

A

NAME: _____

Leadership Superhero

1. Each student is responsible for creating a superhero.
2. Your superhero should include:
 - a. three unique qualities.
 - b. a secret identity.
 - c. three superhero "powers.
 - d. a "box" that contains the superhero's "secret items."
 - e. a quote or logo
 - f. a brief theme song
3. Remember, a superhero doesn't need to necessarily be someone who can fly or scale tall buildings, but can be an everyday superhero.
4. **All superheroes MUST be appropriate for school.**
5. This is a fun way to see different forms of heroism and leadership! Have fun with this project. Look for extraordinary instances of leadership; it will make the final project much more enjoyable.

Have Fun!

My due date is: Thursday, October 8th, 2015

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Rubric for Creating a Leadership Lesson Children's Book

	5	4	3	2
Title Page	The title page has a graphic or fancy lettering, title, author's name, and a picture.	The title pages has a title, author's name, and a picture.	The title page has 2 of the 3 requirements. Page lacks creativity.	The title page has fewer than 2 of the requirements and is messy.
Images	Story includes at least 15 images to compliment the content.	Story includes 11-14 images to compliment the content.	Story includes 5-10 images to compliment the content.	Story includes less than 5 images to compliment the content.
Thoroughness of the story and leadership lesson	Story is age appropriate, at least 15 pages and has an excellent leadership lesson/moral.	Story is age appropriate, 11-14 pages and has a good leadership lesson/moral.	Story is age appropriate, 5-10 pages and has a leadership lesson/moral.	Story is age appropriate, less than 5 pages.
Layout/ Design/ Neatness	The layout and design is consistent on every page.	The layout and design is consistent on 80-90% of the pages.	The layout and design is consistent on 65-79% of the pages.	The layout and design is consistent on less than 65% of the pages.
Organization	The story is well organized, one idea follows another in a logical sequence with clear transitions.	The story is pretty well organized, one idea may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Written Elements	Story includes dialogue on most pages and is well written	Story includes some dialogue and is overall well written	Story does not include any dialogue but is overall well written	Story does not include dialogue and overall is not well written.
Appearance	Story pages and pictures include color and are drawn/ created with care.	Story pages and pictures included color but there is a slight lack of effort	Story pages and pictures include color but is slightly sloppy.	Story does not included color on the pages and pictures.
Spelling, Grammar and Punctuation	The story has no spelling or grammatical errors.	The story has less than 3 spelling and grammatical errors.	The story has 3-6 grammatical errors.	The story has more than 6 grammatical errors.
Deadline	Final draft is turned in on the assigned date. Student is always self-directed and on task.	Final draft is turned in on time. Student is not always on task.	Final draft is a day late. Student is not always on task.	Final draft is more than a day late. Student wastes class time.

Total Score _____/45

Student Government
4th period

Name _____
Date _____

My Personal Soundtrack

Do you ever notice how when you are happy or sad and you turn on the radio every song seems to fit what you are going through? Do you ever notice how sometimes different songs pop into your head at the weirdest times? Are there certain songs that no matter how many times you listen to them you never get tired of them? Are there any songs that have inspired you to do something that you didn't think you could? Are there songs that pump you up and make you feel like you could accomplish anything? If you answered "YES" to any of these questions then you understand how powerful songs can be.

Here is your assignment: Imagine your life was being made into a movie. It could be a movie from the time you were a little kid until now, or it can be a movie about where you are currently. I want you to create the soundtrack to that movie. You must come up with 10-12 songs that will become your personal soundtrack. For each song you choose please include the reasons you chose the song as well as the time period that the song represents. Put some thought into this. Remember they should be songs that represent a certain time period or event in your life.

When you have chosen your songs, take some time to design a CD cover for your soundtrack.

Songs	Singer	Reason
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

If possible, make a playlist of these songs for the class and I to listen to.

I do not advocate downloading illegal copies of songs.

YOU WILL PUT THIS ASSIGNMENT IN YOUR SCRAPBOOK:

CD of my Life

You will be putting together a CD with songs that represent different aspects of your life. Select one song to reflect each of the criteria stated below:

Song 1: Represents who YOU are.

Song 2: Represents your philosophy on life...your mission statement.

Song 3: Tells where you feel most comfortable and what makes you feel good.

Song 4: Represents your family.

Song 5: Represents your goals and dreams.

Song 6: Tells what you do well and would like to accomplish.

Song 7: Represents the type of friend that you are.

Song 8: Your choice...explain why you chose it.

Choose a producer for your soundtrack...this would be the most influential family member in your life.

Choose an agent...this would be the most influential NON-family member.

List SIX credits...individuals who have helped you become the person you are.

List your FIVE best characteristics.

Create a CD cover. Insert your cover neatly inside your CD case. List all songs on your CD on the back cover of your CD.

Print out the lyrics for each song you chose. Write a two or three sentence explanation for why each song you chose meets the criteria listed above.

Prepare to share your CD with the class. You will play a short segment of each song you chose, and you will need to explain why you chose each. Be prepared to share how you chose your producer and your agent, and prepare to share your 5 best characteristics with the class. Your presentation should last no more than 5 minutes. REHEARSE your presentation! You will be graded on preparedness, eye contact and content of your presentation.

You will be presenting your CD project on Tuesday October 30th

Student Name: _____

CATEGORY	9-10	8	7	6
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Total Points _____/50

CD of my life - Rough Draft

Songs plus two or three sentences for why you chose that song:

1) Who you are:

2) Your life philosophy:

3) Where you are most comfortable:

4) Family:

5) Goals and Dreams:

6) What you do well and what you would like to accomplish:

7) Type of friend you are:

8) Your choice:

Your Producer (most influential family member and why):

Your agent (most influential Non-Family member):

Six Credits - Individuals who have helped you become the person you are:

Five best characteristics:

STUDENT GOVERNMENT 2016-2017
1st Semester Leadership Essay Prompt

The same way our middle school cannot function without leaders, the world cannot function without leaders. These leaders gain power through their many skills and qualities and they then can choose to use this power to lead in a good direction or a bad direction. This direction may not be understood or chosen, but that is irrelevant, because the direction is always the leader’s choice, whether or not he/she realizes it.

Based on what we have learned on leadership qualities in the Student Government class, you will write a 2-3 page paper comparing and contrasting 2 famous leaders in this **world**. Please identify 3 main leadership characteristics, why you selected the 2 leaders as examples of these leadership characteristics, and finally explain what they have done in their leadership roles.

This is a formal essay. Please write an introduction and a conclusion. **You need a title page. Please type, double-space, and use size 12 font. This essay is DUE ON Wednesday, December 21, 2016.**

Levels/ Criteria	Unsatisfactory	Approaching Expectations	Meets Expectations	Exceeds Expectations	Score/ Level
Structural Organization	Essay lacks logical progression of ideas	Essay includes brief skeleton (introduction, body, conclusion) but lacks transitions	Essay includes logical progression of ideas aided by clear transitions	Essay is powerfully organized and fully developed	
Focus (Essay topic)	Essay addresses topic but loses focus by including irrelevant ideas	Essay is focused on topic and includes few loosely related ideas	Essay is focused on the topic and includes relevant ideas	The essay is focused, purposeful, and reflects clear insight and ideas	
Mechanics (Grammar and Writing)	Frequent errors in spelling, grammar, and punctuation. Essay is not original. Most of the essay is plagiarized	There are errors in grammar and punctuation, but spelling has been proofread. Student uses some plagiarism	Occasional grammatical errors and questionable word choice. Student writes in his/her own words with no plagiarism	Nearly error-free which reflects clear understanding and thorough proofreading. Student writes in his/her own words with no plagiarism	
Support (Characteristics of Leadership of both leaders)	Few to no solid supporting ideas or evidence for the essay content	Some supporting ideas and/or evidence for the essay content	Support lacks specificity and is loosely developed	Specific, developed details and superior support and evidence in the essay content. Student shows leadership qualities and gives specific examples.	
Historical Content	No historical content is included to support the essay. Sources are invalid or only 1 source is used.	Some historical content is included to support the essay. Only 1 source is used.	Historical content supports the essay. 2 valid sources are used.	Historical content is accurate and provides powerful support. The examples support the leadership characteristics. 2 valid sources are used.	