

Leadership Studies Curriculum

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**About the Developers**

**Phyllis A. Hood** has devoted 30 years to the field of education. She has served as a teacher and reading specialist. She advanced teachers’ instructional practices in her roles as reading consultant, and a literacy specialist for DeKalb County in Atlanta, Georgia. She has a deep passion for teaching children to read and assisting teachers to become better at their profession. Her credentials include her undergraduate degree in Elementary Education and her Master’s in Education from the University of Georgia.

**Karen E. Whitmire** has enjoyed a 33 year career in education as a teacher, reading specialist, reading consultant, and an instructional coordinator for literacy, middle school social studies, and English/language arts. One of her primary responsibilities as a teacher supervisor was to ensure that daily instruction in the classroom was in alignment with the state curriculum and that teachers implemented “best practices” in the classroom. Mrs. Whitmire received her Bachelor of Education and her Masters of Education at the University of Georgia. Mrs. Whitmire earned her Educational Specialist degree and Leadership certification from Georgia State University. Mrs. Whitmire is currently working as an educational specialist and consultant.

**Dr. Dee Taylor** served K-college education for 31 years in the roles of English teacher, reading specialist, district-wide reading consultant, English/language arts curriculum coordinator, assessment coordinator, assistant professor, and executive director for professional development. Retired, she serves university-school partnerships as Project Director for Professional Development Schools – Teacher Quality Grant at Georgia State University. Her credentials include a B.A. in English Education (NC Central University), Masters of Science - Reading (Johns Hopkins University); Education Leadership Certification (Georgia State University); and an Ed.D. (Clark Atlanta University). She continues to serve as a national consultant in the areas of curriculum development, diversity in the workplace, best practices/instruction, school and program improvement, and teacher/leadership efficacy.

**Description of Educational Program**

**Focus of the Curriculum**

The focus of the Leadership Preparatory Academy Curriculum is a consistent blending of theoretical understandings of leadership with practical application in normal, daily living. Leadership concepts, understandings and experience opportunities are centered on four strands and are correlated to the Georgia Standards of Excellence (GCE). All components of the leadership studies curriculum are embedded and aligned to grade-range and age appropriate Georgia Standards of Excellence (GCE).

The Leadership Preparatory Academy’s curriculum is unique in its design due to the seamless integration of the state curriculum – The Georgia Standards of Excellence with the Leadership Performance Standards. Teachers will not have to dedicate time for an additional subject to teach the concepts of leadership. The Leadership Curriculum features the following effective components:

* It has a direct correlation and alignment to the Georgia Standards of Excellence.
* It uses the language of performance standards, elements, teaching tasks, student performances, and assessments.
* It reflects an array of opportunities for teachers to infuse the skills tested on the state-mandated standardized assessments.
* It arranges the leadership standards in a scope and sequence that builds on previously taught elements.
* It provides depth and rigor as students progress through each grade level.
* It has leadership activities that are relevant to the lives of the students and incorporates a variety of learning styles.
* It provides content standards that integrate leadership activities with core subject areas.
* It employs authentic assessments to evaluate skill attainment.
* It features interdisciplinary approaches that encourage teaming among teachers, students, and community.
* It encourages co-curricular and extra-curricular opportunities that allow students to apply authentic leadership strategies in their classroom, homes, school, and community.
* It uses literature and activities that are multicultural to meet the interests of a diverse student population.

The curriculum is a living document that will grow and develop in depth and knowledge as teachers and students become more acquainted with the present standards and elements. It is designed to be an evolving curriculum that will continue to be refined to meet the needs of the students.

**Explanation of Curricular Terms**

The State of Georgia has been developing and implementing a new curriculum which is referred to as the Georgia Standards of Excellence (GCE). GCE is a conceptual curriculum, requiring instruction to be integrated with the concepts, knowledge, skills, and abilities to achieve deeper understanding by students. Each subject area is comprised of content strands, performance standards, elements, and tasks.

**Strands** are organizing tools used to group standards by content.

**Standards** define the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

**Elements** identify specific learning goals associated with the standard.

**Content Standards** are the core subject areas of the Georgia Standards of Excellence (GSE). The core subject areas consist of English Language Arts (ELA), Mathematics (M), Social Studies (SS), and Science (S). The codes for the GSE standards and elements that correlate with the leadership standards and elements are listed in the Student Performance Tasks to ensure an alignment between the state curriculum and the leadership curriculum.

**Teaching Tasks** (Instructional Tasks) are to be used as a means of addressing the standard(s) and its elements during teaching and learning. Also included with these tasks are sample assessments and suggestions for differentiating the task to meet the needs of all the students in the classroom.

**Performance Tasks** may be formative or summative assessments that check for student understanding/misunderstanding and or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances.

**Extra-Curricular** Activities are an extension of the classroom. They provide an opportunity for learning that is not available during the regular school day. While many of the goals for extra-curricular activities are the same as those in the classroom, emphasis is placed upon proper values and life skills that will stay with the participants long after they leave school. Of primary importance is helping the student learn how to deal with the many facets of competitions and teamwork that are of major importance in later life as well as in extra-curricular activities such as Boy Scouts and Girl Scouts of America, Service Learning opportunities, and Greenpeace USA.

**Co-Curricular Activities** are embedded in the Leadership Preparatory Academy day in order to provide the student opportunities to apply leadership skills in a variety of contexts and situations. Examples are referenced at the end of the curriculum.

**Service Learning** is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities. Students engage in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.

**Instructional Methods**

The Leadership Preparatory Academy Curriculum is unique, in that it contains a consistent blending of theoretical understandings of leadership with practical application in normal, daily living. Leadership concepts, understandings and experience opportunities increase in depth and complexity by grade-range and age level appropriateness.

Student motivation and achievement are enhanced by selecting instructional strategies that are matched to the lesson objectives and learning styles. A broad repertoire of instructional strategies will permit the teacher to engage and sustain student interest and provide for the needs of auditory, kinesthetic, visual, and tactile learners. The following instructional activities are suggested for authentic performance based instruction.

1. Action Log
2. Contract
3. Cooperative Learning
4. Case Study Method
5. Ethical Dilemmas
6. Interviews
7. Journal Writing
8. Graphic Organizers: KWL (What I Know- What I Want to Find Out – What I Learned)
9. Planning Matrix (PERT Chart)
10. Portfolio
11. Problem-Solving and Decision-Making Scenarios
12. Project
13. Quotations
14. Research Paper
15. Role Playing
16. Self-Assessment
17. Simulations
18. Speakers (i.e., Community Leaders, Parents with Expertise, etc…)
19. Special Leadership Events
20. Videotaping
21. Visual Organizers (Concept Mapping)

**Examples of Teacher Work**

Teacher work samples can assist with identifying and monitoring teachers’ work related to the following major categories:

* The learning environment;
* Content and curriculum;
* Planning and instruction;
* Assessment; and
* Professionalism.

(Adapted from ***the Georgia Extended Framework for Teaching****)*

1. Professional journal including self-reflection
2. Lesson plans (with reflections)
3. Unit plans (with reflections)
4. Letters, email, and other communication to and from parents and community members
5. Classroom video
6. Peer and supervisor references; professional references from employers and professors
7. Portfolio of student growth (teacher developed)
8. Presentations at workshops and professional organizations
9. Written documents (school and district based)
10. Professional articles written
11. Bibliography (annotated) of professional library, readings/resources, etc.
12. Data analysis of student work, scores, attendance, etc.
13. Records of parent contacts
14. Public presentations of data, teacher learning, and student work (bulletin board, meetings, etc.)
15. Standardized tests for teachers
16. Resume/vitae including courses, PLU credits, presentations, publications
17. Record of work on the BRIDGE (submissions, reviews, searches)
18. Participation (and notes from) professional learning groups (including online groups)
19. Samples of teacher research (question, data, reflection)
20. Papers and projects from university classes and workshops
21. Observation notes
22. IEPs
23. Visual conceptualizations of content, student needs (graphic organizers)
24. Record of work with teacher teams
25. Work in the public sector related to content area(s)
26. Related travel
27. Membership in professional organizations
28. Professional learning plan across the career
29. Leadership in groups and organizations; accomplishments of those groups
30. Grants sought, earned and evaluated
31. Newspaper and other media reports of teacher and student work
32. Classroom surveys, teaching materials, assessments, technology used and developed
33. Partnerships with community and families
34. Curriculum guides and related materials developed by teacher
35. Participation in local, district, and state educational policy work
36. Correlation charts of standards, interdisciplinary content, etc.
37. Professional journal including self-reflection
38. Lesson plans (with reflections)
39. Unit plans (with reflections)
40. Letters, email, and other communication to and from parents and community members
41. Classroom video
42. Peer and supervisor references; professional references from employers and professors
43. Portfolio of student growth (teacher developed)
44. Presentations at workshops and professional organizations
45. Written documents (school and district based)
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47. Bibliography (annotated) of professional library, readings/resources, etc.
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65. Grants sought, earned and evaluated
66. Leadership in groups and organizations; accomplishments of those groups
67. Newspaper and other media reports of teacher and student work
68. Classroom surveys, teaching materials, assessments, technology used and developed
69. Partnerships with community and families
70. Curriculum guides and related materials developed by teacher
71. Participation in local, district, and state educational policy work
72. Correlation charts of standards, interdisciplinary content, etc.

(Adapted from ***the Georgia Extended Framework for Teaching****)*

**Examples of Student Work**

Student work samples can assist with identifying and monitoring student performance.

1. Work and project journals
2. Classroom assignments (both formative and summative)
3. Portfolio of student growth (student development)
4. Personal goals and reflections on learning; learning maps
5. Grades
6. Record of resource uses (people, technology, books and materials, etc.)
7. Written and spoken reflections on own work and growth
8. Presentations given to parents, other students, or community about their learning
9. Classroom and public presentations
10. Questions posed and answered through inquiry driven learning
11. Surveys (attitudes, evaluation and reflection on learning/teaching, etc.)
12. Use of data and evidence in performances
13. Peer feedback on work
14. Self-reports
15. Field trip reports
16. Attendance records
17. Personal learning plans and projects and evaluations of accomplishments
18. Discussions taped and excerpted
19. Records and reports of content knowledge used in everyday life
20. Records and reports of collaboration with other students, teachers, community members
21. Records and reports of technology use
22. Bibliographies of references, resources used, personal collections
23. Original technology design, writing, speaking and communications

(Adapted from ***the Georgia Extended Framework for Teaching****)*

**Leadership Strands (Goals)**

**Self-Knowledge (SK)**

Leadership requires knowledge of self and an awareness of one’s relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

**Knowledge of Others (KO)**

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

**Knowledge of Leadership Skills (LS)**

A respected leader models responsible behavior and behaves ethically. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

**Knowledge of Contexts and Situations (CS)**

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students’ primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

**Leadership Studies Curriculum: Grades K-2**

**Strand: Self Knowledge**

Leadership requires knowledge of self and an awareness of one’s relationship to others. This self-knowledge assists students in clarifying their identity, self- image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

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| --- | --- | --- | --- | --- | --- |
| **Standard: SK.1 The student will examine his or her own self-image** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| a. Identify personal roles in the family, class and school | Whole Group/ Individual Response: The teacher will ask the students to brainstorm about the things that they think are happening around the school that day. The students will generate a list that includes anything that occurs before or during the school day.  “What are some of the things that you do outside of the classroom?”  “What are some of the things that go on in our classroom?”  Following the discussion, the class will take a walk around the school to observe the various activities and the participants of each. Upon returning to the class, they will confirm, or adjust their class list. | Students will create a collage of drawings that describe what they do at school and in the classroom each day. They will write a description of their activities that is to include any responsibilities or jobs that they perform.  ***Extension***:  At the end of each week, have the class reflect on something special they did together. | | | Teacher Observation  Relevance and appropriateness of response during discussion and on students written description |
| ***ELA Content Standards***: | | |
| K  [ELAGSEKW2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st  [ELAGSE1W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf); [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1L1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf); [ELAGSE1L2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd  [ELAGSE2W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf)  [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |
| b. Describe personal views of self, such as strengths, weaknesses, learning style | The teacher will introduce the book, I Like Me, by  Nancy L. Carlson.  \* What do you like about yourself?  \* What do you do very well?  \* What is your favorite subject in school? Is this subject easy for you, or do you sometimes need help?  The teacher will explain that the book is about a pig that discovers her finer points and that she can take care of herself. After reading the book to the class, the teacher will ask the students to generate a list of the characters’ best qualities and discuss why these are good character traits.  Note: Ask students to bring a photograph of themselves from home for use in a future activity. The teacher may choose to take the photos in class for a future task | After listening to the book, I Like Me, by Nancy L. Carlson, students will paste photographs of themselves on a 12” x 18” sheet of poster paper and cut out pictures or words from magazines to describe themselves (e.g., their feelings, interests, family, and friends). Students will then share their individually created posters with the class. | | | Student participation in large group discussion  Completed poster representing self-image |
| ***ELA Content Standards***: | | |
| K  [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL6](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st  [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL4,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd  [ELAGSE2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL4](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum: Grades K-2**

**Strand: Self Knowledge**

Leadership requires knowledge of self and an awareness of one’s relationship to others. This self-knowledge assists students in clarifying their identity, self- image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

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| --- | --- | --- | --- | --- | --- |
| **Standard: SK.1 The student will examine his or her own self-image** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| c. Explore influences on self, such as family and community customs and traditions | Whole Group/Discussion:  The teacher will ask the students to look around the room at how they are different from each other. And to move to opposite sides of the room based on the characteristics that are named.  Each time the class sorts, counts the groups, and records the numbers on the chalkboard. Name features such as black hair and not black hair, oldest child in the family, rode bike to school today, ate cereal for breakfast, wearing jeans, etc. Ask the students whether these attributes make them better or worse than the people around them.  Discuss whether these attributes make a difference in their importance to the classroom, family, or community.  The teacher will introduce the book, *Molly’s Pilgrim,* by Barbara Cohen, and explain that the story they will hear is about a girl whose family has come to America from Russia.  “What can you tell me about the term *pilgrim*?”  “Why do the people in America celebrate the Thanksgiving holiday?”  Tell the students to listen for things that affect Molly’s feelings about school and her family. | Students will identify a variety of groups that they have similar characteristics and interests to demonstrate that people may be individual and unique, but there are also lots of similarities.  Students will listen to the book, *Molly’s Pilgrim.*  After listening to the read-aloud, students will discuss the events in the story and how Molly’s family culture was different from her classmates.  “In what way did Molly’s classmates show little respect for Molly’s feelings?”  Students will then write a paragraph about their own family customs and traditions. The paragraph should communicate:   * How traditions are the same or different from customs celebrated by others in the community * Why it is important to show respect for others | | | Relevance and appropriateness of response during discussion and on students written description |
| ***ELA Content Standards*** | | |
| K  [ELAGSEKL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL4,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st  [ELAGSE1L1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1L2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL4](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd  [ELAGSE2L1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2L2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf)  [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |
|  |  | ***SS Content Standards*** | | |  |
| K  [SSKH1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | |

**Leadership Studies Curriculum: Grades K-2**

**Strand: Self Knowledge**

Leadership requires knowledge of self and an awareness of one’s relationship to others. This self-knowledge assists students in clarifying their identity, self- image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

| **Standard: SK.2 The student will examine his or her own behaviors and how they contribute to group interaction** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | | | | **Assessment Options** |
| a. Describe characteristics of his or her responsible behavior, such as respect, trustworthiness, caring, and fairness. | Whole Group/ Discussion: The teacher will read  *Horton Hatches the Egg****,*** by Dr. Seuss, and then ask the students to compare the two main characters. As students respond, the teacher will record the responses on a Venn Diagram, noting any similarities or differences in the way Horton and Mayzie behaved.  What did each character do? Discussion should include responses like:  \* Mayzie is lazy, she does not tell the truth and won’t take responsibility for her egg.  \* Horton follows through with his promise to care for the egg.  Have you ever had anyone break a promise? How do you feel when someone does not do what they say? Have you ever had to do someone else’s job because they didn’t show up?  Introduce the meaning of *respect, trustworthiness, fairness*.  How do these characteristics apply to Horton and Mayzie? Which of these characters would you like to be your friend? Why?  Extension:  As positive and negative characteristics are discussed in class, the teacher will create a “Traits Word Wall”. | Note: This task should not be asked of the students until the characteristics of responsible behavior have been taught.  Students will listen to *Horton Hatches the Egg*. Using a Venn Diagram, students will compare and contrast the traits of the two main characters.  The teacher will introduce the book, *The Legend of the Bluebonnet* by Tomie de Paola.  Ask the students to notice the shields pictured in the books illustrations. Tell them to note that the shields are divided into four parts. After listening to the book read aloud, the students will discuss the story and share which characteristics or examples of responsible behavior they think She-Who-Is-Alone exhibited.  Students will then create a shield similar to the ones depicted in the book using a paper plate and drawing utensils (markers, pencils, crayons). Each shield will be divided into four sections that represent those responsible characteristics the student feels represent he/she best.  When the shield is complete the students may staple string to the back of the shield to use as a hanger and attach feathers provided by the teacher so they hang down off the sides where the string attaches. | | | | | | | | Teacher observation  of student participation during discussion  Students will complete a Venn Diagram.  Student’s shield will be scored according to the appropriate number of responses using a teacher created rubric. |
| ***ELA***  ***Content Standards***  ***ELA Content Standards*** | | | | | | ***SS***  ***Content Standards***  ***SS Content Standards*** | |
| K:  [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf)  [ELAGSEKSL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st:  [ELAGSE1SL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf)  [ELAGSE1SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf)  [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd:  [ELAGSE2SL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf)  [ELAGSE2SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf)  [ELAGSE2SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | | K  [SSKCG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 1st  [SS1CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| b. Identify ways to assume responsibility in the family, class, and school | Whole Group/Active Participation: The teacher will prepare a shower curtain by using permanent magic markers to draw blocks (9" x 9") to make a checkerboard design.  As students brainstorm jobs that need to be done at home, write each job on a 9" x 9" square of construction paper and. tape the squares in the blocks on the shower curtain.  Discuss with the students that many homes will have similar jobs, and some homes will have jobs unique to that home (taking out the garbage, making the bed, setting the table for meals, etc.)  Using the shower curtain with taped squares, play "Twister". Let students, one at a time, locate jobs they help with at home and, using their bodies, try to touch as many of those jobs as they can at one time. They can only touch the jobs they help with at home.  Discuss the importance of families working together. What happens if someone does not do their job? Vary the directions, such as "Put your right hand on the job you like the most." "Put your left foot on the job you like the least." etc. | Individually, students will create a concept map representing multiple responsibilities that they have at home or in the classroom. This may be written or pictorial with simple labeling.  Display pictures made by the students showing each child completing assigned tasks.  Students will play Responsibility Twister after they identify examples of how to be responsible in the family, the classroom, and the school.  Extension:  In their journal, students will begin and maintain a personal list of jobs for which they are responsible, including those that they would like to try in the future. | | | | | | | | Teacher observation and student/teacher conference  Appropriate responses indicated on concept map |
| ***ELA Content Standards***: | | | | | ***SS Content Standards***: | | |
| K: [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf') [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf),  [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2SL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | | K:  [SSKG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | |

**Leadership Studies Curriculum: Grades K-2**

**Strand: Knowledge of Others**

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

| **Standard: KO.1 The student will identify characteristics of others** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | **Assessment Options** |
| a. Identify personal roles in the family, class, and school | Whole Group: The teacher will ask the students to name some of the positive behaviors they see in other people. Introduce the word *respect*, explaining that respecting others is being kind to people’s feelings, bodies, and property. It is an important quality that helps us relate and work with others.  Students will share experiences when someone did not respect their feelings, body or property, and how it made them feel when this happened.  The teacher will prepare a T-Chart on the board and list behaviors that show respect, and those that do not. Discussion should include positive attributes as when someone shows caring, courtesy, or consideration for another. It should also address disrespectful behaviors like teasing, name calling, or destruction of property. | The students will write a letter to someone they admire describing the positive attributes that they have seen at one time or another. The letters might include things like acts of kindness or courtesy toward the student or someone they know, careful use of the student’s property, polite responses, or any number of positive behaviors. | | | | | Teacher observation of student’s respectful behavior toward classmates.  Use a checklist or rubric to evaluate student’s written response |
| ***ELA Content Standards:*** | | | ***SS Content Standards:*** | |
| K:  [ELAGSEKW2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st:  [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1L1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2L1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKCG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 1st:  [SS1CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| b. Describe personal views of self, such as strengths, weaknesses, learning style  c. Explore influences on self, such as family and community customs and traditions | Whole Group/Activation Background Knowledge:  Teacher will ask the students: Do the people in your house have jobs or responsibilities for things around the home? What would happen if no one in the family took responsibility for these jobs?  The teacher will select from one of the books referenced below:   * *The Berenstain Bears and the Bully* * *The Berenstain Bears and the Green-Eyed Monster* * *The Berenstain Bears and the In-Crowd*. * *The Berenstain Bears and Too Much Junk Food*   Before reading the selection, ask students to listen for the roles each member of the Bear family (Mama, Papa, Brother and Sister). Following the read-aloud, ask the students to brainstorm the different roles they see in their own family or household. Students have previously identified their role in the family. Now they will identify those of other family members.  Who is the youngest, oldest, or in the middle? What does each family member do to contribute to the care of the house? (Examples might include: following the house rules, taking care of their room, taking care of siblings). Which member of your family solves any arguments of problems that occur? What special talent do you think that person has?  (Note: The teacher will send a letter to the parents requesting their son/daughter bring a family picture that will be used to create a classroom “Family Album”. Their son/daughter will bring the picture back to school and be ready to share it with the class. The picture will be returned. | In whole group, the teacher will ask the students to recall the story about the Berenstain Bears family and how each contributed to the family in a different way.  (Check that each student has brought a family picture early in the day and allow those who did not bring one to create one.)  Students will paste his/her family picture on .a large piece of paper and write the following sentences at the bottom of the page.  "*This is \_\_\_\_\_\_\_\_\_\_\_'s family. The members from oldest to youngest are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."*  Students will write about or draw each family member and what they do in the family, including themselves.  Each student will then share his/her family or household poster with the class and tell about the members.  The teacher may then staple the pages together to form a book to be displayed in the classroom library. | | | | | Student participation in whole group discussion  Completion of class book with pictures representing family members’ roles and responsibilities |
| ***ELA*** ***Content Standards***: | | | ***SS*** ***Content Standards***: | |
| K: [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | |

**Leadership Studies Curriculum: Grades K-2**

**Strand: Knowledge of Others**

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

| **Standard: KO.2 The student will examine the needs and concerns of others.** | | | | | | | |
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| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | **Assessment Options** |
| a. Identify the goals of others in various communities, such as home, class, and school. | Whole Group/Activity/Discussion: The teacher will explain that the lesson will focus on goal- setting. Students will volunteer their definition of "goal."  In order to develop of an understanding of group goals, the students will participate in an activity that will require every student in the class to touch a ball as it is passed. The students' job will be to work together as a team to accomplish a class goal by having everyone touch the ball in 5 minutes.  The teacher will try to get a consensus that will be the class goal. Do they think they can reduce the time to 3 minutes? 2 minutes? 1 minute? Help them agree on a goal, pointing out that they can always set a more difficult goal later.  The class may set several goals and try out numerous ideas on their way to getting the job done in the least amount of time possible.  Ask students to describe how goal setting could help them improve in areas that are a weakness for them. Why do you think goals are important?  Discuss: What goals do you think your parents might have? What goals do you think I have as your teacher? Do all teachers have the same goal? Do all of the class members have the same goals? | Students will talk with family members and classmates and ask them to share some of their individual and group goals. They will write a simple description of how individual goals differ from group goals, and how family goals may differ from school goals.  Adaptation for K-1 and students that are not yet writing might include recording their description on tape, or dictating it to an older student or adult.  Students will share their papers with the class. | | | | | Teacher rubric  Description should include family goals, class goals and how they differ  Teacher/Student conference |
| ***ELA Content Standards:*** | | | ***SS Content Standards*** | |
| K: [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1](http://www.corestandards.org/ELA-Literacy/SL/2/1/), [ELAGSE2SL2](http://www.corestandards.org/ELA-Literacy/SL/2/2/), [ELAGSE2SL5](http://www.corestandards.org/ELA-Literacy/SL/2/5/), [ELAGSE2W2](http://www.corestandards.org/ELA-Literacy/W/2/2/) | K:  [SSKG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | |
| b. Identify ways to help others in the family, class, and school | Whole Group/Activate Prior Knowledge: The teacher will introduce the book, *Now One Foot, Now the Other,* by Tomie DePaola  After reading the book aloud to the class, the teacher will ask the students to discuss their reactions to the book:  \* Who was ill?  \* What did Bobby do?  \* Why did Bobby help his grandfather?  Does someone have to be sick to need our help? As a class, students will share times when they have seen a family member or friend experience difficulty, and need assistance. The class will generate a list of ways they might assist others at home and in class | Students will brainstorm ways people help each other as members of a family, the class, and the school.  Students will listen to the story, Now One Foot, Now the Other.   * How did Bobby’s grandfather help him as a baby? * How did Bobby help his grandfather when he became sick?   As a class, students will share times when they have seen a family member or friend experience difficulty, and need assistance. The class will generate a list of ways they might assist others at home and in class. | | | | | Teacher observation and student/teacher conference |
| ***ELA Content Standards*** | | | | |
| K:  [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) E[LAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL6](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st:  [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL4,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd:  [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL4](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum: Grades K-2**

**Strand: Knowledge of Others**

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard: KO.3 The student will consider the way others view and respond to the world.** | | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | **Assessment Options** |
| a. Explore the different family traditions and customs represented in the school and community | Whole Group/Small Groups: Activate prior knowledge by asking an essential question, What different things do we celebrate? As students volunteer different celebrations, the teacher will record the students’ contributions on a CELEBRATIONS Chart, noting the student’s name beside their contribution.  The teacher will read stories that depict a variety of celebrations, including any of those that represent the various cultures in the community (Christmas, Chanukah, Kwanza, etc.).  Students will be motivated to reflect on family traditions and customs of celebrations. As they share these unique practices discussion will bring to light the differences and similarities of families. The teacher will create a Venn Diagram showing similarities and differences of the various celebrations. | Students will work in small groups to create a poster that depicts the various cultures and traditions that have been discussed in class. Students may use information from the class generated Celebrations Chart or any other resources to recall facts about different customs that have been shared by their classmates. | | | | | Teacher Observation  Participation in class discussion  Checklist or rubric for scoring appropriateness of response |
| ***ELA*** ***Content Standards:*** | | | ***SS Content Standards:*** | |
| K: [ELAGSEKW2](http://www.corestandards.org/ELA-Literacy/W/K/2/), [ELAGSEKL1](http://www.corestandards.org/ELA-Literacy/L/K/2/) | 1st: [ELAGSE1W1; ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1L1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1L2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf)  [ELAGSE2L1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2L2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | |
| b. Explore how roles vary in different cultures | Whole Group: The teacher will encourage students to talk about who lives in their homes. Discuss extended family members such as grandparents, aunts, uncles, cousins, step- relations, etc. Discuss the things moms and dads do for their children such as give them food, clothes, toys, a place to live, play with them, and take them places.  After reading the book, *It Takes A Village,* discuss the words "villagers" and "market", pointing out the examples in the book. Discuss the difference in a market from the book and a grocery store in our country. Ask students to identify other cultural differences, like how the roles of different family members may vary from their own | Students will compare families and homes in the United States to families and homes in another country by drawing a picture of their house and a picture of the huts represented in *It Takes a Village.* Students in Grades 1 &2 would also list the similarities and differences in the family culture. | | | | | Student completion of comparison  Participate in class discussion |
| ***ELA Content Standards:*** | | | ***SS Content Standards:*** | |
| K: [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | 1st:  [SS1H1,](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) [SS2H2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 2nd:  [SS2G2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

**Leadership Studies Curriculum: Grades K-2**

**Strand: Knowledge of Others**

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

| **Standard: KO.4 The student will communicate with others.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| a. Develop listening and questioning skills in order to better share ideas | Whole Group /Game Activity:  The teacher will ask students to define “listening”.  Why is it important to listen when playing a game? What are some other times that listening is important?  Students will play a game of “Simon Says” in groups of five or six, taking turns giving the directions and listening to the directions.  Before play begins, remind the students that it is Simon’s task to try to get everyone out as quickly as possible, and it is everyone else’s job to stay “in” for as long as possible. Ask the students what they must do in order to win the game (Listen carefully.).  The teacher will prepare a grid sheet to distribute to the students matching the number of squares to no more than class size. At the bottom of each square the teacher will write something that at least one student in the class may have experienced or a quality at least one student may have, such as "broke a bone”, "loves pizza," "speaks two languages," "has been on an airplane,” “good dancer" etc. | Students will play a scavenger hunt-type game. Each student will question classmates to complete their grid sheet. The object of the game is to be the first person in the class to complete the squares. Students must locate a classmate who matches the criteria and write their name in the appropriate square.  Each square must represent a different person. In order to win, the student cannot have one student's name in more than one square. Students will play the game until one person has successfully completed the worksheet.  What are some of the things you had to do to complete your worksheet? Did you have to ask questions? Why was listening important?  The teacher will introduce two types of questions that are used to get information. *Closed* questions can only be answered with a "yes" or a "no". *Open-Ended* questions cannot be answered with a simple yes or no. *Open-ended* questions allow the speaker to share information.  Which kind of question did you use during the activity? Are there other times when do you have to listen very carefully to someone talking? Discuss. | | | Teacher observation  Student performance will be evaluated using a 3 point rubric with scoring ranging from a high level of engagement to minimal participation. |
| ***ELA Content Standards*** | | |
| K[: ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL6](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1L1.j](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL6](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |
|  | | |
| b. Practice interaction with others in a variety of settings and situations | Whole Group/Paired Activity:  As follow-up to a math lesson on categorization, students will work collaboratively in pairs to sort buttons and place them on a paper grid. Using the Think-Pair-Share model, each pair of students will identify questions that correlate with the activity. Groups will share and a composite list of questions will be identified. | Following the sorting activity, students will individually draw pictures of what their grids look like and then explain how their graph represents the button sorting. The explanation will include a response to the following questions.   * How many columns of buttons are there? * How many different sets of buttons were parts of this group? * Which column has more buttons? * Which column has the fewest buttons? * Are there any columns that are equal in length? * Do they represent the same number of items? How do you know? | | | Teacher observation to identify students’ understanding of categorization  Checklist or teacher created assessment tool in order to plan remedial activities and extensions for students who need them. |
| ***ELA Content Standards*** | | |
| K:  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st:  [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum Grades K-2**

**Strand: Knowledge of Leadership Skills**

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

| **Standard: LS.1 The student will identify the characteristics of leaders** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | | | **Assessment Options** |
| a. Identify leaders within the family, classroom, and school. | Whole Group/Activate Prior Knowledge:  The teacher will ask students to talk about what it means to lead.  The teacher is the leader of the classroom. Who is the leader in your family? Who is the leader of the school? Who is the leader on the school bus? Who is the leader in the cafeteria?  Think about some of the things that each of these people does as a leader. | Students will create a pictograph by drawing and labeling pictures of leaders in their roles as a family leader, classroom leader, or school leader. | | | | | | | Teacher observation  Checklist or rubric for scoring appropriateness of response |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | | | |
| K: [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | 2nd:  [SS2CG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | | |
| b. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness. | Whole Group/Discussion: The teacher will introduce the book, *Honest Abe* by Edith Kunhardt, telling the students that it is about a person with good qualities that made him a good citizen. Ask student to listen for those qualities as the story is read aloud.  Discuss the story with students after it has been read aloud. Record students’ responses to the questions:  Why was Abraham Lincoln called Honest Abe? Was he trustworthy? Was Abraham Lincoln a good citizen?  Guide students to understand that being honest and trustworthy are some of the qualities that make a good citizen.  Have students suggest several other admirable qualities that Abraham Lincoln possessed and list these on the chalkboard.  Is Abraham Lincoln a real person or a character in a story? Tell students that Abraham Lincoln was a real person, and the 16th president of the United States. Ask students to name other real people who possess admirable qualities similar to Abraham Lincoln’s and record their suggestions on the chalkboard. | The teacher will read the books, *Arthur and the Crunch Cereal Contest* by Marc Brown and *Honest Abe* by Edith Kunhardt.  After reading the story, the teacher will draw a large Venn diagram on the chalkboard and label one side “Abraham Lincoln” and the other side “Arthur”. Students will identify the qualities that pertain to each figure and the teacher will record the information in their respective spaces, listing the good qualities that Abraham Lincoln and Arthur share in the middle space.  Discuss how Abraham Lincoln and Arthur were similar and how they were different.  Students will think of a person they admire as a good citizen or a good leader. They may think about fictional characters as well as real-life people.  They will write the name of the person they admire on the top of their papers. Students will draw a picture of this person and write a paragraph about why they admire him/her. Each student will share their pictures with the class. | | | | | | | Writing rubric scoring appropriateness of content |
| ***ELA Content Standards:*** | | | ***SS Content Standards:*** | | | |
| K: [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | 1st:  [SSKH1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | 2nd:  [SS2CG3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | |
| c. Describe positive and negative leadership traits as seen in fictional characters or in historical figures**.** | Whole Group/Activate Prior Knowledge:  The teacher will read *The Empty Pot*, by Demi  (1990).  What did Ping think about the contest to grow the most beautiful flower at the beginning of the story? Has Ping tried his best to help the seed to grow? How do you know?  \* What does Ping think of his friend's suggestion to take another flower to the emperor? What do you think he should do?  \* Do you think Ping's father gave him good advice?  \* Why do you think the emperor seems unhappy with all the beautiful plants? What had the emperor done? Why?  \* Do you think Ping was the best choice for emperor? Why?  \* What do we mean when we say Ping showed integrity?  \* What is integrity? In what ways did Ping show integrity? Is that the same thing as *honesty*?  Review the meanings of *honesty* and *fairness*.  \* Why it is important to be honest?  \* Do you want your friends to be honest with you  \* Does it take courage to be honest? How did Ping show courage by being honest? How was he rewarded for his honesty?  \* Do you think the Emperor was a fair leader? Why do you think so? Were there any characters that did not behave honestly? Who were they? What did they do? Why would this be a poor leadership quality? | Teacher will read aloud the book, *Me First*, by Helen Lester. Discussion should result in an understanding that Pinkerton was a pushy pig who was bound and determined to always be first.  Students will reflect on what happened to Pinkerton in the story and some of the negative qualities he exhibited.  Students will create paper sandwich whose ingredients represent elements of positive and negative traits. Each sandwich will contain a message from the student about ways that Pinkerton’s behavior might be improved, listing more positive traits that make him an acceptable class leader someday... Students will display the sandwiches on a bulletin board called “Pinkerton’s Picnic”, and later will enjoy sharing their thoughts on Pinkerton’s behavior | | | | | | | Teacher observation of student participation and the appropriateness of responses both orally and on the completed sandwich. |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | | | |
| K: [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKW2](http://www.corestandards.org/ELA-Literacy/W/K/2/) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K: [SSKH1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 1st: [SS1H1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | 2nd: [SS2H1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

**Leadership Studies Curriculum Grades K-2**

**Strand: Knowledge of Leadership Skills**

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| **Standard: LS.2 The student will explore the role of the follower.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower. | Whole Group/ Discussion: The teacher will read aloud the book, *The Talking Eggs* by Robert D. San Souci.  After hearing the story, students will review the events of the story. They will compare and contrast the sisters’ experiences with the old woman, noting how differently Blanche and Rose behaved as a follower of the old woman’s directions. | Students will write a letter to Rose, the disrespectful sister. In it, each student will share their thoughts about what caused Rose to experience so many difficulties, and why she should be more like her sister, Blanche. | | | Teacher observation  Student participation in large group discussion  Writing rubric scoring letter content |
| ***ELA*** ***Content Standards:*** | | |
| K: [ELAGSEKW1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1L1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2L1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |
| b. Examine the importance of being willing to listen, taking directions, following assigned chains of command, and being supportive. | Whole Group/Small Group: Activate Prior Knowledge by connecting to text. After hearing *The Island of the Skog,* by Steven Kellogg, read aloud students will discuss the importance of being able to listen and to follow designated chains of command in various situations. The class will complete a story map, identifying circumstances where characters demonstrated these abilities. | Small groups of students will brainstorm and list rules or laws for our neighborhood and community. Groups will share and justify their list of rules and laws.  Using the Think-Pair-Share model students will work with a partner and create a new rule or law for their community. They will then make a poster to illustrate this new rule and share it with the class. Students must justify their idea by giving reasons and examples why they think the new law would make their community better. | | | Teacher observation  of student participation in small group  Checklist or rubric assessing appropriateness of content, rational, and completed poster. |
| ***ELA Content Standards*** | | |
| K:  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum Grades K-2**

**Strand: Knowledge of Leadership Skills**

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| **Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.** | | | | | | | | |
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| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | | **Assessment Options** |
| a. Develop active listening skills and good reading strategies. | This standard correlates directly with the GSE ELA strands on Fluency, Vocabulary, Comprehension, and Listening, Viewing, Speaking and Presenting.  Whole Group Activity/ Discussion: The teacher will assign a few students to observe the activity. Students will be told that in the next discussion they will all be allowed to answer your questions at the same time. (Allow a few minutes for student responses)  Discuss:   * What happened when you all spoke at once? * What did the observers notice? * Is it important to use your listening and speaking skills in the classroom? Why? * Why is it important to take turns during a class discussion? | Students will practice this standard and element during reading, social studies, and/or science sessions.  After reading the book, *The Miraculous Journey of Edward Tulane* by Kate DiCamillo, students will reflect on what we learn from others when we carefully listen. Students will create a T-Chart, listing times when it is important to listen at home and in the classroom and the benefits of each.  (Book Summary) Edward Tulane, a cold-hearted and proud toy rabbit, loves only himself until he is separated from the little girl who adores him and travels across the country, acquiring new owners and listening to their hopes, dreams, and histories. | | | | | | Benchmark Assessments (standardized and teacher-made) on Reading Comprehension  Participate in discussion  Completion of graphic organizer |
| ***ELA Content Standards*** | | | | | |
| K:  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st: [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |
| b. Share ideas, both verbally and in writing. | This standard correlates directly with the GSE ELA strand Listening, Viewing, Speaking and Presenting.  Pairs/ Whole Group/ Individual Response/ Demonstration on how Jigsaw Cooperative Groups works: In pairs, students will share information about each other.  Each student will determine what questions they will ask to learn about their classmate. Suggested questions might include:   * What is your favorite thing to do and why? * What do you want to be when you grow up? * Do you have a favorite book? * Other student generated questions   Following the activity, students will write a brief description of their partner based upon the information they learned. Students in Kindergarten might draw pictures that represent what they learned about the student.  In whole group, each student will introduce their partner by reading their description or sharing their pictures.  Teacher will introduce Science unit on ecology and how humans are affecting the lives of animals. Using the Jigsaw Method students will work in groups to research how people are supporting or hurting birds, large mammals (deer), and amphibians (frogs).  Whole Group discussion will focus on ideas to support wildlife | Students will practice this standard and element during reading, social studies, and/or science sessions.  Students will be divided into groups of three. One student from each group will be assigned birds, deer, or frogs to research. They will be reminded of the importance of listening to group members and of sharing important information.  Students will break off into their groups of birds, deer, or frogs to research locate information and will be given time to collect information about their animal from books and other sources. The teacher will monitor group work and guide students to work collaboratively to gather information, sharing what they found and taking notes on all information.  Students will then return to their original group and share information about the animal they studied while other members of the group make notes on a large piece of paper using pictures and no more than three words to describe each animal additional animal. Following the activity, work will be collected for scoring. | | | | | | Teacher Observation  Checklist or Rubric for evaluation of student’s level of participation Jigsaw activity |
| ***ELA Content Standards*** | | | | | |
| K: [ELAGSEKW5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW7,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st:  [ELAGSE1W5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W7,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf)  [ELAGSE1W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2W5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W7,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |
| c. Identify the difference between facts and opinions | Whole Group/ Lecture/ Discussion: The teacher will review the terms *fact* and *opinion* with students. A fact is something that is known to be true and can be proven, and an opinion is what a person thinks, but cannot be proven.  Provide examples of each term. It is a fact that "The President of the United States is George W. Bush”. The statement. "He is the best President ever." is an opinion.  The teacher will discuss how others' opinions can either (1) encourage or help us grow and improve or (2) discourage and inhibit us from growing.  Good citizenship involves distinguishing opinion from fact in order to make responsible decisions concerning ourselves and others. | Students will divide a piece of paper into two columns, writing the word *Facts* at the top of one side, and *Opinions* at the top of the other.  The teacher will read each numbered statement aloud, and students will write the number of the  given sentence under either “fact” or “opinion”  1. All people must breathe to live.  2. All people love basketball.  3. Blue is the best color.  4. He is stupid.  5. Abraham Lincoln was a United States president.  6. North Carolina is a southern state.  7. I don't like broccoli.  8. Fire needs oxygen to burn.  9. Pizza tastes great.  10. Most people have two arms and legs. Students will discuss their reasoning as each statement is reviewed. | | | | | | Teacher Observation  Students’ understanding will be determined by the number of appropriate responses |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | | |
| K: [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | [1st: SSKCG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | [2nd: SS2CG3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| d. Recognize differences of opinion. | Whole Group/ Prior Knowledge/ Discussion: The teacher will read the book, *Cloudy With a Chance of Meatballs* by Judi Barrett, Scholastic Inc., 1978.  Students will discuss how people in the town of Chewandswallow decided what to eat each day. Or did they? All of their food came from the sky and they had to eat what the weather brought to them.  Discuss the different things that came out of the sky. (soup, juice, mashed potatoes, green peas, hamburgers, brussel sprouts, peanut butter, broccoli, cheese, tomatoes, and meatballs  What kinds of food do you like to eat? Which foods would you eat if you were in charge of the groceries at your house? As students respond, the teacher will list their food choices on the board. Are these healthy foods? Students will compare their opinions about healthy foods to those referenced in the class health textbook. | Students will think about a question where the response requires an opinion. For example, “Which flavor of ice cream do you like best; vanilla, chocolate, or strawberry?” Over several days the students will poll their classmates’ opinions and then chart the information. Students will share their results with the class, including the number of differing opinions that were represented in the class. | | | | | | Conduct Survey  Put data in chart form |
| ***ELA Content Standards:*** | | | | | |
| K: [ELAGSEKW8](http://www.corestandards.org/ELA-Literacy/W/K/8/) | | 1st: [ELAGSE1W8](http://www.corestandards.org/ELA-Literacy/W/1/8/) | | 2nd: [ELAGSE2W8](http://www.corestandards.org/ELA-Literacy/W/2/8/) | |
| e. Provide positive feedback. | Whole Group: Discuss with students how to listen and talk respectfully to each other. Discuss ways to say positive things to classmates and neighbors.  Role Play: Demonstrate appropriate peer conversations for critiquing and providing feedback to peers and others.  Interactive Read Aloud: Teacher will read the book, *Noisy Nora*, by Rosemary Wells. On chart paper write the quote that family members say to Nora to make her behave. Then write a sentence that would be more positive and polite to tell Nora to behave. | Students will practice and role play speaking to each other in a respectful manner.  Students will create positive and polite statements to say to Noisy Nora. | | | | | | Participate in group discussion  Teacher Observation  Role Playing |
| ***ELA Content Standards:*** | | | ***SS Content Standards*** | | |
| K: [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKCG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | 1st: [SS1CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| f. Support other group members to achieve positive team development. | Whole Group/Pairs: Students will work cooperatively to define “*a community”* using a vocabulary-building, concept-mapping exercise.  As students form each word, the teacher will write the words on chart paper.   * “Use two letters to make the word *in*.” * "Change one letter and make the French word *un*. Un means one in French.” * “Add one letter to make the Spanish word *uno*. Uno means one in Spanish. *Uno* is also the name of a card game.” * “Using two letters from *uno* and a new vowel, make the word *one* in English.” * “Yesterday you talked about unity. How do the words *un*, *uno* and *one* relate to unity? (*Unity means come together as one*.) * “Use four letters to make the word *unit*. Unit means one in math.” * “Can you add one letter to the word unit to make the word *unite*?” * “What does *unite* mean?” (*Come together as one*) * “Change one letter and make the new word *unity*. Unity means coming together for a purpose.” * “Use four different letters to make the word *come*. When we come together we unite.” * “Put the word come and the word unity together to make a nine letter word. You will change one letter.” (Students may need help forming this word—*community*.)   “What is a *community*?” Community is a group of people who come together as one; people who work and learn together. Students will share how they worked together to build the word “community”.  Whole Group/Interactive Read Aloud:  Tell the students that you are going to read a story about a man who finds unity in a community. Ask them to think (as you read) about how the words and ideas from the chart relate to the story. Read aloud *Somebody Loves You, Mr. Hatch*, by Eileen Spinelli, stopping as needed to clarify, discuss, predict, infer and review.  After reflecting on the story, encourage the students to add words/concepts to the chart of words related to unity in a community.  When you have finished reading aloud, ask the children how Mr. Hatch moved from being one person alone to a member of a community. What did he do and how did the community respond?  What value did the community add to his life? | Students will work as partners follow the directions the teacher gives to build vocabulary. Students will work with a concept word map for the word *community*.  After reflecting on the story, encourage the students to add words/concepts to the chart of words related to unity in a community.  Students will listen to the story; *Somebody Loves You, Mr. Hatch*, by Eileen Spinelli, about a man who finds unity in a community. They will think about how the words and ideas from the chart relate to the story.  After students listen to the story, they will answer questions about how Mr. Hatch moved from being one person alone to a member of a community. What did he do and how did the community respond? What value did the community add to his life? How does Mr. Hatch contribute to the community? | | | | | | Graphic Organizer  Participate in group discussion |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | | |
| K: [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKRF3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1RF3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2RF3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | |
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**Leadership Studies Curriculum Grades K-2**

**Strand: Knowledge of Leadership Skills**

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

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| **Standard: LS.4 The student will identify and practice decision making skills.** | | | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | | **Assessment Options** |
| a. Recognize problems. | Whole Group/Small Groups/Role Play:  The teacher will read *Noisy Nora* by Rosemary Wells. After the read-aloud students will identify Nora’s problem and how she decided to solve it, discussing any personal connections they have with the text.  The teacher will then introduce a situation that is relevant to the students, such as “finding a pencil on the floor.” What do you do? What are the choices you have? (Find the owner or keep the pencil) Discuss the contexts that may make actions right or wrong. Include respect for property and other concepts with which the student would be familiar. What would a good citizen do?  In small groups, students will discuss problems that come up at school and at home and how they react to them. They will role play the negative scenario and then a positive scenario for differ problems.  Role play disagreements about:   * Who will sit in the front seat of the car * Which television show to watch * Kicking under the table * Who will get the window seat of the car * A classmate is teasing or bullying another * Sharing a chocolate bar | Students will think about problems they have faced and what decisions they have made.  Students will make an *“If – Then”* book representing a variety of decisions that they must make each day and explaining the consequences of their actions. Using a list of problems that have been identified as a group, they will draw a picture showing the consequence of their actions, either positive or negative. When finished they will compile the pages into a book.  In small groups, students will discuss problems that come up at school and at home and how they react to them. They will role play the negative scenario and then a positive scenario for differ problems. | | | | | | Teacher Observation  Scoring Rubric for completion of If-Then book  Student participation in role play and appropriateness of responses |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | | |
| K: [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKRF3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1RF3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2RF3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKCG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | 1st: [SS1CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| b. Gather facts for decision making and problem solving | Partners/Cooperative Groups/Whole Group Discussion:  The students will be asked to recall the story, Noisy Nora. Nora independently decided how to solve her problem. Sometimes we must make a group decision that is best for everyone. Students will brainstorm times that this might occur.  The teacher will introduce a Decision-Making Model that has been adapted from *Master Curriculum Guide.* National Council on Economic Education.  The model has four steps: select choices, rate the relevance or importance of the idea, evaluate and make a decision. The teacher will draw a decision-making grid on the board or overhead projector and tell students that which area of the school grounds improvement.  The teacher will fill in areas of the grid as the discussion progresses; choices, the importance of each choice, evaluation, and the decision.  The teacher will read the fairy tale, Rapunzel to the students. The teacher will prepare a long braid of yellow yarn for the task.  The teacher will conference with each group to evaluate the students understanding of a decision making process | Students will retell the story of Noisy Nora to their partner, and discuss how she solves her problems.  Students will use the four steps of the Decision- Making Model to complete the decision-making grid.  Students will discuss some of the issues that should be considered as they rate their choices: What are we able to do as a class? How can we use what we have to do the job? What area needs the most work? Rate each choice with the class by having the students raise their hands and take a tally after asking each question.  After listening to the fairy tale, Rapunzel, students will be directed to answer the question, “How long is Rapunzel’s hair?” Students will work in small groups to answer the question. Each group will determine the method and materials that will be used to solve the problem and complete an adapted version of the “Decision-Making Model Grid” from *Master Curriculum Guide.* National Council on Economic Education.  Students will measure a long braid of yarn with a nonstandard unit of measure that the group has collectively agreed upon (e.g., paper clip, foot length, hand span, block, pencil, etc.). When measurements have been completed, the class will create a chart comparing the length of Rapunzel’s hair as measured by the different nonstandard units used by each group.  What part of the project did you like best?  How did you decide what your group would do?  Did you have problems in your group? How did you solve them? | | | | | | Teacher observation of student participation in the decision-making process.  Complete Decision- Making Grid  Creation of measurement chart  Teacher/Student Conferences |
| ***ELA Content Standards*** | | | | | |
| K: [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |
| c. Make simple decisions. | Whole Group/ Small Group:  The teacher will read the story, *The Red Racer*, by Audrey Wood. Students will discuss what Nona wanted in the story.  Did Nona need a new bike or did she just want a new bike? Why did she want a new bike? How did Nona try to get rid of her bicycle?  The teacher will ask the students, “What is the difference between what we really need, and what we want?”  Students will think-pair-share a list of things they need and a list of things they want. After groups have shared, and a class list has been generated, the class will evaluate the appropriateness of the choices. Students will move decisions around as they change their minds form the discussion.  Each student will receive an index card labeled with things my family needs and things my family wants. The student will interview someone in their family and record their answers on the index card. The students will bring the card back the next day to be used as review of needs and wants | After listening to the story, *The Red Racer*, students will discuss the decisions that Nona makes. Students will respond to the question, “What is the difference between what we really need, and what we want?”  Students will be given pictures form magazines or any other appropriate source that show one object in each picture. They will decide for themselves if their picture card shows something we need or something we want.  Students will show their picture to the group, and tell whether it is a need or a want and why it fits in that grouping. They will then tape their picture card to a class graphic organizer that is divided into two sections. One labeled *wants* and the other labeled *needs.*  For assessment, students will create a poster that represents their own personal needs and wants. They will be given a large piece of construction paper to fold in half and label one side with the word *wants* and the other side with the word *needs*. The students will use magazines, scissors and glue to cut out pictures that show things they need and things they want. They must have at least five pictures under each heading.  Students will be allowed to share in small groups before their work is collected. | | | | | | Teacher observation  of response during the think-pair-share  Appropriateness of response to social studies objective – needs and wants. |
| ***ELA Content Standards*** | | | | | |
| K: [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |
| d. Manage personal, classroom, and school resources. | Whole Group: The teacher will present the class with one bag of cookies, and ask the students, “How can we share a package of cookies with the whole class?” “How many will each person get?” “Are there enough for everyone?” Ask the students how they could share three cookies with the whole class. Would they each get a whole cookie?  Introduce Pat Hutchins’ book, *The Doorbell Rang,* and ask students to carefully note the story and picture details as it is read. To reinforce the counting principal, ask the students to count the number of children on each page in unison, and to predict how many more will appear each time the doorbell rings.  What is happening each time the doorbell rings? What happens when there is not enough for everyone? Do we have that problem with school supplies in our classroom? What must we do to make sure there is enough for everyone? | In small groups, students discuss the reasons for differences as the story progresses. They will tell what adjustments were made, if any and why.  Each group will come up with at least five things that are important for use in the classroom and how they would make these items were not wasted. Individual students will share how they will care for their own supplies. | | | | | | Participation in group discussion  List of classroom resources |
| ***ELA Content Standards*** | | | ***Math Content Standards*** | | |
| K: [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1ST: [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | [MGSEK.CC.4](https://www.georgiastandards.org/Georgia-Standards/Documents/Grade-K-5-Mathematics-Standards.pdf) | | |

**Leadership Studies Curriculum Grades K-2**

**Strand: Knowledge of Leadership Skills**

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

| **Standard: LS.5 The student will recognize the importance of setting goals.** | | | | | | | | |
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| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | | **Assessment Options** |
| a. Define and set personal short term goals. | Whole Group Discussion/Review:  The teacher will have the students recall the activity where they established a class goal for passing a ball.  Display some small banks or pictures of them, and pictures of commercial banks. Ask the students what all these banks have in common and how many students have their own banks at home. Do they take money out of their banks for spending, and how do they get money to put into their banks?  Explain that people earn *income* when they work. Do any of the students earn money by doing work at home or working for someone else?  Make a tally (on the chalkboard or chart paper) of the different ways students create income.  Before reading *Alexander Who Used to be Rich Last Sunday,* by Judith Viorst, ask the students to listen for some of the choices the boy in the story makes about the money he has earned. Then discuss their observations following the reading of the story and how Alexander had difficulty separating his wants and needs.  The teacher will then ask the students to think about other goals that are important to them (good grades, making the soccer team, etc...). | Based on the discussion, students will list at least one way they may begin saving their allowance or other income they may have.  They will also list two other goals that are important to them (good grades, making the soccer team, etc...). | | | | | | Teacher observation of student participation during class discussion.  List of appropriate goals |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | | |
| K: [ELAGSEKSL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKE1,](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) [SSKE2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | 1st:  [SS1E4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| b. Identify long term goals | Small Group/Whole Group Discussion:  The teacher will ask the students if they think  Alexander in the previous story had a goal.  Explain that there are two basic kinds of goals, short-term and long-term. Can they guess the difference? Explain the meaning of “incentives” and how it affects our choices.  Read aloud *A Chair for My Mother,* by Vera Williams. As the students discuss the characters choices, have them think about what they would have done with the money in that situation.  Students will complete a Venn Diagram comparing *A Chair for My Mother* and *Alexander Who Used to Be Rich Last Sunday* as they respond to the following questions:  How are the characters alike or different in terms of the incentives they responded to in the stories?  How is money used in each of the stories? Which character, Alexander or Rosa, are you most like? | Students will identify some of their long term goals by creating a three columned chart. They will fold a piece of blank paper into three equal parts and label one part “save”, another “spend and donate” and the third column “other”. Students will draw and label pictures that represent these goals.  Students will work in small groups to complete a Venn Diagram comparing Rosa and Alexander’s goals and incentives. | | | | | | Written representation using pictures and/or words to illustrate their long term goals  Completion of Graphic Organizer |
| ***ELA Content Standards*** | | | | | |
| K: [ELAGSEKW8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st: [ELAGSE1W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |
| c. Share personal goals. | Whole Group: The teacher will have students talk about ways that they have been saving, spending, or donating their money. As they revisit a comparison of the two stories, *A Chair for My Mother* and *Alexander Who Used to Be Rich Last Sunday,* they will talk about their understanding of *incentives*, *wants*, and *needs*.  Tell students that incentives are positive or negative things that motivate or influence people, such as those that motivated Alexander to spend in this story. Positive incentives are like rewards that motivate you to do something. Negative incentives are like penalties that motivate or persuade you to not do something.  Discuss some of the positive and negative incentives for their actions. | In small group teacher conferences, students will share their personal short term goals as they relate to home school and community. Through teacher led discussion , students will tell how they are:   * Looking at options to meet the goal. * Establishing a plan. * Thinking about rewards for reaching the goal. * Monitoring progress toward the goal. * Evaluating their progress. | | | | | | Teacher observation  of student participation during class  discussion  Student/Teacher  Conference |
| ***ELA Content Standards*** | | | | | |
| K: [ELAGSEKW8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | | 1st: [ELAGSE1W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | | 2nd: [ELAGSE2W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |
| d. Discuss the importance of setting goals. | Whole Group/Partners/Discussion: The teacher will Read *The Little Engine That Could*, by Watty Piper. After the reading, students will discuss how the engine wanted to get to the top of the mountain. The Little Engine was determined and set a goal to reach the top of the mountain and the village beyond it. The engine had to keep trying.  Explain what it feels like to accomplish something you’ve set your mind to doing. Explain how the feeling they get when they set and achieve their goals is like a torch inside of us to keep us going in the direction we want to go. Goals can help us keep going in the direction we want to go. Goals, like a torch’s light, help us to keep from getting lost.  Discuss goals that students might set. What are some long and some short-term goals? What do students want to do when they grow up? Are there goals that need to begin now? How much commitment and determination is it going to take to reach those goals? What is commitment and determination? Are they different for different goals? | Students will think-pair-share and describe what they want to be when they grow up. Following the discussion, students will write a short a paragraph telling why it is important to set goals. They will accompany it with an illustration of what they shared with a partner during the think-pair-share activity. | | | | | | Teacher observation  of student participation  during paired and  class discussion |
| ***ELA Content Standards:*** | | | ***SS Content Standards:*** | | |
| K: [ELAGSEKW8](http://www.corestandards.org/ELA-Literacy/W/K/8/) | 1st: [ELAGSE1W8](http://www.corestandards.org/ELA-Literacy/W/1/8/) | 2nd: [ELAGSE2W8](http://www.corestandards.org/ELA-Literacy/W/2/8/) | 1st:  SS1CG1 | | |

**Leadership Studies Curriculum Grades K - 2**

**Strand: Knowledge of Contexts and Situations**

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In

this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills

within the context of students’ primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

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| **Standard: CS.1 The student will understand that different settings affect leadership roles.** | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | **Assessment Options** |
| a. Understand that the student’s role as follower or leader may change at different times. | Whole Group/Role Playing:  The teacher will introduce the book, *Curious*  *George Takes a Job,* by Hans Augusto Rey.  On chart paper, the teacher will write down the list of jobs Curious George attempts. Then identify  the jobs that require leadership skills and those  that do not.  After reading the selection, students will consider how their classroom and school might be compared to a small city.  *S*tudents will generate a list of all the jobs that they think are needed to run a city. Then identify the jobs that require leadership skills. Ask the question, “Is every person that is involved in running a city a leader?” Discuss students’ responses. | After hearing the book *Curious George Takes a Job,* by Hans Augusto Rey, students will brainstorm all the jobs needed in order to run an efficient classroom. They will then organize the classroom as a city or town and sign up for jobs that will rotate periodically. Students will act the roles of community members during the course of daily classroom interactions.  After several rotations of jobs, each student will evaluate the importance and the challenges of each role either as a leader or follower.  At the end of the year, students will put together an instruction book for next year’s class on how to organize and run the classroom as a city. | | | | Graphic Organizer of  Jobs  Role Play  Creation of class book |
| ***ELA Content Standards*** | | | ***SS Content Standards*** |
| K: [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | 1st  [SS1G2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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| **Standard: CS.1 The student will understand that different settings affect leadership roles.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| b. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school. | Whole Group/Cooperative Groups/Interactive Read Aloud/Interactive Shared Writing: To activate prior knowledge, the teacher will read aloud the book, *It Takes a Village* by Jane Cowen-Fletcher. While reading, the teacher  needs to write down the names of the characters in the story and how each one took on a leadership role when KoKou visited them. Notice how each person does something different to help the little boy.  Discuss that the leadership role can be affected by changing situations. For example, when the school practices fire drills, everyone learns a specific role or has a specific responsibility to make sure everyone is safe. Create a flow chart of how the roles of leadership change so that fire  drill procedures run smoothly and effectively. Start with the Fire Marshall, Principal, Assistant Principal, School Secretary, Teachers, Students, Firemen. Have students identify each person’s responsibilities in case of a fire. Students could interview members of the school staff or have  staff members visit the classroom and tell the entire group what they do during fire drills. In cooperative groups students will transfer the  information to the graphic organizer.  Have students take on a leadership role for fire safety and emergency plans in their homes for their family members. *Family Disaster Readiness Survey* is available in *A Leader’s Guide to Being Your Best,* pg. 13. | Students will work in small groups to develop a graphic organizer that shows the different levels of leadership involved in fire safety. The flow chart will include a description of each person’s role and responsibilities.  Students will conduct a home survey with family members to determine roles and responsibilities in case of a family emergency. In cooperative groups, each student will explain his/her family’s emergency plan.  Students will participate in the composing of a class essay on leadership roles and how they can change in an emergency.  Students will participate in a class discussion about the similarities of leadership in *It Takes a Village* and in their own lives. | | | Teacher observation  Student participation  in pair as well as large group discussion |
| ***ELA Content Standards*** | | |
| K:  [ELAGSEKW2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

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|  | Conduct an Interactive Shared Writing Experience by composing a class essay that explains the effects of changing situations upon leadership roles and individual responsibilities in the family, the classroom, and the school. |  |  |

**Leadership Studies Curriculum Grades K - 2**

**Strand: Knowledge of Contexts and Situations**

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students’ primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

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| **Standard: CS.2 The student will identify his or her community and community needs.** | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** | |
| a. Name different communities in which people can concurrently hold membership, such as family, class, and school. | Whole Group/Cooperative Groups: Have students will work in cooperative groups. They will generate a list of places and activities that are in their daily lives (i.e. home, playground, daycare or after  school activities, sports, church choir…) Then have them sort and label each item by putting a capital *F* by the places and activities that includes family.  Put a capital *C* by the places and activities that  includes the class. Put a capital *S* in front of the places or activities that involves the school. Put a capital *COM* in front of places and activities that are a part of the community. After the list is  labeled each member of the cooperative group will share their places and activities that show people can be members of lots of different groups and communities.  In whole group, the class will compile a list of different communities people can be a member. | Students will work in cooperative groups. They will generate a list of places and activities that are in their daily lives (i.e. home, playground, daycare or after school activities, sports, church choir…) Put a capital *F* by the places and activities you belong to that includes your family. Put a capital *C* by the places and activities you belong to that includes class. Put a capital *S* in front of the places or activities you do that involves your school. Put a capital *COM* in front of places and activities that are a part of your community. After the list is labeled each member of the cooperative group will share their places and activities that show people can be members of lots of different groups and communities. | | | | Teacher Observation  Graphic Organizer |
| ***ELA Content Standards*** | | | |
| K:  [ELAGSEKSL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | |

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| **Standard: CS.2 The student will identify his or her community and community needs.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| b. Identify important community needs. | Whole Group/Discussion: The teacher will introduce the book, *The Three Questions* by Jon J. Muth, telling the students it about a boy who wants to be a good person. He will ask three questions and the answers will help him be a good person. Have students listen for the three questions as the story is read aloud.  After reading, students will recall Nikolai’s  questions and identify what he learned about being a good person.  Introduce the word *philanthropy*, and use the book as a starting point to help students recognize that children can be philanthropic in simple ways by noticing the people and the environment immediately around them--such as the school grounds or local community.  Students will think about how they, like Nikolai in the story, might respond to a need in their community.  Take the students for a walk around the school building, school grounds, and/or neighborhood to help them identify a way they can make a difference. Ask students to think overnight about their school and the needs it may have. | Students will listen to the book, *The Three Questions*, and identify the three questions. Students will explain how the community helps Nikolai and how Nikolai identifies the needs of his community.  Students will create a class bulletin board for displaying *philanthropic* actions. They will bring in either personal photographs or pictures from newspapers and magazines to post on the board. As items are brought to class, students will  explain the action and how it is addressing a community need. Students may want to display the pictures under categories such as Local, National, International; Time, Talent; Kids, Adults. | | | Participation in class discussion  Contribution to class bulletin board |
| ***ELA Content Standards*** | | |
| K:  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

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| **Standard: CS.2 The student will identify his or her community and community needs.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| c. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all. | Whole Group/Partners: The teacher will introduce the book, *Great Joy*, by Kate DeCamillo, telling the class it is about a child who is concerned about a member of the community and wants to help in some way.  Following the read-aloud, students will brainstorm to decide which groups in the community have needs. These could be people in the school community or the city/town.  The teacher will record the students’ ideas. When  a thorough list has been compiled, students will be asked “how they could find out if there are people who would appreciate their help”. How will this be done?  The class will work together to write a sample form letter that could be copied by each student, but mailed to different groups. | Students will demonstrate their understanding of citizenship by assuming an active role in a classroom or school project to share resources and benefit people in need by selecting from options such as donating used books for a children’s hospital; food items for a local food bank; winter clothing - mittens, scarves, coats, and heavy socks for a community clothes closet and then organizing and it carrying it out. Steps will include:  • Publicize the drive by making posters and writing announcements for broadcast to all  students and school staff.  • Design collectors such as boxes or clothes trees and distribute them to rooms in the school.  • Design and keep a progress chart during the drive.  • When the project is complete, publicize the results and thank all contributors.  Time will be provided for writing in journals each day as the students carry out their plan. The  journal entries will help the students create a book that describes their completed project.  When the project is finished, students will write and illustrate a book describing the project and how the class demonstrated philanthropy.  Kindergarten and First Grade may want to make a class book. Second grade may make individual books. | | | Teacher observation  of student participation in the discussions, brainstorming activity,  and letter writing.  Scoring rubric for written work |
| ***ELA Content Standards*** | | |
| K: [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKW2](http://www.corestandards.org/ELA-Literacy/W/K/2/) | 1st: [ELAGSE1SL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1SL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1SL5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf), [ELAGSE1W2](http://www.corestandards.org/ELA-Literacy/W/1/2/) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum Grades K - 2**

**Strand: Knowledge of Contexts and Situations**

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students’ primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

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| **Standard: CS.3 The student will explore the concept of citizenship.** | | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | | **Assessment Options** |
| a. Describe the roles and responsibilities of a citizen in the family, class, and school. | Whole Group/Pairs: The teacher will review the term “citizenship” and students will discuss how this relates to the concept of “service to others”. After hearing the book, *Berenstain Bears to the Rescue*, students will discuss the characters actions.  Are the bears good citizens? How do you know?  What responsible behaviors did they show?  Students will “think-pair-share” a list of responsibilities a citizen might have in the family, class and school. The responses for each pair will be recorded on a three-columned chart or graphic organizer.  The class will create a Citizenship Tree with examples of roles and responsibilities good citizens do. | Students will identify examples of good citizenship demonstrated by the Berenstain Bears.  Students will refer to the class list of good citizenship behaviors and select one action that he or she thinks is important to implement in their own life. The student will create a greeting card using folded construction paper. They will write, draw, or paste pictures cut from magazines to illustrate the action he or she has chosen.  Student may use a variety of supplies to decorate the front of their card. The completed cards will be placed beneath the class Citizenship Tree.  Students will discuss the reasons for their citizenship cards and how successfully they are at being a good citizen. | | | | | Completion of Graphic  Organizer  Creation of Citizenship  Card  Teacher checklist as evidence of good citizenship behaviors. |
| ***ELA Content Standards*** | | | ***SS Content Standards*** | |
| K: [ELAGSEKW8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) | K:  [SSKCH1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf), [SSKCG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 2nd:  [SS2CG3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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| b. Recognize and describe ways that good citizens assume active roles in the family, class, and school. | Whole Group/Speaker/Interactive Response: The teacher will display some photos of people volunteering their time to serve others (Habitat for Humanity, girl scouts, etc.). and ask the students to describe what needs are being addressed in each picture and who is donating their time, talent, or money to meet the needs.  The teacher will review the difference between a volunteer and a paid worker. Students will identify some examples of things that volunteers do in the school.  Discuss why someone would want to volunteer their time and services if they are not going to be paid. Tell the students that they will be interviewing some school volunteers that have been invited to talk with the class. | Students will brainstorm questions for use when they conduct interviews of school volunteers. As they generate questions about the volunteers’ motivation for helping, the teacher will write them on chart paper for future reference. Sample questions might include:  What kind of volunteer work do you do at the school?  How much time do you spend volunteering  (including time preparing)?  Why do you choose to do this?  What are you giving up to come here?  How do you feel about volunteering your time  The interviews may be conducted as a whole class talking to one volunteer at a time, as a panel of volunteers or in small groups with each group talking to one individual.  Task: Students will write or dictate a thank you letter to one of the guest volunteers, and should include a statement of what that person is doing for the school and why it is helpful or important. | | | Student conduct and participation before and during the interviews  Teacher/student conference  Writing rubric for content |
| ***ELA Content Standards:*** | | |
| K: [ELAGSEKSL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL3,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum Grades K - 2**

**Strand: Knowledge of Contexts and Situations**

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students’ primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

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| **Standard: CS.4 The student will explore the concept of protecting and caring for people and things.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| a. Recognize that good leaders take care of and preserve their family, class, and school communities. | Whole Group/Individual Response: In preparation for the discussion, the teacher will litter the class with trash, such s candy wrapper, soda cans, fast food containers and wrapper, and empty plastic containers of various types.  The teacher will allow some time for the students to observe the environment and then have them share their reactions to the trash found in the classroom when they arrived. They will discuss the reasons why this environment is unpleasant and how they might pay a role in preventing this display in any other areas of their home and school environment.  Extension:  Arrange a speaker from the community who can tell the children more about the importance of recycling and  taking care of small issues around school and home. | The students will decide as a class how they can in small ways improve the school environment.   They will organize a job corps for students to help with cleaning or maintaining the school environment.   They will produce posters that teach others in the school about everyone doing a small part to make the environment better for everyone.   They will choose one environmental issue to solve at school, like preserving the school ground, by creating and distributing posters  and presenting information to other  classrooms school wide. | | | Creation of poster according to rubric |
| ***ELA Content Standards*** | | |
| K: [ELAGSEKSL1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf), [ELAGSEKSL2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf)  [ELAGSEKSL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2SL1,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2SL5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

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| b. Illustrate that respect and caring for others include sharing classroom and school resources. | Whole Group/ Cooperative Groups:  The teacher will read the book, *The Rainbow*  *Fish*, by Marus Pfister.  After listening to the story, the class will create a story map that includes character qualities and actions. Students will define “sharing” in their own words and discuss whether or not the Rainbow Fish understood this at different parts of the story.  Discuss what it means to trust each other. What does trust feel like? Discuss how or why trust matters within the classroom community. Without trust, how will people feel about accepting acts of philanthropy?  Give the students the index cards and have each student write or draw one philanthropic act he or she can perform in the classroom or school. They should think about and be ready to explain how that act provides for the common good for the school/classroom community.  Encourage the students to carry out the philanthropic act sometime in the next few days. After a few days, discuss how students feel about their classroom/school community | Students will consider ways in which their classroom is a community, and how the behaviors and actions of the students make the classroom a pleasant community.  Students will make a list of the positive things they can do in the school and classroom to share individual and class resources (ie. lending a pencil or paper to a classmate, assisting another, etc) without being asked.  They will classify each action as it relates to three categories; *sharing time* (playing at recess), *sharing talent* (helping with work), and *sharing treasure* (sharing a treat from lunch).  Students will write a brief paragraph describing a time that someone shared something with them and how they felt. | | | Compile a list of activities to demonstrate the act of sharing  Writing Rubric |
| ***ELA Content Standards*** | | |
| K: [ELAGSEKW5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf)  [CELAGSEKW7,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W7,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf)  [ELAGSE1W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W5,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W7,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W8](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

**Leadership Studies Curriculum Grades K - 2**

**Strand: Knowledge of Contexts and Situations**

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| **Standard: CS.5 The student will practice leadership through service in a variety of communities.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment Options** |
| a. Recognize that community needs can be more important than individual benefits. | Whole Group/Cooperative Groups: Reference: *Waste Disposal*, by Sally Morgan  What is a landfill? How do they get full?  The teacher will inform the students that our landfills are filling up, and that every American creates an average of 4.5 pounds (1.7 meters)  of trash per day. Discuss the word “reduce”.  What can we do to reduce the amount of trash in our landfills?  Students will divide into pairs. Using a bag of several items from the trash, the teacher will give each partner one of the items out of your bag and ask them to work together to come up with a way that they can save this item from becoming trash. How can they use it in a different way?  Students will be encouraged to creatively find a way of putting less trash on our planet  Put two partner groups together and have all four see if they can come up with even more creative reusable ideas. Be sure they work cooperatively together.  Students will come back together as a class, voluntarily share their ideas, and create a chart entitled “REUSE”. | Students will work together in groups to brainstorm ways that they can reuse trash and why it is important. Students will:  • Discuss the importance of recycling by identifying uses of recycled products.  • Make posters to encourage recycling as part of a school-wide ad campaign.  • Decorate one or more boxes to collect  newspapers and/or mixed paper for recycling.  • Each week, place a different student in charge of collecting the papers and taking the box to the office to be picked up (or taken to a central location) for recycling.  • Visit a recycling plant or invite a guest speaker to explain how recycling works.  • Record the weight (if available) and chart it over time. At the end of the school year, have  students total the weight of all paper to be recycled. | | | Teacher observation of participation classroom during discussions and brainstorming sessions  Project Rubric |
| ***ELA Content Standards*** | | |
| K:  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) [ELAGSEKW1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st: [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

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| b. Demonstrate and provide examples of unselfish behavior. | Whole Group/Individual Response: The teacher will read the book, *Miss Rumphious,* by Barbara Cooney, stopping periodically to ask the students to describe Miss Rumphius and to write their descriptive words on the board (e.g. brave, creative, smart, selfless, etc.).  After reading, the students will discuss the following questions:  Why did Mrs. Rumphius want to do something to make the world more beautiful?  How did her grandfather inspire her?  Was Miss Rumphius selfish or unselfish with her time, talent and treasures? What part of the story showed this? How did Miss Rumphius’ unselfish behavior help her community?  The teacher will lead students to the understanding that she shared her time by planting her seeds, her talent of gardening, and the treasure of her seeds.  How did she show commitment to her work of making the world more beautiful?  What could you do to make the world more beautiful?  Remember to also think of beauty that you cannot see. Students will brainstorm ideas together and create a list to be posted in the classroom. | (Kindergarten-First grade)  Students will complete the sentence starter  "I can to make our world more beautiful" by filling in the blank with something that he or she  can do to make the world more beautiful.  (First & Second Grade)  Students will write a story (fiction, nonfiction, or poetry) about making the world a better place, using the writing process. When completed the  stories will be compiled and put into a class book  for students to read in the school, family, or community. | | | Participate in class discussion  Writing Rubric |
| ***ELA Content Standards*** | | |
| K  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st  [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd  [ELAGSE2W2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf), [ELAGSE2W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |
| c. List ways that good leaders care about the needs of others. | Whole Group/Individual: Teacher will use social studies textbook as a resource for leaders who cared about the needs of others. For example, Dr. Martin Luther King, Jr. devoted his life to supporting people in need and fighting social injustices.  As the class reads about Dr. King, compile a list of his accomplishments that helped people.  Ask the students to imagine if they were taking care of a younger sibling or relative. What are things that could be done to take care of these younger children? | Students will read in their social studies textbooks accounts of ways good leaders care about others. Students will especially focus on the things Dr. Martin Luther King, Jr. did for the civil rights movement.  Students may draw or write about taking care of a younger sibling or relative. They will include things that could be done to make sure the young  children are safe and their needs are addressed. | | | Compile a list of leader accomplishments  Write or draw a paragraph  Writing Rubric |
| ***ELA Content Standards*** | | |
| K  [ELAGSEKW2](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Standards.pdf) | 1st:  [ELAGSE1W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) [ELAGSE1W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-1-Standards.pdf) | 2nd: [ELAGSE2W2,](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) [ELAGSE2W3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-2-Standards.pdf) |

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| **Standard: SK.1 The student will examine his or her own self-image** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment**  **Options** |
| a. Generate individual  view of own self-image and compare to earlier viewpoints | Whole Group/Lecture/Demonstration: Teacher will locate in students’ ILP folders previous self-image surveys from earlier grades. Teacher will provide a model on how to use the Venn Diagram for identifying differences and similarities. | Students will complete surveys about themselves,  Getting to Know Me. Students will then compare their newest views to previous surveys from early grades. Students will note evidence of personal growth, similarities and differences on a graphic organizer. | | | Student will  analyze Venn Diagram, and write a brief summary describing personal changes in self- image over the years. |
| ***ELA Content Standards*** | | |
| 3rd:  [ELAGSE3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-3-Standards.pdf) | 4th:  [ELAGSE4](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-4-Standards.pdf) | 5th:  [ELAGSE5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-5-Standards.pdf) |
| b. Describe personal  views of self such as strengths, weaknesses, likes and dislikes, interests or talents | Whole Group/Independent Activity: Teacher will ask  the students to review their Getting to Know Me surveys and then identify personal strengths, weaknesses, likes and dislikes.  Teachers may use the interest inventory in  *Teaching Gifted Kids in the Regular Classroom*. | ***Wanted Poster***  This activity helps students become aware of the characteristics that make each person unique.  The student will attach a personal picture to a 12-  x 18-inch piece of construction paper. The student will add his or her name, physical description, and characteristics such as interests, talents,  strengths and weaknesses, and opinions. Each student will then place their *Wanted Poster* somewhere in the room for others to view. | | | Wanted Poster  needs to include strengths, weaknesses, interests, and talents. |
| ***ELA Content Standards*** | | |
| 3rd: [ELAGSE3W3.b](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-3-Standards.pdf) | 4th: [ELAGSE4W3.b](http://www.corestandards.org/ELA-Literacy/W/4/3/b/) | 5th: [ELAGSE5W3.b](http://www.corestandards.org/ELA-Literacy/W/5/3/b/) |
| c. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection | Whole Group/Activating Background Knowledge: Before introducing *The Lion, the Witch, and the Wardrobe*, The teacher will conduct an informal class poll.  \* How many students are the eldest children? The youngest? The middle? An only child?  \* What is it like to be the ?  \* What responsibilities do you have?  The teacher will explain that *The Lion, the Witch, and the Wardrob*e is about four siblings who love each other, fight with each other, have adventures | As students read *The Lion, The Witch, and The Wardrobe,* they will track the events of the main characters that contribute to the characters’ development and how they respond/react to success, failure, acceptance and rejection. Students will use a graphic organizer to record events and characters’ responses.  Students will form small literature circles as they read each chapter to map the character changes. Each group will present their finds at designated times to the whole class. | | | Student will select on of the main characters to write an essay on how events in the story contributed to that character’s changing sense of self. |

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|  | together, and have different responsibilities.  Literature Circles: Teacher will create small groups. |  |  |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) |
| d. Investigate outside factors that may influence self-image, such as others’ opinions in certain situations | Whole Group/Brainstorming/Independent Practice: The teacher explains that the eldest brother in *The Lion, the Witch, and the Wardrobe* gradually  accepts a leadership role because those around him express their confidence in his abilities.  The class will brainstorm a list of possible factors that might influence self-images. | Students will reflect on their own experiences and then write a description of a personal situation in their life where family members or friends expressed their support when the student felt unsure about a challenging task. The student will explain how these outside factors influenced self confidence and a desire to succeed. | Student will write a personal description and  then share in either a large or small group their experience and influencing factors. |
| ***ELA Content Standards*** |
| [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| e. Recognize that self- image may change over time and in different situations | Whole Group/Independent Practice: Teacher will initiate a discussion about changes in self-image. Point out personal changes students discovered when they were creating their own Venn Diagrams.  Teacher should also encourage students to revisit the changes in self-image that occurred with the characters in the *Chronicles of Narnia.* | Students will review their personal changes as they look at their Self Awareness Surveys. As they reflect they need to recall if there were specific situations or events that contributed to personal [ELAGSEW](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx).  Student will select a character from the *Chronicles of Narnia* to identify when that character started to change their confidence in their own abilities. | | | Student will create  a graphic organizer or a written  summary identifying the changes that  occurred in the  character of their choice. |
| ***ELA Content Standards*** | | |
| 3rd:  [ELAGSE3W3.b](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-3-Standards.pdf)  [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 4th:  [ELAGSE4W3.b](http://www.corestandards.org/ELA-Literacy/W/4/3/b/)  [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 5th:  [ELAGSE5W3.b](https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-5-Standards.pdf)  [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| **Standard: SK.2 The student will examine his or her own behaviors and how they contribute to group interaction.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment**  **Options** |
| a. Discuss personal style of interacting with others | Whole Group/Pairs: Teacher will have students brainstorm strategies for having meaningful interactions with others. The list should include:   Keep eye contact when engaged in conversation   Be aware of others’ feelings and show how interested you are in their thoughts and opinions.   Do not interrupt while others are speaking.   Be sincere in your responses  Revisit this element throughout the school year. | Students will create a list of strategies for having meaningful interactions with others. After the list is created, students will work in pairs to practice the strategies discussed with each other.  Each student will write in their journal the specific strategy he/she wants to incorporate into his/her personal style. | | | Leadership Rubric  of Positive Qualities  Students will write personal style choices in their journals and revisit these decisions throughout the year to determine how successful change has been. |
| ***ELA Content Standards*** | | |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | | |

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| b. Describe characteristics of his or her responsible behavior, such as respect, trustworthiness, caring, and fairness. | Whole Group/Pairs/Individual: As a group, list ways individuals want to be shown fairness. Remind them that equity is applying the same rules for the same circumstances (like age, responsibilities, maturity, finances, time available).  Then use similar criteria to make a report card, which the young people can use to grade themselves on how well they show fairness to others.  *A Leader’s Guide to Being Your Best. Lesson 5: Fairness.* | **Let’s Fly a Kite**  This activity gives students a chance to celebrate their good deeds and unselfish behaviors, thereby boosting self-confidence.  The students will:  • Draw and cut out a kite (a quadrilateral).  • Divide the kite into four sections by drawing two perpendicular lines that bisect opposite angles.  **\*** Label the sections:  -I’m proud of things I’ve done for my friends:  -I’m proud of things I’ve done for my family:  -I’m proud of things I’ve done in school:  -I’m proud of things I’ve done for my community:  • List in the appropriate section one or more deeds recently performed.  • Add a tail made out of yarn and decorate the kite as desired.  Content Standard s: | | Students will create a drawing of a kite that identifies examples of responsible behavior. |
| ***ELA Content Standard***: | ***SS Content Standard****:* |
| 3rd:  [SS3CG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| E[LAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| **Standard: SK.2** The **student will examine his or her own behaviors and how they contribute to group interaction.** | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | **Assessment**  **Options** |
| c. Predict future leadership roles and steps  necessary to achieve them | Whole Group/Cooperative Groups: Teacher will review with students leadership qualities. In small groups students will discuss situations that will require them to examine their own behaviors and they will respond.  *A Leader’s Guide to Being Your Best. Lessons 10: Responsibility and Lesson 11: Safety.* | Students will make “Choice Logs.” These logs will be used to record each individual’s decisions where leadership skills need to be implemented.  Ex: What if you are at a party and your friend’s parents aren’t there. Some of the kids find cans of beer in the refrigerator and they want to drink them. What do you think you might do?  What steps would you take in an emergency? | | Use of rubric on supporting opinions with supporting details and a rubric on participating in a small group.  Write responses in  “Choice Log.” |
| ***ELA Content Standard:*** | |

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|  |  | [ELAGSEW9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |  |

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| **Standard: KO.1 The student will identify the characteristics of others.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Identify the characteristics of positive behavior in others, such as caring, trustworthiness, respect, and fairness**.** | Whole Group/Independent Practice: Teacher will read aloud the book, *The Hundred Dresses* by Eleanor Estes. This book brings to light themes of prejudice, cultural differences, respect, courage, and lessons learned about caring and equality.  Worksheet: “Who Would Do This?” is in  Lessons File. | Students will complete a worksheet that required them to identify behaviors of characters from the book, *The Hundred Dresses*. | Student will analyze the actions and motives of characters from the story by selecting the most appropriate actions by the main characters. |
| ***ELA Content Standards:*** |
| [ELAGSERL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| b. Discuss roles of responsibility of others in the school, community, state, and nation. | Whole Group: Discuss the meaning of the  words and phrases– responsibility, dependable, accepting consequences, and honoring commitments. Why are these traits important  for community, school, state, and our national  leaders to possess?  Cooperative Groups: Divide the students into four groups: Community Leaders, School Leaders, State Leaders, and National Leaders. Have each group make a chart entitled, “Who’s Responsible?” Write two column headings – WHO and WHAT. Each group will brainstorm responsibilities that people depend upon these leaders to do.  Upon completion, have the charts displayed so that the small groups can participate in a Gallery Walk around the classroom. Provide  post-it notes to each students in case they want to comment about the charts. | Students will be divided into four cooperative groups to make a chart entitled, “Who’s Responsible?” Each group will brainstorm responsibilities that people depend upon these leaders to do. After the charts  are completed, each group will display their chart. Then the groups will travel around the classroom to conduct a Gallery Walk so that they can read the  responsibilities listed by the other groups. As they  visit each chart they may write comments on post-it notes about responsibilities of school, community, state and national leaders. | Teacher Observation Participation in group activity  Participation in Gallery  Walk |
| ***ELA Content Standards*** |
| [ELAGSERL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| **Standard: KO.2 The Student will examine the needs and concerns of others.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance. | Cooperative Groups: Ask students to work in groups to role play a typical “Hundred Dresses” game and replace Maddie’s typical behavior with courageous actions. After the students have presented their revised events to the class, discuss how Maddie’s new choice would change the story. | Students will work in small groups to create a role playing situation that demonstrates how people can show compassion, friendship, approval, and acceptance of others. | Teams will present their versions of Maddie’s new behaviors. |
| ***ELA Content Standard*** |
| [ELAGSERL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| b. Act as a member of a group to develop a plan for addressing group needs and concerns. | Whole Group/Cooperative Groups: After discussing the problems faced by Wanda as a new student in the school, work with the students to create a *New Student Welcoming Plan* for the school or for the class. The plan should involve the formulation of an action strategy to ensure that any new students are immediately involved in school and classroom activities. This project might involve the creation of  a *Welcome Kit* that could include an introductory letter, a classroom handbook, and a student profile booklet. | Students will create a welcome kit for students new to the school. The plan will focus on ways to make the new students feel comfortable. | Students will complete a checklist of items deemed important in a Welcoming Kit. |
| ***ELA Content Standard:*** |
| [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| **Standard: KO.3 The student will consider the way others view and respond to the world.** | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | **Assessment Options** |
| a. Recognize contributions of people from different backgrounds and experiences. | Whole Group: Teacher will introduce people from GSE Social Studies Curriculum. One of those community leaders was César Estrada Chávez. Have you ever heard of César Estrada Chávez? Have you ever thought about who picks the fruit and vegetables you eat every day? Chavez  fought for the civil rights of the people who do this hard job. They are called farm workers. His cause improved the working and living conditions of the farm workers. His struggles helped this group of uneducated, poor, and hard-working people to be accepted and treated fairly. It forced the United States to improve every citizen’s rights, including those less fortunate. Cesar Chavez overcame challenges that today allow many people coming to the United States to live in their community.  Use this website for student research <http://projects.edtech.sandi.net/brooklyn/chavez/> | Students will research the contributions of Cesar  Chavez to civil rights of migrant farm workers.  Students will prepare a persuasive letter for the consideration of making Cesar Chavez’s birthday a national holiday. | | Students’ letters of persuasion will be evaluated based on persuasive speech criteria.  The biography paper will be evaluated based on biography criteria. |
| ***ELA***  ***Content Standards*** | ***SS***  ***Content Standards*** |
| [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | SSH1  SSH6  SSKF1 |
| b. Explore cultural diversity in the school, community, and nation | Whole Group/Cooperative Groups: Teacher will read aloud the book, *Mi barrio: my neighborhood*. There should be a discussion on cultural differences between Wanda’s Polish background, Puerto Rican traditions, and students’ cultural diversities in their own school and community. | Students will work in small cooperative groups to develop a graphic organizer that shows the cultural differences between *Hundred Dresses*, *Mi barrio: my neighborhood*, and their own neighborhood.  Students need to create a section in their Leadership Journal that identifies the cultural diversities they encounter in their studies, school, community and the nation. | | Students will create a graphic organizer.  Students will write about Cultural  Diversity in Leadership  Journal. |
| ***ELA Content Standards*** | |
| [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | |

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| **Standard: KO.4 The student will communicate with others** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Interact in pairs and with groups of varying size within the class, school,  and community | Throughout the school year the teacher needs to provide regular opportunities for students to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other. Share with the students a set of guidelines/rules when working in pairs and groups:   Follow directions.   Avoid arguments.   Take turns.   Share.   Talk out problems.  *A Leader’s Guide to Being Your Best*. Lesson 4. | Throughout the school year students will to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other.  Students will role play how to behave when working in pairs and groups by following the guidelines. | Teacher Observation  Successful Completion of Various Tasks, Activities, and Projects |
| ***ELA Content Standards:*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| b. Participate in and lead team projects for the class, school, and/or community | Throughout the school year the teacher needs to provide regular opportunities for students to work on team projects. Each student needs to opportunity to function as a team leader. This may be accomplished by rotating team leader responsibilities for the *Great Friday Afternoon Event* activity.  This element is also addressed throughout the Leadership Curriculum. Students will work on team projects on a weekly basis. | Throughout the school year students will work on team projects. Each student will maintain a Leadership Journal. In the journal each student will write reflections about the experiences of being a team member as well as being a team leader.  Participating in the Great Friday Afternoon Event will allow every student the opportunity to work on a team and perform at the end of each week. | Teacher Observation  Performance Rubric for The Great Friday Afternoon Event. |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| **Standard: LS.1 The student will identify the characteristics of leaders.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness). | Pairs/Partners: Teacher will assign students into pairs of partners. Each group will use Frayer’s graphic organizer to learn the meaning of words that describe qualities of leadership. Students will also review vocabulary words from earlier grades: honesty, caring for others,  civility, and fairness. | Students will work in pairs to understand the meanings of vocabulary words that describe the characteristics of leaders.  Students will match real and literary leaders who reflect the characteristic of leaders that the students have identified and discussed. | Students will complete Frayer’s Graphic Organizer using new vocabulary words that describe leadership qualities. |
| ***ELA Content Standards*** |
| [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL5](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI5](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state. | Whole Group/Teams/Pairs: After reviewing leadership traits, the teacher will lead a brainstorming of more traits.  Teacher will lead the discussion about distinguishing between positive and negative examples of these traits. The teacher will be  able to use examples from several books about  *WWII. Number the Stars by Lois Lowry and Snow Treasure* by Marie McSwigan provide literary examples of positive and negative traits.  Review and reflect with students the characters that showed positive traits and those who were negative leaders. Then lead the discussion to identify positive examples of leadership in the school, community and state. Then identify negative leadership in other countries.  Gr. 4 & 5 should make connections between WWII stories and The Underground Railroad and Harriet Tubman. | Students will add more leadership traits to their leadership journal. They will work in pairs to create concept web organizers that will provide deeper understanding of the meaning of these traits.  Students will read their SS textbooks and other non- fictional accounts of WWII especially noting the Scandinavian countries.  Students will join Literature Circles to read and study about the novels, Snow Treasure (for boys) or Number the Stars (for girls).  Each literature group will provide a presentation about the book they read. After the presentations, students will compare and contrast the two novels, especially focusing on themes of leadership.  Students will create lists of characters who showed positive leadership and those who showed negative leadership. Lists will be placed in Leadership Journals. | Students will use new vocabulary in their conversations about leadership.  Students will identify on a map of Europe  the countries that were involved in Germany  invasions.  Student will maintain a Literature Circle notebook with all of  the completed activities.  Rubric for Oral  Presentations |

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| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSESL1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)  [ELAGSESL6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/)  [ELAGSEW4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) | 4th  [SSH4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SSH5](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 5th  [SSH4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SS5E1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SSH5](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| **Standard: LS.2 The student will explore the role of the follower.** | | | | | | |
| **Elements** | **Teaching Tasks** | | **Performance Tasks** | | | **Assessment Options** |
| a. Understand that followers can support and advance the cause of  their leaders. | Whole Group/Individual: Teacher will read aloud the book, *The Yellow Star* by Carmen Deedy. After hearing the legend of the courage of the King of Denmark and how his actions influenced the Danish people, have students discuss why people followed the decisions of their leaders.  Make text-to-text connections about leaders and followers with *Number the Stars, Snow Treasure, The Underground Railroad*, etc.  Discuss the role of followers as it applied to GSE History elements (ex. the Revolutionary War, the Iraq War, and the Presidential Election process). | | The students will listen to the teacher read aloud the book, *The Yellow Star* by Carmen Deedy. The students will discuss how followers support the causes of their leaders. Discuss how followers can show as much courage as leaders for causes they believe in.  Students will make text-to-text connections with novels and textbooks they have read about followers and leaders. | | | Students will write a personal reaction about the importance of following the requests of the leaders. |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | [SSH2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SSCG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | |
| b. Examine the importance of being an informed follower and the role of flexibility in being a follower. | Whole Group: Teacher will lead discussion about the importance of each person to find information about important issues so that they will be an informed follower.  Discuss the responsibility as a team member to the decisions of the group and the ability to be flexible when there are changes. | | Students will identify historical situations where common men and women needed to be informed and aware of political decisions and how those decisions affected their lives and their actions. Ex. Patrick Henry was informed about political events, and that gave him the courage to announce the arrival of the British troops and the beginning of the Revolutionary War.  As students work on social studies and science projects, they need to recognize the role of flexibility when they are a member of a team. | | | Students will complete a cause and effect graphic organizer that displays historical events and their  effects on individuals.  Students will write a personal reaction in their journals about times when they needed to be flexible. |
| ***ELA Content Standards:*** | | |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | | |

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| c. Understand and explain the importance of active participation as a follower. | Whole Group: Teacher will lead discussion about the responsibilities of followers to be participants in the completion of projects… to be active participants. | Student will provide examples of how to be an active member of a team, a classroom and school, a club, a place of worship, and a friendship.  The students will make connections between *Number the Stars,* the Civil Rights Movement, and the responsibility of doing the right thing. | | Students will write a personal reaction about the importance of following the requests of the leaders. |
| ***ELA Content Standards:*** | ***SS Content Standard:*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERI3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | [SS5HG](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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| **Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Listen and read for purpose, meaning, and expression of feeling within a variety of situations. | This standard correlates with the GSE ELA strand on Listening, Viewing, Speaking and Presenting.  Small Group: Readers’ Theater plays using historical or fictional stories with leadership themes will develop this standard. *American History: Building Fluency Through Practice and Performance* by T. Rasinski and L. Griffith.  Cooperative Groups: Implement *The Great Friday Afternoon Event* for opportunities to work in groups to create meaningful presentations. (Lessons File) | Students will practice this standard and element during reading, social studies, and/or science sessions.  Students will participate as members of Readers’ Theater plays using historical or fictional stories with leadership themes.  Students will perform their assigned *The Great Friday*  *Afternoon Event* presentation. | Benchmark Tests that measure Fluency and Reading Comprehension. |
| ***ELA Content Standards*** |
| [ELAGSERL2 ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| b. Share ideas, both verbally and in writing. | Cooperative Groups: Allow students to perform their Great Friday Afternoon Event presentations.  Small Group/Peer Conferencing: Provide opportunities for students to share their ideas and writings through brainstorming activities, author’s chair, jigsaw cooperative groupings, etc. | Students will perform their assigned *The Great Friday*  *Afternoon Event* presentation.  Students will share their ideas and writings through brainstorming activities, author’s chair, jigsaw cooperative groupings, etc. | Students will present their The Great Friday Afternoon Event activity.  Presentation Rubric  Teacher Observation |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| c. Identify the difference between facts and opinions. | Whole Group: Provide a mini lesson explaining the differences between facts and opinions.  Individual: After students understand that opinions have a quality of flexibility and are influenced by facts, instruction can focus on persuasive writing, essays, letters, debates, etc. Students will need | Students will determine if statements about Dr. Martin Luther King, Jr. are facts or opinions. Students will write persuasive letters to their classmates to gain support on topics applicable to the setting (i.e. Convince your classmates that they should replace processed food snacks with healthy | Completion of fact and opinion worksheet. Persuasive Letters will be evaluated using a Persuasive Writing Rubric. |

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|  | these skills to obtain support when developing service learning projects in their classrooms, school, and community. | food items.). Letters must include facts to support their opinions.  Content Standards: | |  |
| ***ELA Content Standards*** | ***SS Content Standards*** |
| [ELAGSEW1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 5th:  [SS5H6](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| d. Provide and respond appropriately to positive feedback. | Role Play: Demonstrate appropriate peer conversations for critiquing and providing feedback to peers and others.  Train students on how to use rubrics and checklists to assess quality of projects, writings, speeches, performances. *Use the Peer Conferencing Summary in Lessons File.* | Students will practice and role play peer conferencing. One student will be the teacher and the other the student. They will role play a dialogue on how to provide positive and negative feedback for a piece of writing. They will also use the language of the rubric appropriate to the genre of the writing. | | Teacher Observation  Completion of Peer Conference Summary Sheet |
| ***ELA Content Standards*** | |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | |
| e. Empathize with others. | Whole Group: Discuss the meaning of empathy and how it is different from sympathy. Review stories read previously where the characters or the students were able to empathize with other characters (ex. *Rose for Abby, The Yellow Star, Number the Stars*, etc.). | Each student will select a person or a character that they are able to empathize about their situations, conflicts, relationships. The student will create either a written reflection of this connection or an artistic form of expression that shows empathy toward selected character. | | Teacher Observation  Leadership Journal entry. |
| ***ELA Content Standards*** | |
| [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL6](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) | |
| f. Work as a team to communicate and support group projects. | Role Play: Demonstrate appropriate peer conversations when working as a team member. Encourage brainstorming techniques; avoid interrupting others when speaking; adhering to timelines; completing individual assignments for the team project.  Review this element whenever students are | Students may role play working as a team on a project to practice the element and understand expectations for appropriate behavior.  After role playing students will implement strategies for working with a team and being a supportive member on a team. | | Teacher observations, student reflections (either written or spoken), and project checklists. |
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|  | | working on service learning projects. |  |  |
| ***ELA Content Standards:*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| **Standard: LS.4 The student will identify and practice decision making skills.** | | | | |
| **Elements** | **Teaching Tasks** | | **Performance Tasks** | **Assessment Options** |
| a. Generate alternative solutions to problems | Role Play/ Demonstration: Provide students with strategies to generate alternative solutions, such as brainstorming, using Socratic discussion, seeking advice from experts.  Introduce Guidelines for deciding what to do   Get the facts   Share ideas   Borrow and build on other people’s ideas   Disagree respectfully   Be open to other points of view  Cooperative Groups: Provide students with scenarios where they can brainstorm different  solutions and possible outcomes.  Groups can role play their scenarios to demonstrate that there is more than one solution to a problem.  Lesson from : *A Leader’s Guide to Being Your Best*  Pgs. 40-43. | | In small groups students will discuss each situation to generate alternative solutions.   The girl who sits behind you in class won’t stop bothering you. She kicks your chair when you’re trying to read and pokes you with her pencil  when you’re trying to write. Yesterday, you turned around and told her “DON’T!!!” but that just made your teacher frown at you. How might you help the girl stop this behavior without getting her – or yourself- in trouble? What can you do if she doesn’t cooperate?   The kids in your group argue a lot. They bump each other out of lines, push, shove, and call each other names. What might you do to help everyone learn to cooperate more? How can you solve this problem without seeming bossy?  Each cooperative group will role play their best solution to each problem. | Teacher Observations  Peer Feedback |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| b. Work toward consensus in making group decisions. | Whole Group: Discuss the process of generating multiple solutions and then discuss how a team can come to a consensus on applying one solution.  Review the components implemented when persuasion is employed.  Cooperative Groups: Have the students form research teams where they have to select a research topic for the team. | The students will form groups of three. Each group will form a research team. Each student will brainstorm a list of three to five possible research topics. Team members will swap the list of topics with one another. The team will narrow the list down to three topics. Then each team member will take one topic and locate as many websites relevant to the topic as can be found during a single class period. The next day the team members will share their website lists with the group. Each student will share their opinions about the value, reliability, accuracy, and ease of use for each website. The team will come to a consensus on a single topic for their research. Each student will volunteer to visit two assigned websites and write a summary of  important facts. The summaries will be compiled into a team book. | Student Research Teams will compile team books. Each book will have individual summaries contributed by team members.  Each research team will come to a consensus on their research topic. |
| ***ELA Content Standards*** |
| [ELAGSEW7](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW8](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| c. Participate in orderly, organized group processes. | Whole Group: Discuss procedures usually followed at business meetings such as:   Agendas   Opportunities for everyone in the group to share ideas   Taking notes at the meeting   Using graphic organizers or visuals or drawings to explain ideas   Summarize at the end   Make sure everyone understands their responsibilities for the team   Set up deadlines or times to review progress.  Establish a class ritual and routine for working in a group.  Review these procedures at the beginning of any  new team project. | When students meet in work teams for research projects or service learning projects, they will need to implement procedures established by the teacher  and the class. Teams can select individuals for different group roles, such as project leader, secretary/recorder, graphic artist, etc.  Students will role play a team meeting to demonstrate how a team meeting might look and sound. | Teacher Observation  Team meeting notes and Journal Reflections on the success of group activities. |
| ***ELA Content Standards*** |
| [ELAGSEW7](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW8](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| **Standard: LS.5 The student will recognize the importance of setting goals.** | | | | | |
| a. Recognize that it is possible to have a  variety of personal goals. | Whole Group/Individual: Discuss: 1. What a goal is. 2.Outline the steps needed to achieve it.  3.Consider possible obstacles and ways to deal with them. 4.Set deadlines. View Video from [www.goodcharacter.com/BCBC/Goals.html](http://www.goodcharacter.com/BCBC/Goals.html)  Discuss how goals can reflect personal wishes, academic goals, financial goals, physical achievements, etc.  Social Studies GSE addresses establishing  financial fitness goals at all grade levels. Resource materials available through GCEE and NCEE. | Students will answer discussion questions about setting goals and start to identify personal goals. These reflections can be recorded in their leadership journals.  Students will begin to learn about strategies on how to become responsible for personal financial fitness. Students can work with the Financial Fitness for Life workbooks. | | | Students will maintain a leadership journal, where they will periodically write and reflect on setting and achieving personal goals.  Students will complete activities designed to achieve financial fitness. |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | [SSE1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SSE2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SSE3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf)  [SSE4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | |
| b. Review and set new short term goals on a regular basis. | Whole Group/Individual: Practice some goal setting exercises. In each case have the class go through the four step goal-setting process given in element a. Then have students write their own short term goals and provide opportunity for individual teacher conferences.  Financial Fitness: Explain the elements of a saving plan and examples of goods or services for which people save to buy something in the future. | Students will practice the four step goal-setting process.  Goal #1: Help a new kid in school feel included. Goal #2: Get a good summer job or activities. Goal #3: Stop violence on the school grounds.  Financial Fitness:  Goal #4: Earn enough money to buy a new bicycle. Goal #5: Raise money to buy a new computer for the school library.  Students will create their own personal short-term goals for both their leadership growth and their financial fitness growth. | | | Teacher Conference  Leadership Journal entry |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSEW2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/)  [ELAGSEW4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) | 4th:  [SS4E2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 5th:  S[S5E4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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| c. Identify long term goals. | Whole Group/Individual: Explain the difference between long-term and short-term goals. Short term goals are achieved in a few months – less than a year. Long term goals may take a year or more to accomplish.  Financial Goals: For example, a person might save for a vacation that he/she plans to take within a year. This is a short time goal. A person might  also save for his or her college education. This is a long term goal.  Explain that the purpose of this lesson is to encourage the students to think about their future  wants, to broaden their understanding of reasons  to save, and to enhance their ability to make better saving decisions. *Financial Fitness for Life, Teacher’s Guide. NCEE* | Students will generate a list of long term goals that they would like to accomplish. Each student will meet with the teacher to determine which goals are feasible.  Financial Goals: Student will select a long term financial goal. What is an incentive? They need to think about incentives to save. | | | Teacher Conferences Entry in Student Leadership Journal  Assessment questions found in Student Workouts in *Financial Fitness for Life: Steps to Financials Fitness* |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 4th:  [SS4E2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 5th:  [SS5E4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| d. Evaluate and modify personal goals. | Whole Group/Pairs/Individual: Discuss how setting goals require the development of a plan of action  by the individual or group. The action plan needs to be evaluated and reviewed periodically to determine if the plan is working so that the goal will be accomplished. Action plans are often modified to ensure success. Have each student work with a partner to create an action plan for achieving their short term and long term goals.  Establish a timeline for reviewing the plan and provide opportunities for students to revise their personal goals and action plans.  Financial Fitness: Remind students that even if people save, they cannot have everything they want. So people must make choices among their wants. They must decide what to buy and what to continue to save for in the future. Discuss how banks and interest paid on savings help people reach their long term goals. Students need to develop a saving plan and determine how much they must save each week or month to achieve | Students will create an action plan to achieve their short term and long term goals. They will work with a partner until they are ready to write the plan in their leadership journal.  Financial Fitness: Students will work in pairs. Each partner should explain his or her saving plan to the other. They need to decide where they will keep their savings.  Students will learn how to keep track of the money in a bank savings account. | | | Teacher Conferences Entry in Student Leadership Journal  Assessment questions found in Student Workouts in *Financial Fitness for Life: Steps to Financials Fitness* |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 4th:  [SS4E2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 5th:  [SS5E4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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|  | their goal.  Using *Financial Fitness Teacher Guide*, teach the students how to keep track of their money in a bank savings account. |  |  |
| e. Identify personal experiences for achieving one’s goals. | Individual: Have students write about a time when they succeeded at something.   Describe what happened.   How did that make you feel?   What did you learn from that experience?  Whole Group/Individual: Discuss how failure is often the catalyst for success or a major change in life decisions. Discuss how important it is to learn from our mistakes.  Have students write about when a goal was not achieved.   Describe what happened.   How did you deal with it?   What did you learn from it?   Did anything positive come out of it?  Financial Fitness: Have students share when they have been successful at saving money to obtain goods or services they wanted. | Students will write about a time when they  succeeded at something because they made it a goal and committed to it.  Students may share experiences with the whole group or with a partner about successes and failures at achieving personal goals. They need to identify what they learned from the experiences.  Students will write in their leadership journals about these experiences.  Financial Fitness: Have students share in a group or in writing how they developed a saving plan.   First, they decided on a goal by choosing a good or service they would like to buy in the  future.   Second, they decided how long they must save, how often they must save, and how much they must save to reach their goal.   Third, they evaluated different places to save by using a criterion of factors.   Finally, they express their personal feelings about being financial fit and responsible. | Entry in Leadership  Journal.  Completion of activities in the *Student Workouts*  from *Financial Fitness for Life: Steps to*  *Financial Fitness* by  the NCEE. |
| ***ELA Content Standards*** |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

leadership roles and cross-cultural contexts

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| **Standard: CS.1 The student will understand that different settings affect leadership roles.** | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | **Assessment**  **Options** |
| a. Understand that the student’s role as follower or leader may change at different times. | Whole Group/Cooperative Groups: Teacher will read aloud the story *Through My Eyes* by Ruby Bridges. Teacher will explain that this account is a primary source. Then students will read the  New York Times article describing the same event as an example of secondary sources. By comparing and contrasting the two sources,  students will be able to form conclusions about  Ruby’s role as a follower and a leader. | Students will hear the story of Ruby Bridges. A discussion will identify Ruby as a leader as she walked bravely into her new school. The discussion will continue to identify the change she made from leader to student in the classroom as she learned to follow the rules and directions of her teacher. After the discussion, students will form small groups and prepare graphic organizers that compare and contrast primary and secondary sources to draw conclusions about Ruby’s role as a follower and a leader. | | | | Students will create a graphic organizer comparing and contrasting two sources. Students will write a summary describing Ruby Bridges’ role as a leader and a follower. A rubric  will be used to evaluate essay. |
| ***ELA Content Standards*** | ***SS Content Standards*** | | |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 5th:  [SS5H6](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | | |
| b. Discuss the effects of changing situations  upon leadership roles in the family, classroom, and school. | Whole Group/Interactive Read Aloud: As the teacher reads from the story *Through My Eyes* by Ruby Bridges, point out that black kindergarteners had to take a test to see if they qualified to attend one of the white schools. The NAACP pressured her parents to send Ruby. Her parents argued. Her father thought things (segregation) would never change. Her mother wanted Ruby to have the best education possible and was worth the risk. Ruby’s story is an excellent example of how changing situations – laws – affect communities, families, schools, classrooms, and students.  The book also provides excerpts from other people who share their viewpoints on The Little Rock Nine historical civil rights event. | Students will listen and interact as the teacher reads aloud Ruby Bridges’ account of the civil rights historical event on desegregation and The Little Rock Nine.  Students will use the Jigsaw method to work in small groups to causes and effects from different characters’ perspectives: Ruby, her parents, the NAACP, the teacher, and her new classmates. Each student will determine possible feelings and concerns of their character. Students will write a summary of the character’s perspective.  Students will then discuss how each perspective’s leadership roles changed. | | | | Teacher Observation of Jigsaw Groups  Student summaries on characters’ perspectives |
| ***ELA Content Standards*** | ***SS Content Standards*** | | |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 3rd:  [SS3CG1.c,,](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) [SS3CG2.b](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 4th:  [SS4H6.d](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 5th:  [SS5CG1SS5H6](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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| **Standard: CS.2 The student will identify his or her community and community needs.** | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | **Assessment**  **Options** |
| a. Distinguish between the needs and wants of communities within the class, school, locality, and state. | Whole Group: Discuss the definitions of needs and wants and how they are different. Needs are the things people need to survive, while Wants are things that people would like to have to make their lives easier or better.  Start a graphic organizer to record students’ responses to the needs and wants in their classroom, school, locality, and state.  After the graphic organizer is developed, have a discussion on the similarities and the differences between the communities. | Students will brainstorm *Needs and Wants* lists for their classroom, school, locality, and state.  Students will discuss the similarities and the differences between the communities and try to draw some conclusions about how needs and wants change with the size of the community. | | Class will create a graphic organizer identifying possible “Needs and Wants” for the class, school, locality, and state. |
| ***ELA Content Standards*** | |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | |
| b. Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people. | Whole Group/Interactive Read Aloud/Small Groups: Brainstorm a list of items or needs homeless people might benefit from. Then read aloud the  story of *A Rose for Abby*. Abby notices the problems of the homeless people in her community. She solicits the help of her neighbors to create a day when the  whole community comes together to feed the homeless.  Discuss respect and dignity and how that is significant when Abby finds the paper rose. | Students will listen to the story, *A Rose for Abby*. The young girl, Abby, notices the problems of the homeless people in her community. She solicits the help of her neighbors to create a day when the whole community comes together to feed the homeless. After hearing the story, students will work in small groups to brainstorm some ideas that might help people in their community. Students will then share their ideas with the class. | | Student will create a letter from either Abby’s or the Old Lady’s point of view where they share their feelings and thoughts with each other and express their gratitude. |
| ***ELA Content Standards*** | ***SS Content Standards:*** |
| [ELAGSESL2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 3rd  S[S3CG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| c. Recognize that | Whole Group/Partners: After reading *A Rose for* | Students will participate in a discussion about how | | Students will |

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| compromises, sacrifices, and consequences are part of making community choices. | *Abby*, create a list of what each member of the community contributed to the success of the dinner. Discuss whether there were compromises, sacrifices and consequences in participating in this community project.  Have the students generate lists with a partner of other examples of good citizens helping others.  After listing to the examples, the teacher will pick the ones that demonstrate compromises, sacrifices, and consequences on the part of the community. Students can work in small groups to identify possible compromises for their situation. | communities make choices to meet needs and wants of the community.  With a partner, students will generate examples of good citizens helping others.  Students will work in small groups to identify possible compromises for their situation. | | | participate in discussion groups, identify examples of community choices.  Teacher  Observation |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSESL2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) | 3[rd: SS3CG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | [5th: SS5CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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| **Standard: CS.3 The student will explore the concept of citizenship.** | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment**  **Options** |
| a. Describe the roles and responsibilities of a citizen in the family, class, and school. | Whole Group/Individual: Discuss what being a good citizen means.  Using the social studies textbook refer to the chapter on citizenship. Discuss how democracy and citizenship influence each other. | Students will define the meaning of *responsibility* and citizenship. Each student will compare their responsibilities at home and at school using a Venn diagram or a pictograph. They will then determine which ones contribute to being a good citizen. Students will learn the meaning of citizenship as they research in groups using their text books. Each  group will make a list of some of the duties of an American citizen and present one thing that they can do to make their neighborhood or local community better. | | | Students will complete a graphic organizer showing activities that support good  citizenship at school and at home.  Students will complete assignments on citizenship from social studies textbook. |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2 ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | [3rd: SS3CG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | [5th: SS5CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| b. Recognize and describe ways that good citizens assume active roles in the family, class, and school. | Whole Group: Teach the 7 Ways to Be a Good  Citizen.   **C**are about your community, state, and country.  Obey the laws and rules.   **I**mprove something in your home or neighborhood.   **T**ake the time to learn about how your government works.   **I**nvolve yourself by becoming a leader at school or at your place of worship.   **Z**ero in on something that needs fixing and work with others to do the job.   **E**ncourage your parents and other adults you know to vote. | Students will learn the 7 Ways to Be a Good Citizen. They will discuss and share examples they have experienced, seen, or thought about in their own lives.  Each student will select a well-known good citizen either from the past or present. Students can read or view articles or videos about that person. Then write a short report about their citizen. Students need to describe what that person has done to show good citizenship. | | | Participate in discussions.  Write a report on a well-known good citizen. |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | [3rd: SS3CG2](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | [5th: SS5CG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |

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|  |  Never forget to show respect for people, animals, plants, and property.  *A Leader’s Guide to Being Your Best*. Lesson 3: Citizenship.  Individual: Each student will select a well-known good citizen either from the past or present. Students can read or view articles or videos about that person. Then write a short report about their citizen. Students need  to describe what that person has done to show good citizenship. |  | |  |
| **Standard: CS.4 The student will explore the concept of protecting and caring for people and things.** | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | **Assessment**  **Options** |
| a. Investigate ways in which good leaders are concerned about their community. | Whole Group/Partners: Talk about literary characters and biographies the class has studied who demonstrated concerns about their communities. For example, *The Chronicles of Narnia* has several characters that cared and protected their friends from the evil witch and her army. In *A Rose for Abby*, Abby cared enough about the homeless people to organize a dinner. In *The Yellow Star*, the King showed his people how to protect themselves from the Nazi demands.  Have the students work with partners to generate two graphic organizers – one with literary characters and another with real people. The students will describe events that showed how these people cared and protected the people and things they loved. | Students will participate in the discussion about literary characters and biographies the class has studied who demonstrated concerns about their communities.  Students work with partners to generate two graphic organizers – one with literary characters and another with real people. The students will describe events that showed how these people cared and protected the people and things they loved. | | Participate in class discussion.  Create two graphic organizers identifying real and fictional leaders. |
| ***ELA Content Standards*** | ***SS Content Standards*** |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 5th:  [SS5H4](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| b. Provide personal | Whole Group/Small Group: Share examples of | Students will work in small groups to create a safety | | Creation of Safety |

leadership roles and cross-cultural contexts

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| examples of protecting and caring for people and things in the class, school, and community. | when students have protected and cared for people and things. Talk about these experiences could be helpful to others. Have the students work in small groups to develop safety flyers that provide safety tips and rules to be shared with others in the school. | flyer. The group will select a topic, brainstorm safety tips and rules. Flyers may be copied and handed out to students in other classrooms, other grade levels,  or in the neighborhood. | | Flyers |
| ***ELA Content Standards*** | |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL5](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | |
| c. Demonstrate and provide examples of unselfish behavior. | Whole Group: Explain that caring for others can be shown through thoughts, words, actions, and gifts. Think about literary characters and real-life people who have shown courage and unselfish behaviors. For example, The Lion in *The Chronicles of Narnia* voluntarily gives up his own life to save the life of Edmund.  President Kennedy at his inauguration spoke the words, “And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country.” This speech led to the creation of the Peace Corp.  At dismissal each day, ask each student to tell the teacher something they did for someone else – some act of kindness or unselfish behavior. It will change the learning climate in your classroom. | Students will share examples of literary characters and real-life people who have shown courage and unselfish behaviors.  At the end of each school day, each student will write in their Reflection Journal a statement about something they did for someone else. | | Participation in class discussion  Entry in Reflection or Leadership Journal |
| ***ELA Content Standards*** | ***SS Content Standards*** |
| 5th  S[S5H6](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |
| **Standard: CS.5 The student will practice leadership through service in a variety of communities.** | | | | |

leadership roles and cross-cultural contexts

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| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | **Assessment**  **Options** |
| a. Recognize that community needs can be more important than individual benefits. | Whole Group/Partners: Discuss that it is through community service that leadership skills develop and grow.  Discuss how community needs can outweigh individual wants, such as an individual might want to drive fast to get to a meeting, but the  community needs to recognize ways to drive safely, so they put up traffic lights and speed limits. Have students work as partners to  generate more examples. | Students can brainstorm in small groups examples of things that communities might need.  Students can think of other examples where the community needs outweigh the desires of individual wants. Partners can make flip books that display individual benefits affected by community needs. | | | Participate in small group.  Create a flip book. |
| ***ELA Content Standards*** | | |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL5](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | | |
| b. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels. | Whole Group/Individual: Review past lessons on biographies of famous people in American history who used their leadership skills to help the people of their community and their country. For example, Benjamin Franklin, Thomas Jefferson, Martin Luther King, Jr., Cesar Chavez, etc. | Each student will select a well-known leader either from the past or present. Students can read articles or view videos about that person. Then write a short report about how they helped people and made their lives better. Students need to describe some specific leadership traits this person has demonstrated. | | | Write a report. Writing Rubric. |
| ***ELA Content Standards*** | ***SS Content Standards*** | |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSESL5](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) | 4th: [SS4G1.b, SS4H2.a](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) | 5th: [SS5H6.b](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-5-Georgia-Standards.pdf) |
| c. Develop a service learning project for the school, community or home. | Whole Group/Individual: Explain the 10 Steps to Planning a Service Project from A Leader’s Guide to Being Your Best. Lesson 2: Caring/Service.  Refer to The Kid’s Guide to Service Projects: Over  500 Service Ideas for Young People Who Want to Make a Difference. Topics include animals, community development, the environment, friendship, hunger, literacy, government, safety, senior citizens, and more. | Students will develop a service learning project with the following steps:   Research your project.   Form a team.   Find a sponsor.   Make a plan.   Think about who you’ll be helping.   Decide where you’ll do your service.   Get permission.   Spread the word.   Raise money (if you need to). | | | Teacher Observations and Conferencing  Write a plan for the project  Present plan to the class  Presentation Rubric |

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|  | Corporation for National Service (www.cns.gov) matches people of all ages with opportunities to serve their community.  Voices of Youth ([www.unicef.org/voy](http://www.unicef.org/voy))) has links and information about children around the world sharing their ideas for the future, activism and children’s rights. |  When your project has ended, evaluate it.  Conference with teacher as each step is completed. Your plan must be approved before you can move forward. Use your leadership skills as you work on this project. |  |
| ***ELA Content Standards*** |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW8](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx)  [ELAGSEW9](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx) |

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| **Standard: SK.1 The student will examine elements of his or her own self-image.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment**  **Options** |
| a. Investigate ways in  which peers can influence a person’s self-image, such as through fashion and social activities. |  | Students will reflect on their own experiences and then write a description of a personal situation in their life where family members or friends expressed their support when the student felt unsure about a challenging task. The student will explain how these outside factors influenced self confidence and a desire to succeed. | Student will select  a main character to write an essay on how events in the story contributed to that character’s changing sense of self. |
| ***ELA Content Standards*** |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSEW3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| b. Explore personal interests, values, and  skills that support personal growth as  leaders. | Whole Group/Independent Activity: Teacher will ask the students to review their Getting to Know Me  surveys and then identify personal strengths, weaknesses, likes and dislikes.  Teachers may use the interest inventory in  *Teaching Gifted Kids in the Regular Classroom*. | Students will complete surveys about themselves, Getting to Know Me. Students will then compare  their newest views to previous surveys from early grades. Students will note evidence of personal  growth, similarities and differences on a graphic  organizer. | Student will analyze Venn  Diagram, and write a brief summary  describing personal  changes in self- image over the years. |
| ***ELA Content Standard*** |
| [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| c. Examine effects of positive or negative self- image on relationships with others. | Whole Group/Brainstorming:  The class will brainstorm a list of possible factors that might influence self-images. | Content Standard s:  [ELAGSEW4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) | Student will write a personal description and  then share in either a large or small group their experience and influencing factors. |

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| **Standard: SK.2 The student will identify ways in which his or her behaviors influence others.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment**  **Options** |
| a. Identify influences on one’s own ideas and behaviors, such as family, friends, and media. |  | Content Standard s: |  |
| b. Identify one’s own attitudes and biases toward others, such as admiration or jealousy. |  | Content Standard s: |  |

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| c. Make personal predictions of future leadership roles and identify ways to achieve them. | Whole Group/Cooperative Groups: Teacher will review with students leadership qualities. In small groups students will discuss situations that will require them to examine their own behaviors and they will respond.  *A Leader’s Guide to Being Your Best. Lessons 10: Responsibility and Lesson 11: Safety.* | Students will make “Choice Logs.” These logs will be used to record each individual’s decisions where leadership skills need to be implemented.  Ex: What if you are at a party and your friend’s parents aren’t there. Some of the kids find cans of beer in the refrigerator and they want to drink them. What do you think you might do?  What steps would you take in an emergency? | Use of rubric on supporting opinions with supporting details and a rubric on participating in a small group.  Write responses in  “Choice Log.” |
| ***ELA Content Standards*** |
| [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |

**Strand: Knowledge of Others**

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

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| **Standard: KO.1 The student will identify the interests, values, styles, and behaviors of others.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Consider the effects of gender, ethnicity, customs, and traditions on the interests,  values, styles, and behaviors of others. |  | Content Standard s: | Student will analyze the actions and motives of characters from a selected story by selecting the most appropriate actions by the main characters. |
| b. Recognize contributions of people from different backgrounds and experiences. | Cooperative Groups: Divide the students into four groups: Community Leaders, School Leaders, State Leaders, and National Leaders. Have each group make a chart entitled, “Who’s Responsible?” Write two column headings – WHO and WHAT. Each group will brainstorm responsibilities that people depend upon these leaders to do.  Upon completion, have the charts displayed so that the small groups can participate in a Gallery Walk around the classroom. Provide post-it  notes to each students in case they want to comment about the charts. | Students will be divided into four cooperative groups to make a chart entitled, “Who’s Responsible?” Each group will brainstorm responsibilities that people depend upon these leaders to do. After the charts  are completed, each group will display their chart. Then the groups will travel around the classroom to conduct a Gallery Walk so that they can read the responsibilities listed by the other groups. As they visit each chart they may write comments on post-it notes about responsibilities of school, community, state and national leaders. | Teacher Observation Participation in group activity  Participation in Gallery  Walk |
| ***ELA Content Standards*** |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSEW8](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| c. Create strategies to integrate new members into a group. | Whole Group/Cooperative Groups: After discussing the problems faced by Wanda as a new student in the school, work with the students to create a *New Student Welcoming Plan* for the school or for the class. The plan should involve the formulation of an action strategy to ensure that any new students are immediately involved in school and classroom | Students will create a welcome kit for students new to the school. The plan will focus on ways to make the new students feel comfortable. | Students will complete a checklist of items deemed important in a Welcoming Kit. |
| ***ELA Content Standards*** |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSEW8](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |

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| **Standard: KO.2 The student will interact with others to develop strategies that support and protect the needs of others.** | | | | |
| **Elements** | **Teaching Tasks** | | **Performance Tasks** | **Assessment Options** |
| a. Work in pairs, small and large groups, school, and community. | Throughout the school year the teacher needs to provide regular opportunities for students to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other. Share with the students a set of guidelines/rules when working in pairs and groups:   Follow directions.   Avoid arguments.   Take turns.   Share.   Talk out problems.  *A Leader’s Guide to Being Your Best*. Lesson 4. | | Throughout the school year students will to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other.  Students will role play how to behave when working in pairs and groups by following the guidelines. | Teacher Observation  Successful Completion of Various Tasks, Activities, and Projects |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSESL2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| b. Develop listening and questioning skills in order to comprehend and reflect with deeper understanding the ramifications of ideas, statements, and opinions in a variety of settings. |  | | Content Standard s: |  |
| c. Develop writing skills for providing directions/procedur e, persuasive essays, and factual |  | |  | Students’ letters of persuasion will be evaluated based on persuasive speech criteria. |

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| |  |  |  |  | | --- | --- | --- | --- | | **Standard: KO.3 The student will practice teambuilding skills.** | | | | | **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** | | a. Leading and participating in team projects for the class, school, and /or community. | Throughout the school year the teacher needs to provide regular opportunities for students to work on team projects. Each student needs to opportunity to function as a team leader. | Throughout the school year students will work on team projects. Each student will maintain a Leadership Journal. In the journal each student will write reflections about the experiences of being a team member as well as being a team leader.  Content Standard s: |  | | b. Develop presentation skills in order to |  |  |  |   information for others to read and comprehend with clarity. |  | Content Standard s: |  |
| **Standard: KO.2 The student will interact with others to develop strategies that support and protect the needs of others.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| d. Participate in situations that promote debates and reactions to classroom, school, and community concerns. |  | Content Standard s: |  |
| e. Utilize appropriate forms of technology to communicate  with others. |  | Content Standard s: |  |

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| effectively share ideas in a variety of settings. |  | Content Standard s: |  |
| **Standard: KO.3 The student will practice teambuilding skills.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| c. Develop action plans that identify and assign individual roles and responsibilities required to achieve desired outcomes or solutions. |  | Content Standard s: |  |
| d. Review the concepts of trust, responsibility, accountability, commitment, and shared vision. |  | Content Standard s: |  |

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| **Standard: LS.1 The student will identify the characteristics of leaders.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self- reliance, initiative, charisma, competence, integrity, ethics (in addition to honesty, care for others, civility, fairness,  responsibility, courage, and reliability). | Pairs/Partners: Teacher will assign students into pairs of partners. Each group will use Frayer’s graphic organizer to learn the meaning of words that describe qualities of leadership. Students will also review vocabulary words from earlier grades: honesty, caring for others,  civility, and fairness. | Students will work in pairs to understand the meanings of vocabulary words that describe the characteristics of leaders.  Students will match real and literary leaders who reflect the characteristic of leaders that the students have identified and discussed. | Students will complete Frayer’s Graphic Organizer using new vocabulary words that describe leadership qualities. |
| ***ELA Content Standards*** |
| [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| b. Analyze the effectiveness of leaders according to the traits they demonstrate. |  | Content Standard s: |  |
| c. Demonstrate a specific leadership trait appropriate for activities in the classroom, school, community, and personal life. |  | Content Standard s: |  |
| d. Identify situations where advances in technology affected the decisions leaders made. |  | Content Standard s: |  |

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| **Standard: LS.2 The student will explore the role of the follower.** | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | **Assessment Options** |
| a. Discuss the loyalties of followers and where they place their support. | Whole Group/Individual : Teacher will read aloud the book, *The Yellow Star* by Carmen Deedy. After hearing the legend of the courage of the King of Denmark and how his actions influenced the Danish people, have students discuss why people followed the decisions of their leaders.  Make text-to-text connections about leaders and followers with *Number the Stars, Snow Treasure, The Underground Railroad*, etc.  Discuss the role of followers as it applied to GSE History elements (ex. the Revolutionary War, the Iraq War, and the Presidential Election process). | The students will listen to the teacher read aloud the book, *The Yellow Star* by Carmen Deedy. The students will discuss how followers support the causes of their leaders. Discuss how followers can show as much courage as leaders for causes they believe in.  Students will make text-to-text connections with novels and textbooks they have read about followers and leaders. | | Students will write a personal reaction about the importance of following the requests of the leaders. |
| ***ELA Content Standards*** | ***SS Content Standards*** |
| [ELAGSESL2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSERL3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) | [SSH3,](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) [SSH5](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf)  [SSCG1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) |
| b. Understand and explain the importance of active participation as a follower. | Whole Group: Teacher will lead discussion about the importance of each person to find information about important issues so that they will be an informed follower.  Discuss the responsibility as a team member to the decisions of the group and the ability to be flexible when there are changes.  Whole Group: Teacher will lead discussion about the responsibilities of followers to be participants in the completion of projects… to be active participants. | Students will identify historical situations where common men and women needed to be informed and aware of political decisions and how those decisions affected their lives and their actions. Ex. Patrick Henry was informed about political events, and that gave him the courage to announce the arrival of the British troops and the beginning of the Revolutionary War.  As students work on social studies and science projects, they need to recognize the role of flexibility when they are a member of a team. | | Students will complete a cause and effect graphic organizer that displays historical events and their  effects on individuals.  Students will write a personal reaction in their journals about times when they needed to be flexible. |
| ***ELA Content Standards*** | ***SS Content Standards*** |
| [ELAGSESL2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSERL3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) | [SSH1](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf), [SSH3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) |
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|  |  | Content Standard s: | |  |
| c. Learn when and how to question leadership respectfully. |  |  | |  |

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| **Standard: LS.2 The student will explore the role of the follower.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| d. Discuss the concept of civil disobedience. | Whole Group: Teacher will lead discussion about the meaning of civil disobedience and to study historical examples. | Content Standard s: |  |

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| **Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Analyze and interpret purpose, meaning, and expression of feeling within variety of situations. |  | Content Standard s: |  |
| b. Use effective written, verbal, and nonverbal skills to present information. |  | Content Standard s: |  |
| c. Identify the difference between facts and opinions. | Whole Group: Provide a mini lesson explaining the differences between facts and opinions.  Individual: After students understand that opinions have a quality of flexibility and are influenced by facts, instruction can focus on persuasive writing,  essays, letters, debates, etc. Students will need  these skills to obtain support when developing service learning projects in their classrooms, school, and community. | Students will determine if statements about President  Obama are facts or opinions.  Students will write persuasive letters to their classmates to gain support on topics applicable to the setting (i.e. Convince your classmates that they  should replace processed food snacks with healthy  food items.). Letters must include facts to support their opinions. | Completion of fact and opinion worksheet. Persuasive Letters will be evaluated using a Persuasive Writing Rubric. |
| ***ELA Content Standards*** |
| [ELAGSERL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| d. Provide and respond positively to constructive criticism. | Role Play: Demonstrate appropriate peer conversations for critiquing and providing feedback to peers and others.  Train students on how to use rubrics and checklists to assess quality of projects, writings, speeches, performances. *Use the Peer Conferencing Summary in Lessons File.* | Students will practice and role play peer conferencing. One student will be the teacher and the other the student. They will role play a dialogue on how to provide positive and negative feedback for a piece of writing. They will also use the language of the rubric appropriate to the genre of the writing. | Teacher Observation  Completion of Peer Conference Summary Sheet |
| ***ELA Content Standards*** |
| [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSESL3](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |

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| **Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| e. Examine one’s own ideas and feelings in relation to those of others. |  | Content Standard s: |  |
| f. Work toward consensus in groups. | Whole Group: Discuss the process of generating multiple solutions and then discuss how a team can come to a consensus on applying one solution. |  |  |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| g. Demonstrate team building skills that promote effective communication and project completion. | Role Play: Demonstrate appropriate peer conversations when working as a team member. Encourage brainstorming techniques; avoid interrupting others when speaking; adhering to timelines; completing individual assignments for the team project.  Review this element whenever students are working on service learning projects. | Students may role play working as a team on a project to practice the element and understand expectations for appropriate behavior.  After role playing students will implement strategies for working with a team and being a supportive member on a team. | Teacher observations, student reflections (either written or spoken), and project checklists. |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSESL4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| h. Utilize technology and multimedia sources to c  reate responses that |  |  |  |

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| are meaningful to individuals or groups concerning leadership. |  | Content Standard s: |  |
| **Standard: LS.4 The student will identify and practice decision making skills.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Evaluate potential outcomes of a decision. | Role Play/ Demonstration: Provide students with strategies to generate alternative solutions, such as brainstorming, using Socratic discussion, seeking advice from experts. | In small groups students will discuss each situation to generate alternative solutions. | Teacher Observations  Peer Feedback |
| ***ELA Content Standards*** |
| [ELAGSESL1](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSESL2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) |
| b. Consider advice from others when making decisions. |  | Content Standard s: |  |
| c. Generate objectives and strategies to make effective decisions. |  | Content Standard s: |  |
| d. Monitor and evaluate progress toward accomplishing objectives. |  | Content Standard s: |  |
| e. Define and use parliamentary procedure |  |  |  |

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| to facilitate decision making. |  | Content Standard s: |  |

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| **Standard: LS.5 The student will recognize the importance of setting goals.** | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | **Assessment Options** |
| a. Define vision. | Whole Group: Discuss what vision is and how it influences leadership and goals. | Content Standard s: | | | |  |
| b. Relate personal goals to one’s own vision. | Whole Group/Individual: Discuss: 1. What a goal is. 2.Outline the steps needed to achieve it.  3.Consider possible obstacles and ways to deal with them. 4.Set deadlines. View Video from [www.goodcharacter.com/BCBC/Goals.html](http://www.goodcharacter.com/BCBC/Goals.html)  Discuss how goals can reflect personal wishes, academic goals, financial goals, physical achievements, etc.  Social Studies GSE addresses establishing  financial fitness goals at all grade levels. Resource materials available through GCEE and NCEE. | Students will answer discussion questions about setting goals and start to identify personal goals. These reflections can be recorded in their leadership journals.  Students will begin to learn about strategies on how to become responsible for personal financial fitness. Students can work with the Financial Fitness for Life workbooks. | | | | Students will maintain a leadership journal, where they will periodically write and reflect on setting and achieving personal goals.  Students will complete activities designed to achieve financial fitness. |
| ***ELA Content Standards*** | ***SS Content Standards*** | | |
| [ELAGSERL1, ELAGSERI1:](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSERL2, ELAGSERI2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) | 6th: [SS6E13](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) | 7th: [SS7E10](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) | 8th: [SS8E3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) |
| c. Develop a personal action plan to achieve goals. | Whole Group/Individual: Practice some goal setting exercises. In each case have the class go through the four step goal-setting process given in element b. Then have students write their own short term goals and provide opportunity for individual teacher conferences.  Financial Fitness: Explain the elements of a saving plan and examples of goods or services for which people save to buy something in the future. | Students will practice the four step goal-setting process.  Goal #1: Help a new kid in school feel included. Goal #2: Get a good summer job or activities.  Goal #3: Stop violence on the school grounds.  Financial Fitness:  Goal #4: Earn enough money to buy a new bicycle. Goal #5: Raise money to buy a new computer for the school library.  Students will create their own personal short-term goals for both their leadership growth and their financial fitness growth. | | | | Teacher Conference  Leadership Journal entry |

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| ***ELA Content Standards*** | ***SS Content Standards*** | | |
| [ELAGSEW2](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx)  [ELAGSEW4](https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-6-8.aspx) | 6th: [SS6E13](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) | 7th: [SS7E10](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) | 8th: [SS8E3](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6-8-Georgia-Standards.pdf) |
| **Standard: LS.5 The student will recognize the importance of setting goals.** | | | | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | | | | **Assessment Options** |
| d. Recognize the risks involved in presenting one’s personal vision. |  | Content Standard s: | | | |  |
| e. Consider the contributions of others to one’s own vision. |  | Content Standard s: | | | |  |
| f. Celebrate personal accomplishments, achievements, and accountability that promote self-esteem and pride. |  | Content Standard s: | | | |  |

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| **CS. 1 The student will understand that different settings affect leadership roles.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Identify situations where the  student’s role as a follower or leader may change to meet desired outcomes. |  | Content Standard s: |  |
| b. Discuss the impact positive  and negative conclusions or opinions might have on outcomes and determining the best solutions. |  | Content Standard s: |  |
| **CS. 2 The student will identify his or her community and community needs.** | | | |
| a. Compare, contrast, and  evaluate the needs of communities within the school, locality, state, and nation. |  | Content Standard s: |  |
| b. Demonstrate that good  citizens predict some community needs based on the idea that group  acceptance and belonging are |  | Content Standard s: |  |

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| important to all people. |  |  |  |
| **CS. 2 The student will identify his or her community and community needs.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| c. Prioritize the needs of a  community in terms of opportunities, benefits, and costs. |  | Content Standard s: |  |
| **CS. 3 The student will explore the concept of citizenship.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Summarize the roles and  responsibilities citizens have  in different communities within the school, locality, state, and nation. |  | Content Standard s: |  |
| b. Select active roles to  assume in the class, school, locality, state, and nation. |  | Content Standard s: |  |
| c. Understand how state and  local governments operate. |  | Content Standard s: |  |
| **CS. 4 The student will explore the concept of protecting and caring for people and things.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Define and apply the  concept of stewardship. |  | Content Standard s: |  |
| b. Illustrate examples of ways  in which good leaders protect |  | Content Standard s: |  |

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| their community and its  resources. |  |  |  |
| c. Devise plans to take care of  and preserve the school, local, state, and national communities. |  | Content Standard s: |  |
| **CS. 4 The student will explore the concept of protecting and caring for people and things.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| d. Identify ways to affect  change or influence government about community concerns and issues. |  | Content Standard s: |  |
| **CS. 5 The student will practice leadership through service learning using a variety of approaches.** | | | |
| **Elements** | **Teaching Tasks** | **Performance Tasks** | **Assessment Options** |
| a. Recognize that community  needs can be more important than individual benefits. |  | Content Standard s: |  |
| b. Develop an action plan to  implement service learning projects. |  | Content Standard s: |  |
| c. Illustrate altruistic behavior. |  | Content Standard s: |  |

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| d. Examine the idea that good  leaders receive intrinsic reward by volunteering for community service. |  | Content Standard s: |  |
| e. Integrate the use of  technology and computers to support service learning projects. |  | Content Standard s: |  |

**Correlation of Leadership Studies Curriculum and Common Core Georgia Standards of Excellence**

The correlation chart provides an immediate overview of the integration of the leadership curriculum with the Georgia Standards of Excellence (GSE). The Georgia Standards of Excellence drive the instructional programs throughout the state of Georgia. Therefore, the Leadership Curriculum was developed as a supplemental program where the standards and elements are incorporated into the instructional day. This alignment means that teachers do not need a separate lesson or activity for students to meet the mastery levels of the GSE elements and the Leadership elements.

The Correlation Guide matrix is beneficial to teachers and administrators for a number of reasons:

 Each leadership strand is featured with the GSE core subject areas – English/Language Arts (ELA), Math (M), Social Studies (SS), and

Science (S).

 The matrix shows the alignment of two standards per page. One can immediate see the GSE core subjects that can be addressed with each individual leadership standard.

 The matrix provides a scope and sequence across the grade levels. It is easy to note the depth and rigor of the elements as the leadership program progresses through the grade levels.

 Teachers are able to quickly determine the cross-curricular standards that are also addressed in the core subject areas. This feature will save valuable lesson planning time.

 The correlation chart allows the teacher to recognize where leadership elements can be emphasized in the instructional activities.

 The correlation chart may be use to determine appropriate standards and at which grade level for extension projects, co-curricular activities, and extra-curricular projects.

 Teachers might find it useful to highlight the GSE elements as they are taught to ensure maximum coverage of critical power standards and elements that are tested on the state mandated assessments.

The Correlation of Leadership Studies Curriculum and Georgia Standards of Excellence provide evidence that the two instructional programs are aligned and integrated to ensure quality instruction with the focus on leadership skills and activities.

**LPA: Correlation of Leadership Studies Curriculum and Common Core Georgia Standards of Excellence**

**Strand: Self Knowledge**

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|  | **SK1 Individual Self Image** | | | | **SK2 Individual Behaviors & Group Interaction** | | | |
|  | **ELA** | **Math** | **SS** | **Sc** | **ELA** | **Math** | **SS** | **Sc** |
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**Correlation of Leadership Studies Curriculum and Georgia Standards of Excellence**

**Strand: Knowledge of Others**

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|  | **KO1 Characteristics of Others** | | | | **KO2 Needs/Concerns of Others** | | | | **KO3 Others View/Respond to**  **World** | | | | **KO4 Communicate With Others** | | | |
|  | **ELA** | **Math** | **SS** | **Sc** | **ELA** | **Math** | **SS** | **Sc** | **ELA** | **Math** | **SS** | **Sc** | **ELA** | **Math** | **SS** | **Sc** |
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**LPA: Correlation of Leadership Studies Curriculum and Georgia Standards of Excellence**

**Strand: Knowledge of Leadership Skills**

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|  | **LS Characteristics of Leaders** | | | | **LS Role of Follower** | | | | **LS Communicate Effectively** | | | | **LS Decision Making Skills** | | | | **LS Setting Goals** | | | |
|  | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** |
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|  | **LS Characteristics of Leaders** | | | | **LS Role of Follower** | | | | **LS Communicate Effectively** | | | | **LS Decision Making Skills** | | | | **LS Setting Goals** | | | |
|  | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** |
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**LPA: Correlation of Leadership Studies Curriculum and Georgia Standards of Excellence**

**Strand: Knowledge of Contexts and Situations**

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|  | **CS1 Different Settings** | | | | **CS2 Community Needs** | | | | **CS3 Citizenship** | | | | **CS4 Caring for People** | | | | **CS5 Leadership & Service** | | | |
|  | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** |
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|  | **CS1 Different Settings** | | | | **CS2 Community Needs** | | | | **CS3 Citizenship** | | | | **CS4 Caring for People** | | | | **CS5 Leadership & Service** | | | |
|  | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** | **ELA** | **Math** | **S S** | **Sc** |
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**Co-Curricular and Extracurricular Activities**

Throughout the curriculum, leadership elements are emphasized in the instructional activities. Students who attend the

Leadership Preparatory Academy will be expected to participate in extra-curricular and co-curricular activities. The

following are suggestions for extension projects, co-curricular activities and extracurricular projects. Additional activities will be generated by teachers employed to engage them in the planning process. With an emphasis on ecological needs, earth saving resources, information, activities and projects are cited on the Alot Loving Green Toolbar.

**Co-Curricular Activities** are embedded in the Leadership Preparatory Academy instructional day in order to provide the students with opportunities to apply leadership skills in a variety of contexts and situations. Some examples are as follows:

 Leadership Trait of the Week

 School and Class Leadership Councils where each classroom will elect a council representative. The Leadership

Council will function similarly to a student council, but it will address issues that focus on leadership and community needs.

 Monthly theme focusing on a specific leadership characteristic

 Kids Care Clubs [http://www.kidscare.org](http://www.kidscare.org/) **.** Dedicated to developing compassion and the spirit of charity in children. This organization provides children, families, schools, and religious groups with meaningful opportunities to help others in their local and global communities

 The school can also develop co-curricular activities that have culminating activities for each month. It is suggested that these activities utilize the activities and word-of-the-month from CharacterCounts. Each month focuses on a concept of

leadership and character development (i.e. honest, citizenship, sharing, etc.). [www.charactercounts.org.](http://www.charactercounts.org/)

**Extra-Curricular Activities** are an extension of the classroom. They provide an opportunity for learning that is not available during the regular school day. While many of the goals for extra-curricular activities are the same as those in the classroom, emphasis is placed upon proper values and life skills that will stay with the participants long after they leave school. One primary importance is helping the student learn how to deal with the many facets of competitions and teamwork that are invaluable in later life. Some suggested examples are:

 Boy Scouts and Girl Scouts of America

 Service Learning opportunities

 Greenpeace USA

resource for service based extracurricular activities. The lesson descriptions are submitted by students.

“A party was held, and to get in, you had to donate 2 hygiene items. These were later placed into bags that were decorated, with soothing pictures and quotes. We then took these bags to a place called the refuge house. The refuge house is a temporary shelter for foster children. The kids' faces were so filled with hope and joy, and I was so excited. I felt a sense of accomplishment and hopefully making the children feel a little more welcome at the home. But, it didn't stop there. The refuge house still needed our help. They needed another office, so they were building one in San Antonio, TX. so, we helped them with an Applebee’s fundraiser, and now... the children have a home!”

<http://www.dosomething.org/node/117364>

Go-Green Activities and Projects are relevant and current for promoting leadership skills. The list below provides some examples of activities to promote Green Living.

 Students can generate a survey to help classmates, families, and the community assess the kinds of green living activities people participate in. This survey will provide valuable data to determine team projects that will directly impact the community and the earth. <http://www.worldwatch.org/node/3915>

 Students can research several case studies on the efforts industries have implemented to go green. Case study topics are Landfill Gas to Energy, Waste –to – Energy, Recycling, and Beneficial Land Reuse. Science experiments can be conducted to learn how waste is made into energy. [www.thinkgreen.com](http://www.thinkgreen.com/)

 Students can organize activities for Earth Day celebrations. One idea is to organize a “Green Field Day” Event. Students can compete against each other using recycled materials, completing tasks that are green in nature, etc. [http://resources.kaboose.com/games.](http://resources.kaboose.com/games)

Service Learning is a critical component of the Leadership Preparatory Academy. It will be through activities and projects such as these that will help to shape the character development of the students. The Leadership Council and Classroom Councils will be the driving force to determine the direction of future service learning projects.

**Resources for Teacher Tasks and Student Performances**

Corporation for National Community Service <http://www.learnandserve.org/>

<http://www.greenpeace.org/usa/getinvolved>

*Financial Fitness for Life: Steps to Financial Fitness*: Teacher Guide and Student Workbooks. National Council on Economic Education. [www.ncee.org.](http://www.ncee.org/)

Contact [www.gcee.org](http://www.gcee.org/) to obtain these teaching materials.

Georgia Standards of Excellence Curriculum adopted 2004. [www.georgiastandards.org](http://www.georgiastandards.org/)

Dormody, T.J., Seavers, B. “Predicting Youth Leadership Life Skills Development Among FFA Members in Arizona, Colorado, and New Mexico.” *Journal of*

*Agricultural Education*. Vol. 35, No. 2, p. 65.

Martin Luther King, Jr.: Fact or Opinion. Lesson resource [www.education-world.com/a\_lesson/TM/WS\_MLK\_248a.shtml](http://www.education-world.com/a_lesson/TM/WS_MLK_248a.shtml) Leadership Curriculum adapted from Leadership for the 21st Century. [www.doe.virginia.gov/VDOE/Instruction/leadership.](http://www.doe.virginia.gov/VDOE/Instruction/leadership) Learn and Serve America <http://www.learnandserve.org/>

Lewis, Barbara. *The Kid’s Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. 1995. Free Spirit Publishing. Rasinski, T. and Griffith, L. *American History: Building Fluency Through Practice and Performance*. 2007. Shell Education. ISBN: 978-1-4258-0113-7. Resources and lesson plans for character education

<http://www.goodcharacter.com/EStopics.html><http://www.goodcharacter.com/TchrRsrcLst.html>[www.goodcharacter.com/BCBC/Goals.html.](http://www.goodcharacter.com/BCBC/Goals.html) <http://www.goodcharacter.com/dilemma/dilemma.html>

Sejnost, R. and Thiese, S. *Reading and Writing Across Content Areas.* 2001. Corwin Press. ISBN: 1-57517-362-X. A Service Learning resource [www.goodcharacter.com/SERVICE/service.html](http://www.goodcharacter.com/SERVICE/service.html) a resource for Service Learning Teacher Resource Center for the Georgia Department of Education

[www.glc.k12.ga.us/trc/](http://www.glc.k12.ga.us/trc/) [www.glc.k12.ga.us/news/NewsItems/inside.htm](http://www.glc.k12.ga.us/news/NewsItems/inside.htm) [www.glc.k12.ga.us/pandp/](http://www.glc.k12.ga.us/pandp/)

[www.glc.k12.ga.us/gei/cluster.asp?TxPartner=Character+Education+Lessons+and+Activities&CallType=TR&PartnerPath=epd](http://www.glc.k12.ga.us/gei/cluster.asp?TxPartner=Character%2BEducation%2BLessons%2Band%2BActivities&amp;CallType=TR&amp;PartnerPath=epd)

*Learning to Give* offers lesson plans, activities, and resources to educate youth about the power of philanthropy: Teaching the Importance of Voluntary Action for the Common Good in a Democratic Society <http://www.learningtogive.org/philthemes/>

University of Illinois Extension lesson resource <http://www.urbanext.uiuc.edu/conflict/index.html>

**Websites for Teacher Resources**

<http://www.ase.org/section/_audience/educators/lessons/elem/><http://www.ase.org/section/_audience/educators><http://www.instructorweb.com/lesson/greatamericans.asp><http://www.instructorweb.com/lesson/goodcitizenship.asp><http://givinggame.org/>

<http://www.urbanext.uiuc.edu/ce/strat-index.html>

**Trade Book References for Sample Teacher and Student Tasks**

Booklists provided by Boston University. Grades K-5. [www.bu.edu/sed/caec/documents/](http://www.bu.edu/sed/caec/documents/) Ancona, G, Ada, A.F., and Campoy, F.I. *Mi barrio: my neighborhood.* 2005.

Barrett, J. *Cloudy With a Chance of Meatballs*. 1978. Scholastic Inc. Berenstain, S. and J., *The Berenstain Bears* series. Random House Publishing *The Berenstain Bears and the Bully*. 1993. ISBN 10: 0679848053.

*The Berenstain Bears and the Green-Eyed Monster*. 1995. ISBN: 10: 0679864342.

*The Berenstain Bears and the In-Crowd*. 1989. ISBN: 10: 039483013X.

*The Berenstain Bears and Too Much Junk Food*. 1985. ISBN: 10: 0394872177.

*The Berenstain Bears to the Rescue*. 1983.

Bridges, Ruby. *Through My Eyes.* 1999. Scholastic, Inc. ISBN: 0-590-54630-9.

Brown, Marc. *Arthur and the Crunch Cereal Contest*. 1998. Little, Brown Young Readers. ISBN-10: 0316115533. Carlson, N. *I Like Me*. 1990. Puffin. ISBN-10: 0140508198.

Cohen, B. and Duffy, D.M. *Molly’s Pilgrim*. 1998. HarperCollins; Revised edition. ISBN-10: 0688162797. Cooney, B. *Miss Rumphious*. 1982. Viking Penguin. ISBN: 0-14-050539.

Cowen-Fletcher, J. *It Takes a Village*. 1994. Scholastic, Inc. ISBN: 0-590-46598. Deedy, C. *The Yellow Star*. 2000. Peachtree Publishers. ISBN: 1-56145-208-4.

Demi. *The Empty Pot.* 2007. Henry Holt and Co. BYR Paperbacks; First Edition. ISBN-10: 0805082271.

De Paola, Tomie. *The Legend of the Blue Bonnett*. 1983. Penguin Putnam Books for Young Readers. ISBN: 0-698-11359-4. DePaola, Tomie. *Now One Foot, Now the Other.* 1981. Penguin Putnam Books for Young Readers. ISBN: 10-0142401048. Di Camillo, K. *Great Joy*. 2007. Candlewick. ISBN 10: 0763629200.

Di Camillo, K. *The Miraculous Journey of Edward Tulane*. 2006. Candlewick. ISBN 10: 0763625892. Estes, E. *The Hundred Dresses*. 1944. New York: Harcourt Brace and Company.

Guthrie, Donna. *A Rose for Abby*. 1988. Abingdon Press/Nashville. ISBN: 0-687-36586-4. Hutchins, P. *The Doorbell Rang*. 1989. Harper Trophy. ISBN 10: 0689826826.

Kellogg, S. *The Island of the Skog*. 1973. Dial Books for Young Readers. ISBN: 0-8037-4122-7. Kunhardt, E. and Zeldis, M. *Honest Abe*. 1998. HarperTrophy. ISBN-10: 0688158382.

Lester, H. *Me First*. 1995. Houghton Mifflin/Walter Lorraine Books. ISBN-10: 0395720222.

Lewis, Barbara. *Being Your Best: Character Building for Kids 7-10*. 2000. Free Spirit Publishing. ISBN: 1-57542-064-3.

Lewis, Barbara. *The Kid’s Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. 1995. Free Spirit Publishing. Lewis, C.S. *The Chronicles of Narnia.* 1950. Scholastic, Inc. ISBN: 0-590-25476-6.

Lowry, L. *Number the Stars*. 1989. Houghton Mifflin/Walter Lorraine Books. McSwigan, M. *Snow Treasure*. 1942. 2nd ed. 2006. Puffin Publishers.

Muth, J.J. *The Three Questions*. 2002. Scholastic Press. ISBN 10: 0439199964.

Paterson, K. *Bridge to Terabithia*. 1977. Harper & Row Publishers, Inc. ISBN: 0-06-440184-7. Pfister, M. *The Rainbow Fish*. 1992. North-South Books, Inc. ISBN 10: 1558580093.

Piper, W. *The Little Engine That Could*, 1990.Grosset & Dunlap. ISBN 10: 0448400715.

San Souci, R., and Pinkney, J. *The Talking Eggs*. 1989. Dial 1st ed edition. ISBN-10: 0803706197.

Seuss, Dr. *Horton Hatches the Egg*. 1940. Random House Books for Young Readers; 1 edition. ISBN-10: 039480077X. Spinelli, E. *Somebody Loves You, Mr. Hatch.* 1991. Simon & Schuster Books for Children. ISBN: 0-02-786015-9.

Viorst, J. *Alexander Who Used to be Rich Last Sunday.* 1997. Aladdin. ISBN 10: 0689711999. Wells, R. *Noisy Nora.* 1973. Scholastic, Inc. ISBN: 0-590-44276-7.

Williams, V. *A Chair for My Mother.* 1984. Harper Trophy. ISBN 10: 0688040748. Wood, A. *The Red Racer*. 1999. Aladdin. ISBN 10: 0689826826.

Leadership Preparatory Academy: Leadership Studies Curriculum

**Kindergarten Booklist**

Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

**CITIZENSHIP**

Brenner, Martha. *Abe Lincoln’s Hat.* Harness, Cheryl. *Three Young Pilgrims.* Neale, John. *Good King Wenceslas.*

**COMPASSION**

*The Good Samaritan.*

Hughes, Shirley. *Dogger.*

Lobel, Arnold. *Frog and Toad Are Friends.*

Schechter, Ben. *Great Uncle Albert Forgets.*

**COURAGE**

*David and Goliath.*

Henkes, Kevin. *Chrysanthemum.* Hughes, Shirley. *Alfie Gives a Hand.* Lyon, George Ella. *Cecil’s Story.* Waber, Bernard. *Ira Sleeps Over.* Wattenberg, Jane*. Henny Penny.*

**DILIGENCE**

Burson, Virginia Lee. *Mike Mulligan and His Steam*

*Shovel.*

*The Little Red Hen.*

Lionni, Leo. *Tillie and the Wall. The Three Little Pigs.*

*The Tortoise and the Hare.*

**RESPECT**

*Cinderella.*

*Goldilocks and the Three Bears. Johnny Appleseed.*

MacLachlan, Patricia. *All the Places to Love.*

Zolotow, Charlotte. *It’s Not Fair!*

**SELF-MASTERY**

Demi. *The Stonecutter: A Japanese Folktale. King Midas and the Golden Touch.*

Potter, Beatrix. *The Tale of Jeremy Fisher.*

Zolotow, Charlotte. *The Hating Book.*

**TRUTH**

Anderson, Hans Christian. *The Ugly Duckling.*

Demi. *The Empty Pot.*

Ness, Evaline. *Honest Abe.*

Ness, Evaline. *Sam, Bangs, and Moonshine.*

**RESPONSIBILITY**

DePaolo, Tomie. *Now One Foot, Now the Other.*

Dr. Seuss. *Horton Hatches the Egg.* Dr. Seuss. *Horton Hears a Who!* Friedrich, Elizabeth. *Leah’s Pony.* Heine, Helme. *The Pearl.*

Leadership Preparatory Academy: Leadership Studies Curriculum

**First Grade Booklist**

**CITIZENSHIP**

Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

**RESPECT**

Benchley, Nathanial. *Sam the Minuteman.*

Chaikin, Miriam. *Exodus*

*.* DePaulo, Tomie. *The Legend of Bluebonnet.*

Wallner, Alexandra. *Betsy Ross.*

**COMPASSION**

Bunting, Eve. *How Many Days to America: A Thanksgiving*

*Story.*

Langton, Jane. *The Queen’s Necklace: A Swedish Folktale.*

Steptoe, John. *Mufaro’s Beautiful Daughters.*

Turkle, Brinton. *Thy Friend, Obadiah.*

Wilde, Oscar. *The Selfish Giant.*

**COURAGE**

Greene, Carol. *Pocohontas: Daughter of a Chief.* Hort, Lenny. *The Boy Who Held Back the Sea.* Steig, William. *Brave Irene.*

**DILIGENCE**

*Hansel and Gretel.*

Lee, Jeanne M. *Silent Lotus.*

Leeuwen, Jean Van. *Across the Wide Dark Sea: The*

*Mayflower Journey.*

Piper, Watty. *The Little Engine that Could.*

Williams, Vera. *A Chair for My Mother.*

Cohen, Barbara. *Yussel’s Prayer.* Ehrlich, Amy. *The Story of Hanukkah. The Frog Prince.*

Hodges, Margaret. *Brother Francis and the Friendly*

*Beasts.*

MacLachlan, Patricia. *Through Grandpa’s Eyes.*

Martin, Rafe. *The Rough-Face Girl.*

**RESPONSIBILITY**

Baumann, Kurt. *The Story of Jonah.*

Waters, Kate. *Samuel Eaton’s Day: A Day in the Life of a*

*Pilgrim Boy.*

Yolen, Jane. *Good Griselle.*

**SELF-MASTERY**

Viorst, Judith. *Alexander and the Terrible, Horrible, No*

*Good, Very Bad Day.*

Winter, Jeanette. *The Shaker Boy.*

Young, Ed. *Lon Po-Po: A Red Ridinghood Story From*

*China.*

Zemach, Margot. *It Could Always Be Worse.*

**TRUTH**

*The Pied Piper of Hamelin.*

Potter, Beatrix. *The Tale of Peter Rabbit.*

*The Adventures of Pinocchio.* Adapted by Sue Kassirer.

*The Emperor’s New Clothes.*

**CITIZENSHIP**

**Second Grade Booklist**

Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

**RESPECT**

Adler, David. *A Picture Book of Harriet Tubman.*

Adler, David. *A Picture Book of Frederick Douglas.*

Fritz, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg*

*Address.*

Kroll, Steven. *By the Dawn’s Early Light: The Story of the Star-Spangled*

*Banner.*

**COMPASSION**

Broadmann, Aliana. *The Gift.*

Hodges, Margaret. *The Golden Deer.*

Wilde, Oscar. *The Happy Prince.*

Williams, Jay. *Everyone Knows What a Dragon Looks Like.*

Williams, Margery. *The Velveteen Rabbit.*

**COURAGE**

Brenner, Barbara. *Wagon Wheels. Daniel in the Lion’s Den.*

Demi. *The Magic Tapestry*: *A Chinese Folktale*. Garland, Sherry. *The Lotus Seed.*

Schwartz, Howard. *The Sabbath Lion. Theseus and the Minotaur.* **DILIGENCE**

Anderson, Hans Christian. *The Wild Swans.*

Bartone, Elisa. *Peppe the Lamplighter.*

Fraser, Mary Ann. *The Ten Mile Day: The Building of the*

*Transcontinental Railroad.*

Hodges, Margaret. *Hidden in the Sand.*

Keats, Ezra Jack. *John Henry: An American Legend.*

*Beauty and the Beast.*

Coatsworth, Elizabeth. *The Cat Who Went to Heaven.*

Cohen, Barbara. *Molly’s Pilgrim.*

Goble, Paul. *The Girl Who Loved Wild Horses.*

Say, Allan. *The Bicycle Man.*

Yolen, Jane. *The Emperor and the Kite.*

**SELF-MASTERY**

Coerr, Eleanor. *The Josefina Story Quilt.* Jarell, Randall. *The Fisherman and His Wife.* MacLachlan, Patricia. *Sarah, Plain and Tall.* Steig, William. *Sylvester and the Magic Pebble.*

**RESPONSIBILITY**

Cherry, Lynne. *The Great Kopak Tree: A Tale of the Amazon Rain Forest.*

Clark, Ann Nolan. *In My Mother’s House.*

Cooney, Barbara. *Miss Rumphius.*

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt.* Singer, Isaac Bashevis. *Why Noah Chose the Dove.* **TRUTH**

Aardema, Verna. *Why Mosquitoes Buzz in People’s Ears: A West African Tale.*

Ada, Flor. *The Gold Coin.*

Babbitt, Natalie. *Bub or The Very Best Thing.*

Belloc, Hillaire. *Matilda Who Told Such Dreadful Lies.*

Hodges, Margaret. *St. Jerome and the Lion.*

MacGill-Callahan, Sheila. *When Solomon Was King.*

**Third Grade Booklist**

Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

**CITIZENSHIP**

Fritz, Jean. *Can’t You Make Them Behave, King George?*

Fritz, Jean. *Shh! We’re Writing the Constitution.*

Rabin, Staton. *Casey Over There.* Sewall, Marcia. *The Pilgrims of Plimoth.* Wolkstein, Diane. *Esther’s Story.*

**COMPASSION**

Anderson, Hans Christian. *The Little Match Girl.*

Bunting, Eve. *Clancy’s Coat. Damon and Pythias.*

Lattimore, Deborah. *The Sailor Who Captured the Sea.*

White, E.B. *Charlotte’s Web.*

**COURAGE**

Coles, William. *The Story of Ruby Bridges.* Dalglies, Alicia. *The Courage of Sarah Noble.* Early, Margaret. *William Tell.*

Lowry, Lois. *Number the Stars.*

Miller, William. *Frederick Douglass: The Last Day of Slavery.*

**DILIGENCE**

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes.*

Grimm. *Seven Ravens.*

Martina, Bill, and Archambault, John. *Knots on a Counting*

*Rope.*

Purdy, Carol. *Least of All.*

**RESPONSIBILITY**

Byars, Betsy. *The Summer of the Swans.*

Giblin, James. *George Washington: A Picture Biography*. Kipling, Rudyard. *Rikki Tikki Tavi.*

Roop, Peter and Connie. *Keep the Lights Burning, Abbie.*

Seuss, Dr. *Horton Hatches an Egg.*

**SELF-MASTERY**

Miles, Miska. *Annie and the Old One.* Lawson, Robert. *Ben and Me.* Yagawa, Sumiko. *The Crane Wife.*

**TRUTH**

Carroll, Lewis. *Alice in Wonderland.*(abridged version) Sabin, Francene. *Young Abigail Adams.*

Steig, William. *The Real Thief.*

Wisniewski, David. *Elfwyn’s Saga.*

**RESPECT**

Banks, Lynn Reid. *The Indian in the Cupboard.* Hodges, Margaret. *The Kitchen Knight.* Longfellow, H.W. *Hiawatha.*

Wood, Douglas. *Old Turtle.*

Leadership Preparatory Academy: Leadership Studies Curriculum

**CITIZENSHIP**

**Fourth Grade Booklist**

Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

**RESPONSIBILITY**

Hodges, Margaret. *St. George and the Dragon.*

Longfellow, H.W. *Paul Revere’s Ride.*

Quackenbush, Robert. *Once Upon a Time: A Story of the Brothers*

*Grimm.*

**COMPASSION**

Burnett, Francis Hodgson. *The Little Princess.* Coles, Robert. *The Story of Ruby Bridges.* DeJong, Meinder. *The House of Sixty Fathers.* Estes, Eleanor. *The Hundred Dresses.* Gerstein, Mordicai. *The Giant.*

Lister, Robert. *The Legend of King Arthur.* Paterson, Katherine. *The Great Gilly Hopkins.* Smith, Doris. *The Taste of Blackberries.*

**DILIGENCE**

Burnford, Sheila. *The Incredible Journey.*

Paulson, Gary. *Hatchet.*

White, E.B. *The Trumpet of the Swan.*

Wilder, Laura Ingalls. *Little House in the Big Woods.*

**RESPECT**

Banks, Lynn Reid. *The Indian in the Cupboard.* Burnett, Francis Hodgson. *The Little Princess.* Hodges, Margaret. *The Kitchen Knight.*

McCurdy, Michael, Ed. *Escape from Slavery: The Boyhood of Frederick*

*Douglass in His Own Words.*

Speare, Elizabeth George. *The Sign of the Beaver.*

Lewis, C.S. *The Lion, the Witch, and the Wardrobe.*

Lister, Robin. *The Legend of King Arthur.*

Souci, Robert San. *Kate Shelley: Bound for Legend.*

**SELF-MASTERY**

Paterson, Katherine. *The Great Gilly Hopkins.*

Porter, Eleanor. *Pollyanna.* Rylant, Cynthia. *Missing May.* Thayer, Ernest L. *Casey at the Bat.*

**TRUTH**

Chaucer. *The Canterbury Tales.* Selected and retold by Barbara

Cohen.

Creech, Susan. *Walk Two Moons.* Juster, Norton. *The Phantom Tollbooth.* Sachar, Louis. *Holes.*

**COURAGE**

de Angeli, Marguerite. *The Door in the Wall.* O’Brien, Robert. *Mrs. Frisby and the Rats of NIMH.* O’Dell, Scott. *Island of the Blue Dolphins.*

Rowling, J. K. *Harry Potter (*series*).*

*Sir Gawain and the Green Knight.* Retold by Selina Hastings. Winthrop, Elizabeth. *The Castle in the Attic.*

**Fifth and Sixth Grade Booklist**

Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

**CITIZENSHIP**

Ferris, Jeri. *Walking the Road to Freedom: A Story about Sojourner Truth.*

Freedman, Russell. *Lincoln: A Photobiography.*

**COMPASSION**

Armstrong, William. *Sour Land.*

Armstrong, William. *Sounder*.

Byars, Betsy. *The Summer of the Swans.* Creech, Sharon. *Walk Two Moons.* Fleischman, Sid. *The Whipping Boy.* Henry, O. *The Gift of the Magi.*

McKinley, Robin. *The Hero and the Crown.*

Shaw-MacKinnon, Margaret. *Tiktala.*

Speare, Elizabeth. *The Witch of Blackbird Pond.*

**DILIGENCE**

Blos, Joan. *A Gathering of Days: A New England*

*Girl’s Journal.*

Gray, Elizabeth Janet. *Adam of the Road.* Paterson, Katherine. *Lyddie.*

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**COURAGE**

Burnett, Frances Hodgson. *The Secret Garden.* George, Jean Craighead. *Julie of the Wolves.* L’Engle, Madeleine. *A Wrinkle in Time.* McKinley, Robin. *The Hero and the Crown*

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Armstrong, William. *Sounder.*

Dahl, Roald. *Charlie and the Chocolate Factory.*

**TRUTH**

Avi. *The True Confessions of Charlotte Doyle.*

Babbit, Natalie. *Tuck Everlasting.*

L’Engle, Madeleine. *A Wrinkle in Time.*

Speare, Elizabeth. *The Witch of Blackbird Pond.*

**RESPECT**

Blume, Judy. *Iggie’s House.*

Blumberg, Rhoda. *Commodore Perry in the Land of*

*Shogun.*

Brenner, Barbara. *On the Frontier with Mr. Audubon.* Mukerji, Dhan Gopal. *Gay Neck: The Story of a Pigeon.* O’Dell, Scott. *Sing Down the Moon.*

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Sebestyen, Ouida. *Words By Heart.*

Sperry, Armstrong. *Call It Courage.*

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