glean evidence from literary or informational text to support analysis, reflection and research • Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Utilize available resources including graphs, charts and other access features • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking • Integrate information presented in different media or formats • Trace and evaluate arguments	
Critical Language:	Relevant, evaluate, assess, research tools, cite, perspective	

Learning Experience # 11	
The teacher may engage students in collaborative research so that students can work together to gather evidentiary (text-based) support regarding pro and con effects of fracking policies on individuals and communities (e.g., mineral rights ownership, noise/water pollution, etc) (Social Studies lenses). [*Understanding text, responding to text, critiquing text, producing text*]	
Generalization Connection(s):	Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and

	group insight/feedback Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data	
Teacher Resources:	http://www.pbs.org/now/shows/613/index.html (PBS Video information about fracking in Pennsylvania) http://www.cred.org/facts-about-fracking/ (Facts about fracking) http://essea.strategies.org/module.php?module_id=184 (Fracking techniques) http://jonesswanson.com/colorado-appeals-court-rejects-fracking-companys-attempt-to-make-it-harder-for-victims-of-fracking-contamination-to-sue-for-damages/ (Court cases about fracking) http://learning.blogs.nytimes.com/2012/09/12/fuel-for-debate-examining-the-natural-gas-fracking-controversy/?_r=0 (Lesson plans for examining fracking) http://www.law.ucdavis.edu/centers/environmental/files/FrackingLessonsFromWest.pdf (Journal article about fracking) http://newshour-tc.pbs.org/newshour/thenews/materials/Fracking%20-%20.Gov%20-%20SS%20Lesson%20Plans.pdf (Lesson plans on positive and negative impacts of fracking)	
Student Resources:	http://news.nationalgeographic.com/news/energy/2013/08/130823-battles-escalate-over-towns-banning-fracking/ (Fracking debate at the national level) http://www.nationaljournal.com/new-energy-paradigm/hickenlooper-on-colorado-s-fracking-state-20131121 (Governor Hickenlooper article fracking in Colorado) http://www.forbes.com/sites/realspin/2013/12/04/weld-county-colorado-ground-zero-in-the-anti-fracking-battle/ (Arguments against fracking in Weld County) http://www.ncsl.org/research/energy/fracking-fracas.aspx (Facts about fracking) http://www.treehugger.com/fossil-fuels/facts-on-fracking-pros-cons-of-hydraulic-fracturing-for-natural-gas-infographic.html (Drawings of how fracking works) http://www.dangersoffracking.com/ (Interactive cartoon website about the dangers of fracking.) http://www.cred.org/facts-about-fracking/ (Facts about fracking) http://inhabitat.com/infographic-the-costs-and-benefits-of-fracking/ (infographic showing pros & cons) http://www.dangersoffracking.com/ (interesting infographic)	
Assessment:	Students will complete research notes from multiple perspectives about fracking and evaluate the resources for credibility http://www.adlit.org/strategies/22091/ (Double entry journal), http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart), http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Interactive online notetaker) http://www.educationworld.com/a_lesson/digital-literacy-web-site-credibility.shtml (Assessing credibility) Students will begin to answer the question: from a social studies perspective is fracking “a just” practice?	
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)**
	Teachers may assign specific resources resource to help guide student responses	Students may use teacher guided questions to gather information / data about fracking
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

	N/A	Students may interview landowners, legislators or industrial experts to glean information about fracking Students may propose alternatives to fracking Students may consider: What does fracking legislation look like in ten years?
Critical Content:	• The research process across all content areas • The advantages of compromises and negotiation • The research process across all content areas • Tools to use in a small group to organize discussion • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects • Historians' use of situational, contextual and temporal evidence	
Key Skills:	• Conduct a short research project • Glean evidence from literary or informational text to support analysis, reflection and research • Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Utilize available resources including graphs, charts and other access features • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking • Integrate information presented in different media or formats • Trace and evaluate arguments	
Critical Language:	Relevant, evaluate, assess, research tools, cite, perspective	

Learning Experience # 12	
The teacher may facilitate a debate and consensus building activity (e.g. a Structured Academic Controversy) around fracking so that students can present, hear, and negotiate arguments supported by credible scientific and textual evidence. [*Understanding text, responding to text, critiquing text, producing text*]	
Generalization Connection(s):	Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise

<table>
<tr><td>Teacher Resources:</td><td colspan="2">http://debate.uvm.edu/dcpdf/MSPDPFormat_003.pdf (Middle school debate format)
http://www.learnnc.org/lp/pages/636 (Debate do's and don'ts)
http://teachinghistory.org/system/files/SAC-Handouts_12.pdf (Provides an example of a Structured Academic Controversy that can be used in the classroom.)
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 6th graders.)</td></tr>
<tr><td>Student Resources:</td><td colspan="2">http://www.learnnc.org/lp/pages/636 (Debate do's and don'ts)
http://www.cleanvideosearch.com/media/action/yt/watch?videoId=wsIACi6AUyk (Opening statements by students)
http://www.cleanvideosearch.com/media/action/yt/watch?v=Vv1S9QPblv0 (Video of debate, television is bad)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will be assessed during and after the debate process on their collaboration skills.
http://images.bie.org/uploads/useful_stuff/gr6-12_Collaboration_Rubric_PBL_CCSS_FINAL2013.pdf (Collaboration rubric for Project Based Learning. Aligned to CCSS)
http://www.ferris.edu/htmls/administration/academicaffairs/assessment/strategies/teamwork.pdf (Self-assessment rubric / peer assessment rubric for collaborative work)</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• The research process across all content areas
• The advantages of compromises and negotiation
• The research process across all content areas
• Tools to use in a small group to organize discussion
• Steps to take to help monitor research for fairness and bias
• Strategies for individual, small group and large group projects</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Conduct a short research project
• Glean evidence from literary or informational text to support analysis, reflection and research
• Work as an individual, small group, and large group
• Hold themselves and others accountable for sharing the work load
• Compromise and negotiate in small and large groups</td></tr>
</table>

	• Recognize that assumptions shape peoples thinking • Integrate information presented in different media or formats • Trace and evaluate arguments
Critical Language:	Research, research tools, evaluate, compromise contributing, cite evaluate, assess, bias, relevant, perspective, prejudice

Learning Experience # 13		
The teacher may facilitate the collaborative researching process on controversial issues so that student teams can understand collaboration throughout the research and presentation process. [*Understanding text, responding to text, critiquing text, producing text*]		
Generalization Connection(s):	Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise	
Teacher Resources:	http://204.58.204.52/bkshelf/resource/mt_conduct.htm (Information for executing a mock trial) http://www.cleanvideosearch.com/media/action/yt/watch?videoId=L6c-5DiWCKs (Video of a mock trial by students) http://www.middleschooldebate.com/topics/topiclists.htm (Debate topics) http://712educators.about.com/od/lessonplans/a/Middle-School-Debate-Topics.htm (Debate topics)	
Student Resources:	http://www.cleanvideosearch.com/media/action/yt/watch?videoId=L6c-5DiWCKs (Video of a mock trial by students)	
Assessment:	Students will participate in a final debate/ mock trial where students research and successfully argue a perspective they have researched. The assessments during this Learning Experience will be in teacher – student conferences during the research and writing process. https://www.nesacenter.org/uploaded/conferences/SEC/2010/spkr_handouts/AndesonCarlConferring.pdf (Conferring with students from Carl Anderson) http://www.readwritethink.org/files/resources/lesson_images/lesson819/rubric2.pdf (Rubric)	
Differentiation:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**

(Multiple means for students to access content and multiple modes for student to express understanding.)	Teachers may partner up student with other peers during research and debate Teachers may determine roles appropriate for students' capability Teachers may provide question stems for researching. http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking)	Students may collaborate with peers on debate topics Students may organize and determine roles in order to participate in mock trial
Extensions for depth and complexity:	**Access (Resources and/or Process)**	**Expression (Products and/or Performance)**
	Teachers may encourage students to argue a counter-argument contrary to their beliefs Teachers may guide student to find expert sources for information on topics such peer-reviewed journals Teachers may provide question stems for researching. http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking)	Students may argue and research a counter-argument contrary to their beliefs Students may serve as experts on the debate panel or mock trial
	https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking) Teachers may provide question stems for researching. http://teachersites.schoolworld.com/webpages/hultenius/files/dok_question_stems.pdf (Question stems from DOK to capture higher level thinking) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems from Blooms to capture higher level thinking)	
Critical Content:	• The research process across all content areas • The advantages of compromises and negotiation • The research process across all content areas • Tools to use in a small group to organize discussion • Steps to take to help monitor research for fairness and bias • Strategies for individual, small group and large group projects	
Key Skills:	• Conduct a short research project • Glean evidence from literary or informational text to support analysis, reflection and research	

	• Work as an individual, small group, and large group • Choose an appropriate question or issue to research • Select an appropriate method to conduct research • Utilize available resources including graphs, charts and other access features • Hold themselves and others accountable for sharing the work load • Compromise and negotiate in small and large groups • Recognize that assumptions shape peoples thinking • Integrate information presented in different media or formats • Trace and evaluate arguments
Critical Language:	Research, research tools, evaluate, compromise contributing, cite evaluate, assess, bias, relevant, perspective, prejudice