

Elevate Turning Point - 6th Grade		Who Are You and Where Do You Come From?								
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Focus	<i>Ex: Character, Skill, Main Topic</i>	Who Are You? Intro to Elevate	Where do we meet each other? EQ	Where Do You Come From, Learning from Mistakes, GRIT	Values, EQ	Developing to your full potential	Taking responsibility for actions and future	How do you care for yourself and discipline yourself? Why?	How does where you come from influence your view of the world?	RJP - repair harm, restore relationship, build community
Standards and Objectives	<i>Elevate Objectives</i>	Introduction / Culture Building: - Explain the purpose of Elevate, class expectations, and why their learning and leadership matters. - Navigate grade level successfully as defined by attendance, academics, friendships and attitude.	Introduction / Culture-Building: - Implement ways to build culture in both the classroom and home. - Define positive culture in the classroom and home.	Communication: - Identify non-verbal behaviors that affect communication both positively and negatively. - Demonstrate the ability to comprehend others' perspectives.	Respect - Define respect as treating others and yourself well. - Discuss how manners play a role in determining your perceived respectfulness.	Vision - Hypothesize why it is important to 'dream' about their future. - Define vision as keeping a focus on life and career goals and taking action to reach those goals.	Positive Work Ethic - Identify a variety of ways to 'make work fun'. - Explain how failure can actually promote future success.	Career-Minded - Explore life dreams and goals as they relate to careers. - Defend which careers best fit with their interests, personalities, and strengths.	Decision Making - List ways to make positive decisions in real life that reflect their personal vision. - Make good choices related to their health to reach personal life goals.	Courage - Demonstrate positive ways to say “No” to negative peer pressure. - Define courage as standing up for what they believe and not giving up.
	<i>Common Core</i>	CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.6.2 CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.SL.6.1.D	CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.SL.6.1.A CCSS.ELA-LITERACY.SL.6.1.D CCSS.ELA-LITERACY.SL.6.1	CCSS.ELA-LITERACY.SL.6.1.C CCSS.ELA-LITERACY.SL.6.1.D CCSS.ELA-LITERACY.SL.6.5	CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.6.1.C CCSS.ELA-LITERACY.SL.6.1.A	CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.W.6.2.A CCSS.ELA-LITERACY.SL.6.3 CCSS.ELA-LITERACY.SL.6.1	CCSS.ELA-LITERACY.SL.6.6 CCSS.ELA-LITERACY.SL.6.1.C CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.6.6	CCSS.ELA-LITERACY.SL.6.6 CCSS.ELA-LITERACY.SL.6.2 CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.6.1.A	CCSS.ELA-LITERACY.SL.6.4 CCSS.ELA-LITERACY.SL.6.6 CCSS.ELA-LITERACY.SL.6.1	CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.6.5 CCSS.ELA-LITERACY.SL.6.2 CCSS.ELA-LITERACY.SL.6.1.B
	<i>ACT/Explore Standards</i>	Reading - Locate basic facts (e.g., names, dates, events) clearly stated in a passage.	Reading - Recognize clear cause-effect relationships described within a single sentence in a passage.	English - Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.	English - Solve such basic grammatical problems such as how to form comparative and superlative adjectives.	English - Use conjunctions or punctuation to join simple clauses.	English - Determine whether a complex essay has accomplished a specific purpose.	Mathematics - Perform one-operation computation with whole numbers and decimals.	Mathematics - Calculate the average of a list of positive whole numbers.	Reading - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
	<i>7 parts of a Whole Person</i>	Social	Intellectual	Physical	Emotional	Spiritual	Social	Social	Vocational	Emotional
	<i>40 Developmental Assets</i>	Support: Caring School Climate	Boundaries and Expectations: School Boundaries	Positive Identity: Personal Power	Constructive Use of Time: Time at Home	Positive Identity: Positive View of Personal Future	Social Competencies: Cultural Competence	Constructive Use of Time: Creative Activities	Social Competencies: Interpersonal Competence	Positive Values: Integrity
Lessons	Lesson One	<u>Who Goes There?</u>	<u>SLANT 1 - Order</u>	<u>TARGET LESSON - Do You Fit in or Do You Belong?</u>	<u>TARGET LESSON - How Does My Family See Me?</u>	<u>TARGET LESSON - Family Traditions are Meaningful</u>	<u>How Does Humor Help?</u>	<u>Who Am I Around My Friends?</u>	<u>How Do I Communicate, and Is It Working?</u>	<u>Who Do You Feel the Most Like YOU Around?</u>
	Lesson Two	<u>Build Relationships and Character</u>	<u>SLANT 2 - Rigor</u>	<u>Who Am I at School?</u>	<u>What Roles Do I Have at Home?</u>	<u>Does My Belief System Match My Family's?</u>	<u>My Home Sounds Like ...</u>	<u>TARGET LESSON - Relationships Affect Who You Are</u>	<u>TARGET LESSON - Your Goals Make You Who You Are</u>	<u>Why Do People Pretend?</u>
	Lesson Three	<u>Rules of Life</u>	<u>SLANT 3 - Questioning</u>	<u>Roles I Play at School</u>	<u>Birth Order Matters</u>	<u>What Do You Look Like and Why Does It Matter?</u>	<u>Dinner Smells and Tastes Amazing</u>	<u>Hobbies Say A Lot About You</u>	<u>Decide on Facts or Intuition?</u>	<u>Stretch to Relieve Growing Pains</u>
	Lesson Four	<u>Unspoken Agreements</u>	<u>What's in a Name?</u>	<u>What Do My Roles Hide?</u>	<u>How Do My Family Genes Fit Me?</u>	<u>How Far Did the Apple Fall?</u>	<u>What You Should Know Before You Visit</u>	<u>Personality Makes You Unique</u>	<u>Common Disagreements Among Friends</u>	<u>Are You Willing to Be Yourself?</u>
	Lesson Five	<u>Open Day or Sacred Circles</u>	<u>Sacred Circles or Mini-Name Presentation</u>	<u>TARGET LESSON - Who Am I at School Presentation - what would you want a teacher to know about you? poem #7 - in</u> http://www.tnellen.com/cybereng/portrait.html	<u>Work Day for Presentations / Open Lesson / ACADEMIC CHECK-IN</u>	<u>Work Day for Presentations / Open Lesson / ACADEMIC CHECK-IN</u>	<u>TARGET LESSON - Who Am I at Home Presentation - PORTRAIT POEM #5?</u>	<u>Work Day for Presentations / Open Lesson / ACADEMIC CHECK-IN</u>	<u>Work Day for Presentations / Open Lesson / ACADEMIC CHECK-IN</u>	<u>TARGET LESSON - Who Am I with Friends Presentation (Poem #8 I was and I am)</u>