

PROHUMAN CURRICULUM - GRADE 1

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 1: OPTIMISM

LESSON 1: LEARNING OPTIMISM FROM LITERATURE

SUMMARY:

The Prohuman Grade 1 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

Unit 1, Lesson 1, “Learning Optimism from Literature,” reinforces the vocabulary word optimism. Students will learn the definition of optimism and examples from a classic work of children’s literature. Additionally, students will create their own sentences that demonstrate their comprehension of the word optimism. Finally, students will practice their reading and conversation skills by sharing sentences with classmates.

SUGGESTED TIME: 20 minutes

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Listen to a read aloud to reinforce understanding of English sentence structure, syntax, and grammar
- Practice reading aloud to a partner to support reading comprehension
- Spell, define, and give an example of optimism
- Compose sentences that demonstrate comprehension of the word optimism
- Demonstrate understanding of standard English sentence structure and grammar in writing and speaking
- Practice reading and conversation skills by sharing sentences with classmates

REQUIRED MATERIALS:

- A plastic jar for each student
- A blank piece of paper for each student
- Child-safe scissors for each student
- Prohuman Grade 1 Unit 1 Worksheet 1: Learning Optimism From Literature
- Book: [The Little Engine That Could](#) by Watty Piper or
- Video: [Read aloud of The Little Engine That Could](#) by [Reading with Rachel Day](#) (~8 min)

VOCABULARY:

Optimism: I have hope and believe that my actions will help things to turn out well.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-LITERACY.RF.1.1	Demonstrate understanding of the organization and basic features of print.	✓
CCSS.ELA-LITERACY.RF.1.1.A	Recognize the distinguishing features of a sentence	✓

	(e.g., first word, capitalization, ending punctuation).	
CCSS.ELA-LITERACY.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓
CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓
CCSS.ELA-LITERACY.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓
CCSS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-LITERACY.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓
CCSS.ELA-LITERACY.SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A	Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓
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Moral Character A5	Understand why caring and being concerned for the well-being of others is a character strength	✓
Moral Character B	Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓
Self-Awareness A1	Identify and name different emotions (e.g., positive emotions, negative emotions, intense emotions)	✓
Self-Awareness A2	Identify personal strengths (e.g., honesty, curiosity, listening)	✓
Self-Management A3	Explain the different ways people respond to problems and challenges (e.g., ask for help, try harder, learn from mistakes)	✓
Social-Awareness A1	Demonstrate the ability to understand what another person is feeling (e.g., happy, sad, disappointed, confused, angry)	✓
Social-Awareness A2	Demonstrate the ability to care about how others are feeling	✓
Social-Awareness A3	Demonstrate the ability to listen carefully and intentionally to others	✓
Social-Awareness A6	Be able to tell stories and listen to stories told by others	✓
Interpersonal/ Relationship Skills 1	Initiate and engage in conversation and social interactions with classmates, peers, and adults	✓
Interpersonal/ Relationship Skills 7	Play games and appropriately participate in small group classroom activities	✓
Responsible and Ethical Decision-Making 1	Describe a rule or principle that everyone should strive to live by (e.g., be kind, be honest, try your best)	✓

Civic Character A	Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓
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LESSON PROCEDURE

Today we will learn about optimism.

- 1.) Write optimism on the board.
- 2.) Ask students to spell optimism on their worksheets.
- 3.) Tell students that optimism means that we have hope and believe that our actions will help things to turn out well.
- 4.) Tell students that we will be writing 5 sentences about optimism to put in our optimism jars, so if we are ever having a bad time we can pull one of our sentences out of our jars.
- 5.) Write the following five sentences on the board, and have students copy them down on their worksheets:
 - a.) I am smart.
 - b.) I am strong.
 - c.) I can reach my goals.
 - d.) I can do anything I set my mind to.
 - e.) I believe in myself.
- 6.) Have students cut out each sentence and fold the slips of paper to put them in their optimism jars.
- 7.) Pass out one plastic jar or cup to each student. If desired, they can decorate their jars.
- 8.) Read *The Little Engine That Could* aloud to the class or play the video [Read aloud of The Little Engine That Could](#) by [Reading with Rachel Day](#) (~8 min)
- 9.) Ask students how the engine in the story showed optimism.

Let's work on some writing about optimism.

- 1.) Ask students to write one sentence on their worksheet that explains how the engine showed optimism.
- 2.) Ask students to write one sentence on their worksheet that explains how the engine's optimism helped her and others.

- 3.) Ask students to write one sentence on their worksheet that explains a time they showed optimism.
- 4.) Ask students to read their sentences to a partner.

EXTENSION ACTIVITIES - SUGGESTIONS

- Talk with your students about times that you have seen examples of people demonstrating optimism. You could give examples of family, friends, and/or historical or current public figures.
- Talk with your students about times in your life that you have demonstrated optimism, despite hardships.

GRADE 1 UNIT 1 WORKSHEET 1: LEARNING OPTIMISM FROM LITERATURE

Optimism: I have hope and believe that my actions will help things to turn out well.

Write the word optimism:

ACTIVITY: COPY SENTENCES ABOUT OPTIMISM

1

2

3

4

5

Write 1 sentence that explains how the engine showed optimism:

Write 1 sentence that explains how the engine's optimism helped her and others:

Write 1 sentence that explains a time when you showed optimism: