

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

	1	3	4	5	6	7	8	9	10	11	12
LESSON 1 TASK: Evaluate important moments.											
ACTIVITY 1: My Lifeline		★									
ACTIVITY 2: Grow Yourself			★								
ACTIVITY 3: Three Big Questions			★								★
LESSON 2 TASK: Discover the talents and abilities of their self, and those of their team members, to make big things happen.											
ACTIVITY 1: Build Trust											★
ACTIVITY 2: Skills of a Team											
ACTIVITY 3: Get to Know Your Team			★								★
LESSON 3 TASK: Use 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 Issues	★	★				★	★				
ACTIVITY 2: Select an Issue (new)	★	★					★		★		
ACTIVITY 3: Are You Doing All You Can?										★	★
LESSON 4 TASK: Establish a goal targeted to address a specific community issue which will align with a service project.											
ACTIVITY 1: Determine Your Big Goal			★							★	★
ACTIVITY 2: Generate Project Ideas						★	★				
ACTIVITY 3: Project Development			★							★	★
LESSON 5 TASK: Write a goal and assess the feasibility of the project.											
ACTIVITY 1: Brand Your Team									★	★	
ACTIVITY 2: Your Goal: Write It, Tell It, Share It										★	★
ACTIVITY 3: Assess & Visualize the Plan			★								★
LESSON 6 TASK: Design an action plan complete with a series of progressive steps, and identify the criteria necessary to establish a productive team culture.											
ACTIVITY 1: Create an Action Plan				★						★	
ACTIVITY 2: Anticipate Hurdles											
ACTIVITY 3: Define How We Win Together											★

	1	3	4	5	6	7	8	9	10	11	12
LESSON 7 TASK: Develop a graphic organizer designed to assist in the writing process regarding with whom need to communicate information.											
ACTIVITY 1: Create a People Map				★						★	★
ACTIVITY 2: Persuasive Statement			★	★					★		★
ACTIVITY 3: Self-reflection										★	★
LESSON 8 TASK: Craft a brief speech to delineate their collective vision, search for points of agreement with the audience being targeted, and reflect upon team roles for the purpose of improving positions on the team.											
ACTIVITY 1: Create Your Elevator Speech			★	★							★
ACTIVITY 2: Gaining Alignment											★
ACTIVITY 3: Self-reflection											★
LESSON 9 TASK: Examine specific informational text, design a promotional piece as a team, and release and refine the ad through analysis and reflection.											
ACTIVITY 1: Create an Ad	★	★		★	★		★				
ACTIVITY 2: Launch Your Ad										★	★
ACTIVITY 3: Implement Your Service Project								★	★		
LESSON 10 TASK: Monitor and check the progress of the project, seek ways to enhance chances for success while solving problems, and recognize those who assisted in various ways.											
ACTIVITY 1: Measure Your Project Outcome						★	★			★	★
ACTIVITY 2: Overcome Barriers to Success			★							★	★
ACTIVITY 3: Recognize Supporters										★	★
LESSON 11 TASK: Write and reflect on the work done as a team in the journey of leadership and personal growth.											
ACTIVITY 1: Team Reflection & Lifeline			★							★	★
ACTIVITY 2: Celebrate & Recognize										★	★
ACTIVITY 3: Compare Responses to the Three Big Questions			★								★
LESSON 12 TASK: Share and submit the team's leadership story through video and writing. Reflect on how 'taking people with you' has a positive effect on the community.											
ACTIVITY 1: Tell Your Story			★						★	★	★
ACTIVITY 2: Self-reflection										★	★
ACTIVITY 3: Submit Your <i>Now What</i> Documentation										★	★

LITERACY STANDARDS

- 1 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.
- 2 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.
- 3 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).
- 4 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.
- 5 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.
- 6 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.
- 7 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.
- 8 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.
- 9 Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 10 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.*
- 11 Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).