Project Heart

Elementary Standards & Assessments

The OtterCares Foundation inspires youth to become entrepreneurs and philanthropists who create lasting and impactful change in their communities.

Assessing the Learning in Project Heart

How will teachers know that their students have learned the concepts presented in Project Heart at a deeper level of understanding? In order to establish a baseline, give students the 4th/5th Grade Pre-Assessment before starting Lesson 1 of the Project Heart 4th/5th Grade Curriculum to measure prior knowledge of philanthropy. After completing Lesson 9 of the unit, give the 4th/5th Grade Post-Assessment to measure student learning and growth.

Perhaps the strongest evidence of learning are the students' projects and their individual reflections. These projects provide teachers a summative assessment where the students provide the evidence for the culmination of their understanding of philanthropy. By applying learning to a project, students have a tangible representation of their efforts and time spent acquiring the content of the curriculum. After engaging in the discussions, researching nonprofits and philanthropists, crafting mission statements, networking opportunities, and completing their philanthropic projects, we believe that students will not only be empowered to identify need and address it but also make philanthropy a daily practice in their lives.

Teachers should also note that an informal assessment of learning is acquired by comparing the kind of dialogue students are having in class discussions at the beginning of the unit with the type of conversations students are having towards the end, during Lesson 9. If students understand the concepts presented throughout the curriculum, there should be a noticeable difference in how they communicate about philanthropy and making an impact on the world around them. Because each lesson builds upon the concepts established in the previous, teachers can also measure the application of learning as they progress through the curriculum. Always be sure to scaffold learning as needed for students requiring more time or alternative modes of presentation.

Understandings

Activities and understandings lead to depth of knowledge...
- Through entrepreneurial efforts philanthropic goals are achieved.
- Through the value of giving (service).
- Through the seven habits of a successful leader (proactive, plan, prioritize, positive outcome for all, seek to understand, synergize, balance).
- Through individual strengths that can be utilized to benefit the greater good.
- Through actions that illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society.
- Through the art of debate, critical reasoning, and active listening skills that foster informed choices.
- Through the ability to critically analyze multiple perspectives for solutions that allow for improved problem-solving.

Essential Questions

Questions that will foster inquiry, understanding, and transfer of learning…

- What are characteristics of a successful philanthropic project?
- What are common misconceptions of service or philanthropy?
- What are the implications of a service project?
- How might service lead to citizenship, pride, and empathy towards others?
- How can I best use my strengths to create or support a service project?
- How are my views about service shaped by experiences, habits, prejudices?
- What is evidence for a successful service project?
- How might citizens view an issue differently because of their backgrounds?
- What is the most important right of a citizen?
- What is the most important responsibility of a citizen?
- How do diverse opinions enrich a community?
- How does an individual's experience and background influence perception of an issue?

Students will know…

- The difference between national, local, and global organizations, at a basic level.
- Terms related to philanthropy (mission statement, grant, common good, philanthropy, foundation, budget, expenses, volunteer, proposal, charity, nonprofit organization, etc.).
- Resources within their community.
- Needs within their community.
- How to write a mission statement.
- How to create a budget, inventory, product or plan an event.

Students will be able to…

- Identify a nonprofit organization or a need within the community.
- Plan with the end in mind.
- Set and meet goals.
- Identify personal strengths.
- Work within a collaborative group.
- Fundraise for an organization.
- Recognize their talents, passions, and interests.
- Recognize limits.

Performance Tasks

Students will develop the desired understandings judged by their ability to…

- Prepare interviews for visiting guests, with questions demonstrating understanding of purpose, mission, passion. (optional)
- Differentiate between local, national, and global organizations.
- Identify mission statements and write personal mission statement.
- Write formal proposal and grants to fund the proposal.
- Execute plan, follow timeline, and participate in a service project.
- Problem-solving.

Standards and Objectives

Established Goals:

- To create a habit of giving.

- To promote the mission of OtterCares: OtterCares champions innovative education that inspires students to become entrepreneurs and philanthropists.

Content Areas for Standards and Objectives:

- English Language Arts: Speaking and Listening

- English Language Arts: Writing

- Social Studies

- Economics

- Philanthropy

- Entrepreneurship

Grade Level Expectations:

- Fourth Grade

- Fifth Grade

Standards:

Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.2
  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

- 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.W.9
  Draw evidence from literary or informational texts to support analysis, reflection, and research.

- CCSS.ELA-LITERACY.CCRA.SL.3
  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- CCSS.ELA-LITERACY.CCRA.SL.1
  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.

- CCSS.ELA-LITERACY.CCRA.SL.4
  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.CCRA.W.1
  Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.6
  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Common Core Standards

- CCSS.ELA-LITERACY.SL.4.1 and CCSS.ELA-LITERACY.SL.5.1
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.4.1.C
  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.4.1.D
  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.5.1.C
  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D
  Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-LITERACY.SL.4.2
  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.5.2
  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3
  Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-LITERACY.SL.5.3
  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-LITERACY.RL.5.4
  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- CCSS.ELA-LITERACY.RI.4.7
  Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.L.4.2 and CCSS.ELA-LITERACY.L.5.2
  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.4.4.C and CCSS.ELA-LITERACY.L.5.4.C
  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- CCSS.ELA-LITERACY.W.4.1 and CCSS.ELA-LITERACY.W.5.1
  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.4.2 and CCSS.ELA-LITERACY.W.5.2
  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

National Standards in Economics

- Content Standard 1: Scarcity
  Identify what they gain and what they give up when they make choices.
  People make choices because they can't have everything they want.
  Identify some choices they have made and explain why they had to make a choice.
- Content Standard 6: Specialization
  Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.
  Specialization and division of labor usually increase the productivity of workers.
- Content Standard 10: Institutions
  Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.
  Identify a not-for-profit organization and explain its functions and its source of revenues.
- Content Standard 14: Entrepreneurship
  Entrepreneurs and workers often are innovative. They attempt to solve problems by developing and marketing new or improved products and processes.

National Council for Social Studies (NCSS) Standards

- I. Culture
  a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
  b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- III. People, Places, & Environments
  k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
- IV. Individual Development and Identity
  b. Describe personal connections to place—especially place as associated with immediate surrounding.
  f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.
  g. Analyze a particular event to identify reasons individuals might respond to it in different ways.
  h. Work independently and cooperatively to accomplish goals.
- VII. Production, Distribution, Consumption
  b. Distinguish between needs and wants.
- IX. Global connections
  f. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.
- X. Civic ideals and practices
  j. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.

Philanthropy and Entrepreneurship Objectives

LESSON	PHILANTHROPY OBJECTIVES	ENTREPRENEURSHIP OBJECTIVES
Lesson 1 Philanthropy: What is it?	• Create a list of ways to apply today's learning about philanthropy to family, school and community.	• Evaluate the capability of a variety of local businesses to participate in philanthropy in the community.
Lesson 2 What Does Philanthropy Have to Do with You?	• Create a list of ways to apply today's learning about philanthropy to family, school and community. • Analyze local philanthropic efforts to deepen understanding of philanthropy.	• Evaluate the capability of a variety of local businesses to participate in philanthropy in the community. • Connect local philanthropic efforts to their personal 3Ts (time, talent, treasure).
Lesson 3 Philanthropists: Who in the Community Gives?	• Create a list of ways to apply today's learning about philanthropy to family, school and community. • Interview local philanthropists and identify the purpose of their efforts, as well as their 3Ts.	• Evaluate the capability of a variety of local businesses to participate in philanthropy in the community. • Utilize philanthropists' examples to begin a plan for how to connect purpose with community needs.
Lesson 4 People's Passions	• Create a list of ways to apply today's learning about philanthropy to family, school and community. • Convince others to give time, talent and/or treasure towards a community need related to personal passions.	• Connect personal passions with philanthropists and community needs.
Lesson 5 Writing a Mission Statement	• Create a list of ways to apply today's learning about philanthropy to family, school and community. • Evaluate personal passions related to philanthropic missions. • Convince others to give time, talent and/or treasure towards a community need related to personal passions.	• Compare and contrast philanthropic efforts locally, nationally and globally.
Lesson 6 Class Service Project: Who Will Receive your Gift and What Might You Do?	• Create a list of ways to apply today's learning about philanthropy to family, school and community. • Summarize the main points from a speaker's presentation. • Convince others to give time, talent and/or treasure towards a community need related to personal passions.	• Analyze needs of communities and nonprofit organizations for the purpose of planning philanthropic efforts.
Lesson 7 Class Service Project: What Can We Do?	• Convince others to give time, talent and/or treasure towards a community need related to personal passions. • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Work with others to develop a plan of action to meet community needs.	• Analyze needs of communities and nonprofit organizations for the purpose of planning philanthropic efforts.
Lesson 8 Class Service Project: Proposals, Grants and Donation Requests	• Convince others to give time, talent and/or treasure towards a community need related to personal passions. • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Work with others to develop a plan of action to meet community needs.	• Create a plan to help a nonprofit organization through a specific class project.
Lesson 9 Class Service Project: GROW and GIVE	• Participate in a philanthropic effort, either individually or as a group. • Plan and execute necessary tasks required for involvement in philanthropic efforts. • Plan for continued and improved involvement in philanthropic efforts.	• Support a nonprofit for the purpose of meeting a community need and gaining practice in philanthropy in the community.

L1A1- Pre-Assessment

Name:_____ Date_____

1) What is your definition of the word "Philanthropy"?

_____

_____

Match the definitions with the following words. Place the letter of the matching definition on the line.

2. giving		A	The act of helpful activity.
3. need		B	The cost required for something.
4. service		C	An estimate of income and expenditure for a set period of time.
5. proposal		D	To require; to be necessary.
6. personal passion		E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good		F	A powerful, or compelling emotion or feeling about a specific topic.
8. grant		G	A plan or suggestion put forward for consideration or discussion by others.
9. expenses		H	Doing what is right or proper.
10. budget		I	To present voluntarily and without expecting compensation.

Name one charity that you have heard of for each of the following categories:

11) **Local:** _____

12) **National:** _____

13) **Global:** _____

14) **List your own personal passions:**

   - _____

   - _____

15) **List reasons why people volunteer or give money to organizations or people they don't even know?**

   - _____

   - _____

16) **If you had $5,000 to spend, how would you spend it?**

   _____

   _____

   _____

   _____

17) **Give examples of how you might help your community or other people in the future:**

   - _____

   - _____

18) **If you had to write a mission statement for a philanthropic effort, what would it be?**

   _____

   _____

   _____

   _____

L1A1- Pre-Assessment Key

Name:_____ Date_____

1) What is your definition of the word "Philanthropy"?

Answers may vary. Project Heart definition of philanthropy: The process of giving back. The act of donating money, goods, services, time or effort to support a beneficial cause and create a lasting impact.

Match the definitions with the following words. Place the letter of the matching definition on the line.

2. giving	*I*	A	The act of helpful activity.
3. need	*D*	B	The cost required for something.
4. service	*A*	C	An estimate of income and expenditure for a set period of time.
5. proposal	*G*	D	To require; to be necessary.
6. personal passion	*F*	E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good	*H*	F	A powerful, or compelling emotion or feeling about a specific topic.
8. grant	*E*	G	A plan or suggestion put forward for consideration or discussion by others.
9. expenses	*B*	H	Doing what is right or proper.
10. budget	*C*	I	To present voluntarily and without expecting compensation.

Name one charity that you have heard of for each of the following categories:

11) **Local:** _Answers for a local nonprofit/charity will vary_ _____

12) **National:** _Answers for a local nonprofit/charity will vary_ _____

13) **Global:** _Answers for a local nonprofit/charity will vary_ _____

14) **List your own personal passions:**

- *Answers for personal passions will vary*
  _____

- _____

15) **List reasons why people volunteer or give money to organizations or people they don't even know?**

- *Answers for reasons will vary*
  _____

- _____

16) **If you had $5,000 to spend, how would you spend it?**
   Answers should reflect thought on the impact of the money and how it is used for the common good
   _____

   _____

   _____

   _____

17) **Give examples of how you might help your community or other people in the future:**

- *Answers for examples will vary. The key here is that students are identifying a philanthropic need and thinking about ways to address it.*
  _____

- _____

18) **If you had to write a mission statement for a philanthropic effort, what would it be?**

   Answers may vary. Student mission statements should be based on what they want to achieve and why they want to achieve it.
   _____

   _____

L1A2- Post Assessment

Name:_____ Date_____

2) What is your definition of the word "Philanthropy"?

_____

_____

Match the definitions with the following words. Place the letter of the matching definition on the line.

2. giving		A	The act of helpful activity.
3. need		B	The cost required for something.
4. service		C	An estimate of income and expenditure for a set period of time.
5. proposal		D	To require; to be necessary.
6. personal passion		E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good		F	A powerful, or compelling emotion or feeling about a specific topic.
8. grant		G	A plan or suggestion put forward for consideration or discussion by others.
9. expenses		H	Doing what is right or proper.
10. budget		I	To present voluntarily and without expecting compensation.

Name one charity that you have heard of for each of the following categories:

11) **Local:** _____

12) **National:** _____

13) **Global:** _____

14) **List your own personal passions:**

- _____

- _____

15) **List reasons why people volunteer or give money to organizations or people they don't even know?**

- _____

- _____

16) **If you had $5,000 to spend, how would you spend it?**

_____

_____

_____

_____

17) **Give examples of how you might help your community or other people in the future:**

- _____

- _____

18) **If you had to write a mission statement for a philanthropic effort, what would it be?**

_____

_____

_____

_____

L1A2- Post Assessment Key

Name:_____ Date_____

2) What is your definition of the word "Philanthropy"?

Answers may vary. Project Heart definition of philanthropy: The process of giving back. The act of donating money, goods, services, time or effort to support a beneficial cause and create a lasting impact.

Match the definitions with the following words. Place the letter of the matching definition on the line.

2. giving	*I*	A	The act of helpful activity.
3. need	*D*	B	The cost required for something.
4. service	*A*	C	An estimate of income and expenditure for a set period of time.
5. proposal	*G*	D	To require; to be necessary.
6. personal passion	*F*	E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good	*H*	F	A powerful, or compelling emotion or feeling about a specific topic.
8. grant	*E*	G	A plan or suggestion put forward for consideration or discussion by others.
9. expenses	*B*	H	Doing what is right or proper.
10. budget	*C*	I	To present voluntarily and without expecting compensation.

Name one charity that you have heard of for each of the following categories:

11) **Local:** _Answers for a local nonprofit/charity will vary_ _____

12) **National:** _Answers for a local nonprofit/charity will vary_ _____

13) **Global:** _Answers for a local nonprofit/charity will vary_ _____

14) **List your own personal passions:**

- _Answers for personal passions will vary_
  _____

- _____

15) **List reasons why people volunteer or give money to organizations or people they don't even know?**

- _Answers for reasons will vary_
  _____

- _____

16) **If you had $5,000 to spend, how would you spend it?**
   Answers should reflect thought on the impact of the money and how it is used for the common good
   _____
   _____
   _____
   _____

17) **Give examples of how you might help your community or other people in the future:**

- _Answers for examples will vary. The key here is that students are identifying a philanthropic_
  need and thinking about ways to address it.

- _____

18) **If you had to write a mission statement for a philanthropic effort, what would it be?**

   Answers may vary. Student mission statements should be based on what they want to
   achieve and why they want to achieve it.