

Refer to this chart to determine the Literacy Standards covered in each lesson. Descriptions of each standard follow.

	1	2	3	4	5	6	7	8	9	11	12
<b>LESSON 1 TASK:</b> Students are gathering data with a targeted purpose in mind.											
ACTIVITY 1: Lifeline	★		★								
ACTIVITY 2: Growth		★									
ACTIVITY 3: 3 Questions				★							★
<b>LESSON 2 TASK:</b> Students are using technology, as well as spoken, written, and visual language purposefully.											
ACTIVITY 1: Build Trust											★
ACTIVITY 2: Know Team								★			
ACTIVITY 3: Name, Slogan, Mascot				★							★
<b>LESSON 3 TASK:</b> Students are using a variety of print and non-print media to conduct information, gather data, and accomplish a purpose as a community of learners.											
ACTIVITY 1: Research Issue	★		★				★	★			
ACTIVITY 2: Share, Reflect					★			★			
ACTIVITY 3: Reflection				★						★	★
<b>LESSON 4 TASK:</b> Students are establishing a Big Goal targeted to address a specific project, which they will undertake, align their project to the specific Big Goal, & proceed to team with an appropriate non-profit organization that shares both the vision and the mission of the students.											
ACTIVITY 1: Big Goal				★							
ACTIVITY 2: Project Ideas							★	★			
ACTIVITY 3: Project Development				★						★	★
<b>LESSON 5 TASK:</b> Students analyze their vision to determine future success, as well as potential areas of concern, develop a graphic designed to delineate their thoughts, and reflect upon their areas of insight up to this point in the process.											
ACTIVITY 1: Believe in Project				★	★						★
ACTIVITY 2: People Map					★					★	★
ACTIVITY 3: Reflect									★	★	
<b>LESSON 6 TASK:</b> Students establish the vision for their project, design an action plan complete with a series of progressive steps, and identify the criteria necessary to establish a productive team culture.											
ACTIVITY 1: Vision				★							★
ACTIVITY 2: Action Plan					★					★	
ACTIVITY 3: Define Win											★
<b>LESSON 7 TASK:</b> Students craft a brief speech to delineate their collective vision, search for points of agreement with the audience being targeted, and reflect upon their team roles for the purpose of improving their positions on the team.											
ACTIVITY 1: Elevator Speech				★	★						★
ACTIVITY 2: Reflect									★		★
ACTIVITY 3: Reflect, Q&A										★	★

	1	2	3	4	5	6	7	8	9	11	12
<b>LESSON 8 TASK:</b> Students examine specific informational text, design a promotional piece as a team, and release and refine their ad through analysis and reflection.											
ACTIVITY 1: Observe Ads	★		★			★					
ACTIVITY 2: Create an Ad					★			★			
ACTIVITY 3: Launch Ad										★	★
<b>LESSON 9 TASK:</b> Students will monitor and check the progress of their project, seek ways to enhance their chances for success while solving problems, and reflect on personal moments of insight and realization.											
ACTIVITY 1: Track Progress and Measure							★	★		★	★
ACTIVITY 2: Barriers				★						★	★
ACTIVITY 3: Reflect, Recognize										★	★
<b>LESSON 10 TASK:</b> Students review, celebrate, reflect and enter their project into the challenge entry by telling their story!											
ACTIVITY 1: Review				★						★	★
ACTIVITY 2: Celebrate				★						★	
ACTIVITY 3: Reflect, Submit Challenge											★

**LITERACY STANDARDS**

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. *Please note: This standard applies to students who are ESL (English as a Second Language), EFL (English as a Foreign Language), or ELL (English Language Learners) students.*
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).