



STANDARDS ADDRESSED THROUGHOUT

Reading Standards	Writing Standards	Listening and Speaking Standards
<p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

TEACH THE FUTURE™



DAY 1

Agenda

- **Hook/Opening:** How might things change?
- **Unit Intro:** Review document
- **Closing/Assessment:** Topic selection

Necessary materials:

- The Future Of... Supplemental 1: "Future Of..." handout Day 1
- Internet access if students are selecting individual topics

Hook/Opening:

- **Over the course of the last 50 years, what everyday things have changed a great deal? What everyday things do you expect to change a great deal over the next 50 years?**

[TEACHING NOTE: These questions can be posed as an independent writing task, a small group or partner discussion, or an all-group discussion. If students have already completed other change or future-related units or lessons, this introduction may not be necessary]

- Take student responses and encourage discussion around opinions.
- Distribute handouts
- Find images of how everyday parts of life have changed (communication, transportation, etc.) and show them to students. Ask them to draw what they think the future of any everyday activity might look like.

Unit Intro:

- **Everything has a future, and it's unlikely to be much like the past. Though we don't know exactly what will happen in the future, we can begin to think of possibilities.**
- **Why might we want to do that?**

[TEACHING NOTE: Possible responses: because it's fun/interesting; so we can be prepared for what's coming; so we can help stop bad things from happening; so we can invent new ideas, etc.]

- **Over the course of the next two weeks, you will have the chance to research the future of a topic of your choice. You will find out what we already know about what's coming and develop your own ideas of what might happen.**

