The teacher may provide documents about national environmental standards concerning coal usage and how the coal industry has attempted to address the standards (e.g., clean coal) so that students can decipher how government and industry are cooperating in order to utilize this fossil fuel.

**PERFORMANCE ASSESSMENT:** The U.S. Senate Committee on Energy and Natural Resources is convening a hearing to explore the national implications of Colorado’s energy resources (e.g., wind, solar, fossil fuels). As a concerned Coloradoan (energy worker, CEO, environmentalist, land owner, citizen, etc.) you have a particular interest in this discussion. Given the increasingly interdependent nature of our global community, your goal is to persuade the Committee that pursuit of a given energy source is ultimately either beneficial or detrimental. Therefore, in making your case you will highlight either the inherent conflicts OR the cooperative opportunities associated with developing/extracting the resource.

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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).