



Lenses on the Future Lessons

Unit K-5 Lenses on the Future
Overview Document



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Lesson Overviews

Grades K-2

K-2 Lenses on the Future Unit

Lenses on the Future K-2 is a unit of lessons designed for students in kindergarten through 2nd grade, asking students to explore the world through the lenses of Self, Security, and Society. Through engaging activities, young learners explore their individual identity, set simple personal goals, develop foundational problem-solving skills, and explore basic concepts of community and careers that support their understanding of the world around them. By nurturing these fundamental skills and perspectives, students are empowered to grow personally and develop a sense of belonging and responsibility within their communities from an early age.

Lesson 1

Lesson 1: Self—All About Me Book		
Guiding question: How do I tell others what I want and what I need?		
Lesson time: 50 minutes		
Lesson Overview	Student Learning Targets	Key Activities
In this lesson, students, as Young Professionals (YPs), explore their personal identity by creating a book about themselves in which they will explore their wants and needs. Students participate in collaborative discussion and, with the facilitation of the teacher, engage in independent content creation of their own All About Me Book.	<ul style="list-style-type: none">• I can explain to others what I want and what I need.• I can talk about how I feel and the things that are important to me.	<ul style="list-style-type: none">• Telling the Story of Me (teacher-facilitated storybooking)• Blue Sky Think Tank

Lesson 2

Lesson 2: Security—To Infinity and Beyond!		
Guiding questions: How do I set goals, and how do I reach them?		
Lesson time: 50 minutes		
Lesson Overview	Student Learning Targets	Key Activities
This lesson helps YPs explore goal-setting and set personal goals on which they can track progress over time. They will also learn how to connect achieving goals with accountability and productivity.	<ul style="list-style-type: none">• I can make a plan to achieve a goal I set for myself.• I can check if I am following my plan and if the plan helps me.	<ul style="list-style-type: none">• Individual Puzzle Challenge• Teacher-Facilitated Goal-Setting• Blue Sky Think Tank

Lesson 3

Lesson 3: Security—Back to the Drawing Board		
Guiding question: How do I make good decisions when I am solving a problem?		
Lesson time: 50 minutes		
Lesson Overview	Student Learning Targets	Key Activities
In this lesson, students, as YPs, engage with a modified form of the design process	<ul style="list-style-type: none">• I can follow steps to make good decisions	<ul style="list-style-type: none">• Problem-Solving and Design Cycle• Prototyping Solution

<p>as a strategy for problem solving and examining their decision-making.</p> <p>YPs contend with the problem of designing logos to represent their professional identities. They are led through a research simulation in which they gather information about logo design, and then prepare their own logo prototypes before sharing them with a peer. Ultimately, YPs are encouraged to see the process of solving a problem and evaluating choices as an opportunity to learn from experimentation and mistakes.</p>	<p>when I am solving a problem.</p> <ul style="list-style-type: none"> • I can use the information I learn to guide my decisions. • I can learn from my mistakes and change my decisions. 	<ul style="list-style-type: none"> • Share Synergy Protocol • Refine Solution
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Lesson 4

Lesson 4: Society—Community Connections and You		
<p>Guiding question: How do I connect with the people and world around me?</p> <p>Lesson time: 50 minutes</p>		
Lesson Overview	Student Learning Targets	Key Activities
<p>In this lesson, students, as YPs, explore the concepts of professional connections and how professionals</p>	<ul style="list-style-type: none"> • I can explain how working with others helps all of us to reach a goal. 	<ul style="list-style-type: none"> • Team Building: Build-A-Team (Connect and Collaborate)

contribute to their community. YPs explore content that features local service careers, such as health sciences, the restaurant and hospitality industry, and public safety. They also focus on actively shaping the development of the “soft skills” of collaboration, networking, and teamwork.	<ul style="list-style-type: none"> • I can use kind words and helpful suggestions to be a good teammate. 	<ul style="list-style-type: none"> • Reflection on a Connection • Share Synergy Protocol
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Lesson 5

Lesson 5: Self—My Place in the World		
Guiding question: What is my community, and how do I fit into that community?		
Lesson time: 50 minutes		
Lesson Overview	Student Learning Targets	Key Activities
In this lesson, YPs create Identity Maps that explore the assets they gain from their backgrounds and think about how those assets contribute to their empowerment as learners and collaborators.	<ul style="list-style-type: none"> • I can describe my community and the role(s) I have in my community. • I can explain why it is important to be responsible to the other people in my community. 	<ul style="list-style-type: none"> • Guided Practice: Identity Map • Share Synergy Protocol • Our Place in the World Anchor Chart

Grades 3-5

3-5 Lenses on the Future Unit

Lenses on the Future 3-5 is a unit of 5 lessons designed for students in grades 3 through 5. Through digital lessons, students delve into crucial aspects of personal development, financial literacy, community engagement, and career exploration. Using the Self, Security, and Society lenses, students learn more about their interests and strengths, explore how they can use those to contribute to society, and chart a path to future career success. By navigating values, distinguishing between needs and wants, analyzing community issues, and aligning personal interests with potential career paths, students are equipped to make informed choices and contribute meaningfully to their communities and the world at large.

Lesson 1

Lesson 1: Self—What’s Your North Star?		
Guiding question: What is the value that guides me?		
Lesson time: 150 minutes		
Lesson Overview	Student Learning Targets	Key Activities
In this lesson, Young Professionals (YPs) explore their own personal identity and the values that provide their North Star direction and that point the way to their best choices every day and for the future. YPs analyze careers from the lens of the values they feel are North Star guides for that work.	<ul style="list-style-type: none">• I can work with a group to brainstorm a list of ideas.• I can collaborate with others, even when we disagree.• I can describe my identity and my North Star Value.• I can relate North Star Values with careers.	<ul style="list-style-type: none">• Who Are You?• What Is My Identity?• North Star Values• What’s Your North Star?• Career and Values

Lesson 2

Lesson 2: Security—Needs Versus Wants		
Guiding questions: Are there things I would like to buy? If I really want something, can I afford it?		
Lesson time: 150 minutes		
Lesson Overview	Student Learning Targets	Key Activities
Everything we need and want in our lives costs energy in the form of money, time, or both. In this lesson, Young Professionals (YPs) consider the things humans really need to survive—to stay alive. Then, they examine the things they want, their reasons for wanting them, and the energy costs of obtaining them—in terms of both time and money. They consider the cost of a toy in terms of how long it would take an adult to work to earn the money for that toy at different hourly rates of pay.	<ul style="list-style-type: none">• I can describe basic survival needs.• I can distinguish between the needs humans have for survival and material wants.• I can describe the needs that require money for them to be met.• I can explain how the amount of money I have affects my spending choices.	<ul style="list-style-type: none">• Is It a Need or a Want-Wilderness Survival!• What's Your After-School Job?• Let's Go Shopping!

Lesson 3

Lesson 3: Security—How Money Works

Guiding question: Where does your money go?

Lesson time: 150 minutes

Lesson Overview	Student Learning Targets	Key Activities
This lesson provides Young Professionals (YPs) the chance to explore a range of careers in terms of the income the work earns. They also work through an understanding of where the money that is earned goes—how it is spent on needs and wants—and create a general savings account for emergencies and a special vacation savings account goal.	<ul style="list-style-type: none">• I can analyze how income affects my lifestyle and spending choices.• I can set goals for how much money I need to save for backup funds and for luxuries such as vacations.	<ul style="list-style-type: none">• It's Vacation Time!• Budgeting• Where Does Your Money Go?• Vacation Planning

Lesson 4

Lesson 4: Society—Solving Community Problems

Guiding question: What are my responsibilities to my communities?

Lesson time: 150 minutes

Lesson Overview	Student Learning Targets	Key Activities
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<p>In this lesson, Young Professionals (YPs) explore their place in the world through the lens of the communities of which they are a part. After developing a definition of community, they reflect on the concepts of responsibilities and obligations by thinking about their own Universe of Obligation and using it to analyze the ways that our culture designates who is deserving of respect and caring. YPs will consider the community problems of drought, water allocation cuts, and equal access to water for all and explore careers that they think will make the greatest difference in finding solutions to the problems.</p>	<ul style="list-style-type: none"> • I can recognize problems in our community. • I can gather relevant information about the problem we are trying to solve. • I can evaluate the outcomes of decisions. 	<ul style="list-style-type: none"> • Where in the World Am I? • What Is Community? • Universe of Obligations • Community Problem Solvers: Access to Clean Water
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Lesson 5

Lesson 5: Security—Planting Your Future		
<p>Guiding question: How can careers make a difference in the world?</p> <p>Lesson time: 150 minutes</p>		
Lesson Overview	Student Learning Targets	Key Activities

This lesson introduces Young Professionals (YPs) to principles of economics by contextualizing them in the food industry and the way the industry operates as a food system. YPs consider careers in the food system through the lens of local food economies and the importance of supporting local farmers, food distribution efforts, and retail markets (e.g., farmer's markets, grocery stores, and restaurants). YPs culminate their exploration of the food industry by participating in an interest inventory, interpreting their personal results, and then choosing a career (or careers) to consider in terms of their alignment to those interests.

- I can align my personal interests to a potential future career.
- I can describe the importance of personal goals.
- (Fifth grade) I can use data from digital resources to make informed choices.

- Food Connects Communities
- How Does Our Food Get to Us?
- Security: Your Local Food System
- Exploring Food System Careers

Alignment to Arizona Standards

Grades K-2

Lesson 1

AZ K-2 Career Literacy Standards

- Critical Thinking and Problem-Solving Skills
 - 3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.

Arizona Social & Emotional Learning Competencies

- Self-awareness (Identity)
 - Core Competency: relating feelings and thoughts to behavior
 - Equity Elaboration: engaging in identity exploration and coming to a resolution regarding one's own identity

Arizona Mathematics Standards

- K-2.MP.8 Look for and express regularity in repeated reasoning. Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics, which leads to fluency.

Arizona English Language Arts Standards

- K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- K-1.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 2.SL.6 Produce complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.
- K-1.W.2 With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Lesson 2

AZ K-2 career literacy standards

- Accountability, productivity, and ethics
 - 5.1 Describe personal responsibility and goals. Identify situations at home, in school, and in the community where these are important.
 - 5.2 Describe the importance of goals.
 - 5.3 Set personal goals and track progress for assigned responsibilities on a classroom project or extracurricular activity (e.g., star chart)

Arizona social and emotional learning competencies

- Self-awareness (Identity)
 - Core Competency: Relating feelings and thoughts to behavior
 - Equity Elaboration: Engaging in identity exploration and coming to a resolution regarding one's own identity

Arizona mathematics standards

- K-2.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in a productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.

Arizona English language arts standards

- K-1.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Lesson 3

AZ K-2 Career Literacy Standards

- Critical Thinking and Problem-Solving Skills
 - 1.3 Evaluate if a decision is good or bad, appropriate or inappropriate.
 - 1.4 Use digital web - based resources, gather data to make informed choices and solve problems.
 - 1.5 Apply critical thinking and problem-solving skills to different situations.

Arizona Social & Emotional Learning Competencies

- Responsible Decision-Making (Belonging & Engagement)
 - Core Competency:
 - Analyzing situations
 - Solving problems
 - Evaluating
 - Reflecting
 - Equity Elaboration:
 - Considering diversity salience and climate
 - Assessing the impact of beliefs and biases
 - Pursuing co-created, inclusive, mutually beneficial solutions

Arizona Mathematics Standards

- K-2.MP.3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.

Arizona English Language Arts Standards

- K-2.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

Lesson 4

AZ K-2 Career Literacy Standards

- Critical thinking and problem-solving skills
 - 2.1 Develop collaboration skills to interact cooperatively with others.
 - 2.3 Apply collaborative skills to group activities.

Arizona social and emotional learning competencies

- Self-awareness (Identity)
 - Core competency
 - Communicating clearly
 - Working cooperatively
 - Equity elaboration
 - Collective efficacy and working collaboratively
 - Promoting collective well-being and positive social behaviors

Arizona mathematics standards

- K.G-2.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as “above,” “below,” “beside,” “in front of,” “behind,” and “next to.”
- K-2.MP.3 Construct viable arguments and critique the reasoning of others. Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students

can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.

Arizona English language arts standards

- K-2.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges.

Lesson 5

AZ K-2 Career Literacy Standards

- Cross-cultural understanding and interpersonal communication
 - 3.3 Demonstrate how to communicate with respect for the beliefs and feelings of others.
 - 3.4 Exhibit good oral and written communication skills that include being courteous; showing respect and empathy for others; cooperating with and assisting others; accepting and following directions; performing as a team member; and showing respect for cultural diversity, individuals in nontraditional jobs, and physically and mentally challenged individuals.
 - 3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.
- Accountability, productivity, and ethics
 - 5.1 Describe personal responsibility and goals. Identify situations at home, in school, and in the community where these are important.

Arizona Social and Emotional Learning Competencies

- Social awareness (belonging and engagement)
 - Core competency
 - Perspective taking
 - Recognizing family, school, and community supports
 - Equity elaboration
 - Engaging in perspective taking with people from different and similar backgrounds
 - Recognizing cultural demands and opportunities

Arizona Mathematics Standards

- K-2.MP.8 Look for and express regularity in repeated reasoning. Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics, which leads to fluency.

Arizona English Language Arts Standards

- K-1.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- 2.SL.6 Produce complete sentences when appropriate to the task and situation in order to provide the requested detail or clarification.

Grades 3-5

Lesson 1

AZ 2-4 Career Literacy Standards

- Creativity and Innovation
 - 2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks.
- Collaboration, Teamwork, and Leadership
 - 3.1 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.

Arizona Social & Emotional Learning Competencies

- Self-awareness (Identity)
 - Core Competency: Relating feelings and thoughts to behavior
 - Equity Elaboration: Engaging in identity exploration and coming to a resolution regarding one's own identity, Grounding in and affirming of cultural heritage(s)

Arizona English Language Arts Standards

- 3.W.1.a-b. Write opinion pieces on topics or texts, using reasons to support one's point of view.

a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

- 3.L.4.d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

- 4.W.1.a-b. Write opinion pieces on topics or texts, using reasons to support one's point of view.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

- 4.L.4.c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- 5.W.1.a-b. Write opinion pieces on topics or texts, using reasons to support one's point of view.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

- 5.L.4.c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Lesson 2

AZ 2-4 Career Literacy Standards

- Describe the fundamental principles of money.
 - 7.4 Describe common financial needs.
 - 7.5 Explain how income affects lifestyle and spending choices.

Arizona Social & Emotional Learning Competencies

- Self-management
 - Core Competency: Self-control and setting and achieving goals
 - Equity Elaboration: Developing a sense of agency and resiliency

Arizona Mathematics Standards

- 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 4.NBT.4 Fluently add and subtract multidigit whole numbers using the standard algorithm.
- 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Lesson 3

AZ 2-4 Career Literacy Standards

- Fundamental principles of money
 - 7.5 Explain how income affects lifestyle and spending choices.
 - 7.6 Set financial goals.

Arizona Social and Emotional Learning Competencies

- Self-management
 - Core: Self-control and setting and achieving goals
 - Equity: Addressing personal and group challenges to achieve self and collective goals

Arizona Mathematics Standards

- 3.NBT. A.2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 4.NBT.4. Fluently add and subtract multidigit whole numbers using the standard algorithm.
- 5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Arizona English Language Arts Standards

- 3.L.4.d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 4.L.4.c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
- c. Consult reference materials (e.g., dictionaries, glossaries, and thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.L.4.c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.
- c. Consult reference materials (e.g., dictionaries, glossaries, and thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Lesson 4

AZ 2-4 Career Literacy Standards

- Critical Thinking and Problem-Solving Skills
 - 1.2 Identify and follow steps of the decision-making process to solve problems and make choices.
 - 1.4 Use digital web-based resources, gather data to make informed choices and solve problems.
- Accountability, Productivity, and Ethics
 - 6.2 Describe the importance of goals.

Arizona Social & Emotional Learning Competencies

- Self-awareness (Identity)
 - Core Competency: Accurate self-assessment of strengths and challenges
 - Equity Elaboration: Engaging in identity exploration and coming to a resolution regarding one's own identity; grounding in and affirming of cultural heritage(s)

Arizona English Language Arts Standards

- 3.W.1.b. Write opinion pieces on topics or texts, using reasons to support one's point of view.

b. Provide reasons that support the opinion.

- 4.W.1.b. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

b. Provide reasons that are supported by facts and details.

- 5.W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

Lesson 5

AZ 2-4 Career Literacy Standards

- Critical thinking and problem-solving skills
 - 1.2 Identify and follow steps of the decision-making process to solve problems and make choices.

- 1.4 Use digital web-based resources and gather data to make informed choices and solve problems.
- Accountability, productivity, and ethics
 - 6.2 Describe the importance of goals.

Arizona Social and Emotional Learning Competencies

- Self-awareness (identity)
 - Core competency: Accurate self-assessment of strengths and challenges
 - Equity elaboration: (a) Engaging in identity exploration and coming to a resolution regarding one's own identity and (b) grounding in and affirming of cultural heritage(s)

Arizona English Language Arts Standards

- 3.W.1.b. Write opinion pieces on topics or texts, using reasons to support one's point of view.

b. Provide reasons that support the opinion.

- 4.W.1.b. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

b. Provide reasons that are supported by facts and details.

- 5.W.7. Conduct short research projects that use several sources to build knowledge through the investigation of different aspects of a topic and to answer a specific question.

Teacher Resource: Checking for Understanding Strategies

Strategy	May require writing	May require reading	Use for understanding instructions/ directions	Use for understanding content	Requires advanced preparation
4-3-2-1 Scoring Scale (rubric)		X		X	
Catch and Release/ 7:2				X	
Circle, Triangle, Square	X			X	
Cold Call			x	X	
Emojis			x	X	X
Entrance/Exit Ticket	X	x			
Example/Non-example A	X	x		X	X
Example/Non-example B	X	x		X	X
Fill In Your Thoughts					
Fist to Five/Thumbs Up, Thumbs Down			x		




Give One, Get One	X	x		x	X
Glass, Bugs, Mud			x		
Interlocking Paper Plates			x	x	X
Quick Writes	X	x		x	X
Red Light, Green Light			x	x	X
Slap It		x		x	X
Sticky Bars				x	X
Table Tags			x	x	X
Triangular Prism			x	x	X
Whip Around				x	

Resources to learn more about using Checking for Understanding Strategies:

The collection of strategies suggested for use with Possible Futures lessons are just a small selection. The following resources provide additional strategies for you to try and also other recommendations regarding building classroom culture and how to best implement checking for understanding strategies.

- TNTP [Instructional strategies that push students to own the thinking](#) (Strategy 5)
- Teach Like a Champion check for understanding examples [3rd grade](#), [4th grade](#), [7th grade ELA](#), and [7th grade science](#)
- EL Education [check for understanding strategies and videos](#)
- The Teacher Toolkit [check for understanding strategies](#)

Check For Understanding Strategy	Description
4-3-2-1 Scoring Scale	A posted scale that can be used either as a quick check with hand or a numerical value for YPs to self-assess on an assignment.
Catch and Release/7:2	When YPs are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is 7 minutes of work time (release), followed by 2 minutes of teacher- directed clarifications or use of one of the quick-check strategies (catch).
Circle, Triangle, Square	<p>(Circle) Something that is still going around in your head (Triangle)</p> <p>Something pointed that stood out in your mind (Square) Something that "Squared" or agreed with your thinking.</p>
Cold Call	<p>Name the question before identifying YPs to answer it</p> <ul style="list-style-type: none"> • Call on YPs regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all YPs contribute, name sticks or name cards • Scaffold the questions from simple to increasingly complex, probing for deeper explanations • Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, s/he is part of the continued conversation and class thinking

Emojis	<p>Prepare emoji cards to leave at YPs' desks:</p> <p> I understand what I'm learning and could teach others!</p> <p> I understand what I'm learning.</p> <p> I have questions or am not sure about something I'm learning.</p> <p>Let YPs display their emojis to show their level of understanding.</p>
Entrance/Exit ticket	<p>Each YP will be given a ticket to complete before leaving the room answering: What is the most important thing I learned today? What questions do I still have? These tickets can be given to the teacher when exiting the room or upon entering the next day. The teacher uses this information to guide the instruction.</p>
Example/ non-example A	<p>Given a concept, YPs sort or write various examples/non-examples.</p>
Example/ non-example B	<p>Given examples/non-examples, YPs determine concept.</p>
Fill In Your Thoughts	<p>Written check for understanding strategy where YPs fill the blank. (Another term for rate of change is ____ or ____.)</p>

Fist to Five/ Thumbs Up, Thumbs Down	YPS communicate their level of understanding to the teacher using their fingers.
Give One, Get One	Cooperative activity where the YPs write response to a prompt meet up with another student and share ideas so that each leaves with something to add to their list.
Glass, Bugs, Mud	After YPs try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision. Glass: totally clear; bugs: a little fuzzy; mud: I can barely see.
Interlocking Paper Plates	Two color plates used for YPs to provide feedback to teacher by sliding the two color sections to show level of understanding.
Quick Writes	A timed writing in response to a question or prompt (Can be used before, during, or after instruction)
Red Light, Green Light	YPs have red, yellow and green objects accessible (e.g. popsicle sticks, poker chips, cards), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, then move to yellows and greens. YPs change their colors as needed to describe their status.
Slap It	YPs are divided into two teams to identify correct answers to questions given by the teacher. YPs use a fly swatter to slap the correct response posted on the wall.

Sticky Bars	Create a chart that describes levels of understanding, progress or mastery. Have YPs write their names or use an identifying symbol on a sticky note and place their notes on the appropriate place on the chart.
Table Tags	Place paper signs/table tents in three areas with colors, symbols or descriptors that indicate possible student levels of understanding or readiness for a task or target. YPs sit in the area that best describes them, moving to a new area when relevant.
Triangular Prism (Red, Yellow, Green)	YPs give feedback to teacher by displaying the color that corresponds to their level of understanding.
Whip Around	Teacher poses a question and YPs list three items. All YPs stand. Teacher randomly calls YPs to share, if their topic is called they sit. Teacher continues until all YPs are sitting.

Teacher Resource: Instructional Protocols

Use and modify any protocol for any grade level, as they work for the students in your classroom.

Vocabulary

Graffiti Vocabulary: Draw the vocabulary word (bubble letters, block letters, etc.). Define the given word in your own words. At least two pictures for the word. Students must fill the entire page (no white spots). Hang art up on the wall.

Personal Dictionary (Frayer Model): The Personal Dictionary is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by...

- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

<p>Academic Term:</p> <p>Food System</p>	<p>Personal Illustration:</p>
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Personal Connection:

Personal Definition:

Word Wall: Use index cards or strips of cardstock that are large enough to be read easily from a distance. Have students neatly print vocabulary words onto the card. You may encourage students to create illustrations for each word. It is important that each word is defined. Designate a spot in the classroom for the Word Wall and reserve a spot for new vocabulary words.

Student Grouping

Human Bar Graph: Consider implementing two different grouping strategies. For the opening, a Human Bar Graph could be a fun way to group students. To do the Human Bar Graph, set up where the “bars” will be extending from and to, and create headers for each bar: “I love it!” “I like it.” “It’s OK.” and “I don’t like it.”

Playing Cards: Bring a set of playing cards to distribute. Be sure there are four cards of each suit in the deck before handing them out to YPs. With this grouping strategy, YPs are to locate the other three students with the same symbol as they have (spade, heart, etc.). Point out that there may be two groups or diamonds, for example, if you have more than 16 YPs in the class.

Silent Appointment: Students make a “silent appointment” with a partner using nonverbal cues (eye contact, nodding, a hand signal, etc.). The appointment should be made with someone with whom they don’t usually talk.

Stand Up-Hand Up-Pair Up: This protocol is used to pair students for partner work. Direct YPs to stand and raise a hand and then, in silence, look for another YP with a hand up. When they locate a partner, they sit together.

Ask Students

Merry-Go-Round: Pose a question. YPs are in groups of four to six and take turns in the circle sharing a thought or reaction. Responses should be very short so that the rotation is quick. YPs keep sharing quick responses around the circle until the time is up.

Moment of Silence: Give YPs something to think about and provide them time to reflect and think about their response.

Musical Shares: After you present the question, allow students to think and respond to it in writing. Next, play music while students move/dance around the room. When you stop the music, students partner up and discuss their answers to the question. Repeat this process a few times so YPs can discuss the question with several people.

Pick-A-Stick: In advance, prepare popsicle sticks by writing each YP's name on a stick. Group all the sticks together and choose randomly from the pile when you want to use an involuntary response strategy. After YPs discuss a question or assignment, choose a random stick from the group and call that person's name to respond to the question or prompt.

Post Your Thoughts: After providing the topic or question for this brainstorm protocol, set a time limit of about two minutes for students to complete written responses. They independently write as many ideas as possible on post-it notes, only one thought per post-it. As a group, they are trying to cover their table in a single layer with as many responses as possible. After the time expires, invite groups to analyze and organize their answers and then to Whip Around (share a short, quick answer as fast as possible with every student answering) with each other in the small group to determine the most dominant or important idea of the responses on the desk.

Put Your Two Cents In: Each student has two coins to use as talking pieces. In groups of four, each student takes a turn by putting one coin in the center of the table and sharing their idea. When everyone has shared once, each student then puts one more coin in the center and responds to what someone else in the group has shared (e.g., I agree with _____, because... or I don't agree with _____, because...)

Roll Em': Four to six students are grouped, and groups are numbered as well as each person in the group. For example, you may have groups 1-7 and each group have YPs numbered 1-4. After YPs have had time to discuss the topic, the teacher rolls two dice: One die result is the selected group number, and the other die represents a YP's number in the

group. That YP responds to the prompt by giving the group answer. Roll the die as many times as you feel is necessary or to hear from all groups.

Stand and Deliver: Pose a question. A YP who wants to respond stands and responds. If more than one student stands at a time, help YPs learn how to respect each other, practice deference, and wait for a turn to speak.

Stand, Share, Sit: Pose a question or topic to discuss. Group members stand around their table. YPs share their responses one by one. After a student has shared, they will sit. When all students are seated, every student should have spoken.

Think-Write-Pair Share: Pose the question or prompt and instruct YPs to first *think* about their own answer. Next, ask YPs to *write* their response. Then, direct them to pair with a partner. Partners then *share* with the whole class regarding their conversations.

Thumb-o-Meter: When you ask students an opinion question, they can answer with their thumbs. Thumb up means easy, thumb down means hard, and thumb in the middle means neutral.

Turn and Talk: YPs turn to their nearest peer and talk to them about their answer to the prompt. When one partner is finished answering, the other partner has a chance to share their answer.

Walk and Talk: Use Walk and Talk when YPs have been sitting for a while in class. Walk and Talk is the same as Turn and Talk, except YPs take a calm stroll around the room while they discuss their answers. If Walk and Talk is not easily used in the classroom, replace this protocol with Turn and Talk.

[Wheel-of-Names](#): Follow this link to the site for the app. Enter the names of the YPs in class. When YP responses are needed, spin the wheel and cheer for the winner! The selected YP answers or shares, and then the wheel is spun again.

Whip Around: Beginning on one side of the room, each student takes a turn sharing their answer to the prompt. The answers should move quickly around the room in an orderly fashion until each student has responded.

Instructional Protocols

Acrostic: Provide the word or topic from which YPs make the acrostic. YPs write the word vertically on a piece of chart paper. Next, they use each letter in the word or topic word to describe a characteristic, example, synonym, or other descriptor of the word or topic they are describing.

Blue Sky Think Tank: The Blue Sky Think Tank protocol is a variation of a Think Aloud procedure that frames student brainstorming through the lens of business field jargon, blue sky thinking, to reinforce the Young Professional state of mind. With blue sky thinking, every idea is a great idea, even if it is totally unrealistic. The time to engage in this kind of thinking has been found to lead to innovation. Refer to the associated anchor chart and PowerPoint slides to facilitate the protocol.

Exit Ticket: YPs respond to a question or prompt on an index card to be turned in to the teacher for assessment purposes. The teacher provides feedback on student responses.

Gallery Walk: During this Gallery Walk, students explore the work created by other YPs in the class. After groups complete their displays to represent their conversations, they position them for display for the gallery. Then, in silence, students walk around the gallery and view the work.

Hosted Gallery Walk: Allow time for groups to read and discuss the information and to create a visual representation that each person in the group will use to teach others in the class. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components. Post the work around the room or in the hallway. Regroup participants so that each new group has at least one member from the previously established groups. Give specific directions about which poster each group will start at and what the rotation will look like. The speaker at each poster is the person(s) who participated in the creation of the poster.





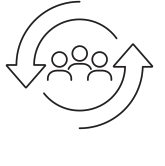
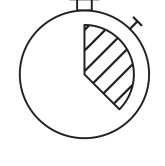
Jot and Doodle: As YPs view a video or read a text, they draw images or take written notes to process the content.








Share Synergy: Students follow the Share Synergy protocol with a partner seated next to them. This protocol is designed to support students through giving quality feedback to each other on a project. Refer to the associated anchor chart and PowerPoint slide to facilitate the protocol.

Quick Write: Students write a brief response to a question or probe that requires them to rapidly answer a question or comment on or explain an assigned topic.

World Café: A description of the [World Café protocol](#) can be found by following the link. A [visual representation](#) is helpful too as the protocol can feel complicated the first time you facilitate it.

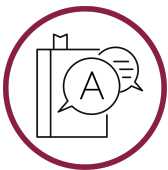
Icon Glossary

Icon	Description
	Lenses on the Future: This icon represents the entire Lenses on the Future unit.
	Self: This icon represents the Self module within the Lenses on the Future unit.
	Security: This icon represents the Security module within the Lenses on the Future unit.
	Society: This icon represents the Society module within the Lenses on the Future unit.
	Differentiation: This icon represents a suggested differentiation, or adaptation, for specific grades within a lesson.
	Lesson Break: This icon represents the recommended place to suggest a break for students within a lesson.

	Ask Students – Pairs and Whole Class: This icon appears in the lesson plan when there is an opportunity to ask students to answer a question, either as a whole class or in pairs.
	Ask Students – Small Group: This icon appears in the lesson plan when there is an opportunity to ask students to answer a question in a small group.
	Ask Students – Whole Class Share: This icon appears in the lesson plan when there is an opportunity to ask students to answer a question in a whole group.
	Ask Students: This icon appears in the lesson plan when the lesson requires you to ask the students a question.
	Ask Students – Group + Whole Class Share: This icon appears in the lesson plan when there is an opportunity to ask students to answer a question, either as a whole class or in a small group.
	Student Grouping: This icon appears in the lesson plan when there is a need for student grouping.
	Check For Understanding: This icon appears in the lesson plan when there is an opportunity to check for understanding and assess student learning.



Instructional Protocol: This icon appears in the lesson plan when there is a need for an instructional protocol.



Vocabulary: This icon appears in the lesson plan when there are opportunities for vocabulary instruction.

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