

Leadership

Upper Elementary 3-5: Objectives & Standards

Objectives	Lesson
I will identify why there are many types of leaders. I will discover what influences how a person leads. I will compare my own ideas of leadership with others. I will design my own leadership styles.	1
I will learn three ways leaders communicate. I will analyze a leader in action and identify how he positively and negatively communicates. I will predict how the leader will lead in the future. I will summarize the importance of being a strong communicator.	2
I will learn the steps leaders take when problem-solving. I will analyze real life scenarios and distinguish between positive and negative problem-solving steps. I will identify a problem in my life and brainstorm or reflect on how to solve the problem.	3
I will discover how observing other leaders can influence me to become a leader. I will outline three ways teachers can help students become leaders. I will explain and predict how coaches can help students become leaders.	4

College & Career Ready Anchor Common Core State Standards

Reading

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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Common Core State Standards	Lessons
CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1, 2
CCSS.ELA-Literacy.RI.4.1 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1, 2, 4
CCSS.ELA-Literacy.RI.3.2 4.2 5.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2, 4
CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4
CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	3
CCSS.ELA-Literacy.W.3.4 4.4 5.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	2, 3, 4
CCSS.ELA-Literacy.L.3.1.i Produce simple, compound, and complex sentences.	2
CCSS.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	2
CCSS.ELA-Literacy.L.4.4 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3, grade 4, and grade 5 reading and content, choosing flexibly from a range of strategies.	3

CASEL Social-Emotional Competencies	Specifics in Lessons
SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	• Linking feelings...and thoughts • Identifying personal assets • Experiencing self-efficacy
SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	• Use planning & organization
SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.	• Taking others' perspectives • Recognizing the strength in others • Understanding the influences of organizations on behavior

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RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	• Communicate effectively • Showing leadership in groups • Develop positive relationships
RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	• Anticipating the consequences of one's actions • Reflecting on one's role to promote the well-being of others