ASPECT OF UNDERSTANDING	MATHEMATICS LEARNING INTENTIONS	SCIENCE LEARNING INTENTIONS	ENGLISH LANGUAGE ARTS LEARNING INTENTIONS	HISTORY/ SOCIAL STUDIES LEARNING INTENTIONS
Explanation: Learners provide a thorough and justifiable account of phenomena, content, and data.	*Middle School:* We are learning about the relationships between the volume of a prism and a pyramid and between the volume of a cylinder and a cone.	*High School:* We are learning about the relationship between catalysts and rates of reactions.	*Elementary School:* We are learning to identify the points of view of different characters.	*Elementary School:* We are learning about food production and consumption now and long ago.
Interpretation: Learners offer translations, make content accessible through multiple representations and models, and add personal perspective.	*Elementary School:* I am learning about the core of a repeating pattern and translating it using multiple types of materials, images, and actions.	*High School:* I am learning about the process for analyzing motion sensor data generated from a laboratory on distance, velocity, and acceleration.	*Elementary School:* We are learning to use illustrations and words to understand characters, settings, and plots.	*Middle School:* We are learning about the historic influence of tea.
Application: Learners use what they know and can do in a different context or scenario.	*High School:* I am learning how a three-act task can represent a real-life situation exemplifying an inverse function.	*Middle School:* I am learning how water filtration systems can be used to eliminate pollutants in drinking water.	*Middle School:* I am learning to identify an author's point of view in different texts on the same topic.	*High School:* I am learning to apply my knowledge of economic systems to various countries across time.
Perspective: Learners take diverse points of view regarding the content, confronting alternative theories or explanations.	*Elementary School:* We are learning about exclusive and inclusive definitions of a trapezoid and demonstrating how the classification hierarchy of polygons is affected by each.	*High School:* We are learning about deforestation from the perspective of different regions and countries.	*High School:* We are applying a feminist lens to our literacy critiques.	*Elementary School:* We are learning about competing claims for control of land.

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Empathy: Learners see the world through someone else's point of view and openly embrace ideas, experiences, and perspectives of their peers.	*High School:* I am learning about the ways statisticians strategically use measures of center and population sampling to convince consumers.	*Elementary School:* I am learning that there are different perspectives on whether we should recycle.	*Elementary School:* We are writing narratives from the perspective of Auggie (from the book *Wonder*).	*Middle School:* We are studying the lives of Black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
Self-Knowledge: Learners are aware of their own perspectives, self-question their own understanding, and are self-reflective.	*Middle School:* I am learning the value of precise units, labels, calculations, and mathematical language.	*Elementary School:* I am learning about human impact on the environment.	*High School:* I am writing a first-person narrative in response to the question: *Who am I?*	*Elementary School:* I am learning about fair play and good sportsmanship.