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

**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.**

**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).**

**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.**

**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.**

**The teacher may bring in an example of a recent community (economic/financial) decision so that students can understand how the community attempts to addresses the wants and needs of its citizens.**

**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.**

**The teacher may brainstorm with 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.**

**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.**

**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.**

**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.**

**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.**

**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.**

**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.**

**The teacher may bring in an example of a recent community (economic/financial) decision so that students can understand how the community attempts to addresses the wants and needs of its citizens.**

**PERFORMANCE ASSESSMENT:** 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 that 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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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/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).