

Instructional Unit Title: Choices and Consequences

The teacher may engage the students in a brainstorm session reviewing the responsibilities of state government around natural resources so that students can begin to connect those responsibilities with the federal law/government (e.g., federal land use, water rights, mineral rights).

The teacher may engage students in a brainstorming session so that students can begin to examine the roles and responsibilities of local government such as the regulation of economic activities and provision of public services (e.g., police, fire, sewer services, maintenance of city parks, roads, bridges).

The teacher may provide examples of federal, state, and local laws (e.g., land use laws, mineral use laws) so that students can identify the relationship and connections among these legal responsibilities.

The teacher may provide examples of resource usage (e.g., national/state parks, ski resorts, dams) so that students can begin to recognize the relationship between the availability of physical/natural resources and the development of a community.

The teacher may provide specific case studies of resource use so that students can begin to understand how misuse/overuse can contribute to economic cycles of boom and bust and how these cycles occur are connected to key events in U.S. history (e.g., the Dust Bowl, beaver/fur trade).

The teacher may provide examples (e.g., videos, maps, data, case studies) of specific natural resource(s) (e.g., water, land, natural gas) so that students can explain how those resources can be misused/overused within a community.

The teacher may provide data, images, maps, etc. of Colorado's physical/natural resources so that students can locate available resources and determine who uses and who regulates those resources.

The teacher may provide multiple examples of communities' uses of natural/physical resources (e.g., mining towns, ski town, ranching/farming communities) so that students can begin to understand that the availability of resources shapes communities and the choices citizens make to ensure economic stability.

The teacher may provide primary and secondary sources (e.g., field trip, guest speaker, video, articles) that illustrate the interdependence of federal, state, and local laws in the protection and regulation of resources so that students can understand the process for the preservation of local/state resources.

The teacher may provide primary and secondary sources (e.g., guest speaker, videos, articles) which reflect various community members (e.g., business owner, educator, community leader, neighbor) so that students can understand ways to take personal action to contribute to the stability, adaptation, and development of the community.

PERFORMANCE ASSESSMENT: The local city council of your mountain town is meeting to discuss the proposed expansion of the local ski resort which is located on federal land. The resort wants to expand the ski area by increasing the number of ski lifts/runs, as well as adding year round activities (e.g., bike trails, a new alpine slide). As a member of this community, you are very interested in the economic success and environmental well-being of your town and state. As an interested party, you have a very strong opinion about this expansion. Your interests might represent a business owner, a resident whose family has been in the community for generations, a ski resort employee, a forest service worker, a homeowner, etc. You plan on speaking at the city council meeting to present your case. Your presentation should include a discussion of the economic and environmental benefits or drawbacks, as well as the local and state use of this natural resource (federal land).

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>.