

Intro to Elevate		Focus Semester 1: Me and My Place in the World (TEXAS ONLY)							
Month and Week		Semester 1: August, Week 1	Semester 1: September, Week 2	Semester 1: September, Week 3	Semester 1: September, Week 4	Semester 1: September/October, Week 5	Semester 1: October, Week 6	Semester 1: October, Week 7	Semester 1: October, Week 8
Focus+3:7	<i>Ex: Character, Skill, Affiliate Program, Holiday, Other</i>	1. Courage 2. Introduction to Elevate 3. Thriving in High School	1. Courage 2. Introduction to Elevate 3. Respect 4. Thriving in High School	1. Caring 2. Decision Making 3. Introduction to Elevate 4. Responsibility	1. Caring 2. Courage 3. Responsibility	1. Caring 2. Decision Making 3. Responsibility 4. Thriving in High School	National Get Organized Week 1. Decision Making - Relationships 2. Integrity 3. Positive Work Ethic 4. Problem Solving 5. Responsibility 6. Thriving in Hish School	1. Goal Setting 2. Positive Work Ethic 3. Responsibility 4. Thriving in High School	1. Decision Making 2. Decision Making Relationships 3. Goal Setting 4. Positive Work Ethic 5. Vision
Standards		* Understand and justify the purpose of Elevate, class expectations and why their learning matters. * Navigate the sometimes difficult transition from middle school to high school so that they have a successful freshman year as defined by attendance, academics, friendships and attitude. * Define courage as the ability to face one’s fears and find strength in the midst of adversity (differences) and change.	* Understand and justify the purpose of Elevate, class expectations and why their learning matters. * Create a plan to demonstrate respect to parents, caregivers and/or teachers. * Formulate the benefits of finding the courage to discuss their emotions and talk about difficult situations. * Navigate the sometimes difficult transition from middle school to high school so that they have a successful freshman year as defined by attendance, academics, friendships and attitude.	* Identify the concept of positive culture in the classroom and home. * Create a self-care plan of action, which allows for rejuvenation. * Invent ways to care for themselves by renewing their mind, body, heart, and soul. * Practice time management and balance the various priorities in their lives. * Analyze real-life issues and make positive decisions that reflect their personal values and mission. * Report that taking responsibility means being proactive in all areas of their life.	* Identify how caring for oneself leads to being able to care for others. * Define courage as the ability to face one’s fears and find strength in the midst of adversity and change. * Judge that it takes courage to develop new habits that will help them be successful in life. * Analyze the ways to build self-confidence by taking small risks, learning through failure and building upon small successes. * Report that taking responsibility means being intentional in all areas of their life.	* Investigate ways they can build a positive attitude toward themselves and others through an attitude of gratitude. * Analyze real life issues and make positive decisions that reflect their personal values and 'dream'. * Practice time management and balance the various priorities in their lives. * Judge the influence that relationships have on their success at school and in life, especially as a freshman. * Navigate the sometimes difficult transition from middle school to high school so that they have a successful year as defined by attendance, academics, friendships and attitude. * Invent ways to care for themselves by renewing their mind, body, heart, and soul.	* Critique the characteristics of healthy and unhealthy friendships, dating relationships and marriages. * Analyze when and why it is necessary to seek help with or leave an unhealthy situation. * Evaluate the consequences of having or lacking integrity. * Explain how failure can actually promote future success. * Create a plan for building a positive work ethic as it relates to their academic career and home life. * Apply strategies (Stop/Think/Plan/Act) to solve problems in their lives * Examine their priorities and be responsible for prioritizing their tasks and goals. * Navigate the sometimes difficult transition from middle school to high school so that they have a successful year as defined by attendance, academics, friendships and attitude.	* Debate the importance of goal setting for personal achievement and apply learning by creating appropriate personal goals. * Show how giving their best integrates into all areas of their life. * Explain how failure can actually promote future success. * Examine their priorities and be responsible for prioritizing their tasks and goals. * Identify how it is possible to build a habit of responsibility for success. * Navigate the sometimes difficult transition from middle school to high school so that they have a successful year as defined by attendance, academics, friendships and attitude.	* Make a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs. * Create their own friendship and dating rules based on values, goals and life vision. * Debate the importance of goal setting for personal achievement and apply learning by creating appropriate personal goals. * Show how giving their best integrates into all areas of their life. * Identify a variety of ways to 'make work fun'. * Judge the influence that relationships have on their success at school and in life, especially as a freshman. * Apply the principal of seeing the big picture by writing a 'dream' statement for their lives. * Creatively express 'dreams' about their future in terms of family, peers, school and community.
	CASEL	Self-awareness Self-management	Self-awareness Self-management	Self-management	Self-management	Relationship skills Self-Management	Relationship skills Self-Management	Self-management	Self-management Relationship Skills
	7 Parts of a Whole Person	Social Emotional	Social Emotional	Intellectual Physical	Intellectual Physical	Intellectual Emotional	Intellectual Emotional	Intellectual Social	Intellectual Emotional
Weekly Breakdown (Five Available Lessons)	Lesson One	Picture This	Class Agreement	Mindful Reset	My Daily, Weekly Habits	Habits for Success	A Principal Situation	Being a Successful Teen	Dream Big!
	Lesson Two	This is How We Elevate	Rites of Passage	Your Behaviors Turn Into Habits	Talking to Myself	Positive Changes	Need a Self-Confidence Boost?	Values and Actions Should Align	Balancing your Personal Bank Account
	Lesson Three	Self Discovery Inventories: How do you learn?	Getting to know you, Character Qualities and Life Skills	Where do Good and Bad Habits Lead?	You Can, If You Think You Can	Aligning Your Behaviors and Values	Who is in this Year's Story?	Goals for Success	My Personal Mission Statement
	Lesson Four	Self Discovery Inventories: Showing your personality	Stepping Out	Own Your Habits So You Can Improve Them.	Seeing is Believing	Values and Attitudes Drive Decisions	Chapter Titles	Planning for Our Goals	Who Ads and Takes From My Toolbox of Confidence?
	Lesson Five	Self-Discovery: Where it starts <u>Artifact: Caricature of yourself with strengths exaggerated</u>	You Get What You Give <u>Artifact: What do I need to put into school to get something worthwhile out of it?</u>	How Can I Hold Myself Responsible? <u>Artifact - Who can I be responsible to and responsible for in creating those daily habits?</u>	Concentrate, Review, Assessment #1.	What's in your wallet? <u>Artifact: How are your two greatest values and how will they get you through struggles?</u>	Two Paths You Can Take <u>Artifact: What are the silver linings of your own struggles?</u>	Prioritizing My Values <u>Artifact: How do I prioritize my values? Which two are most important to me?</u>	Review Game, Assessment and Feedback Elevate Assessment #2.
7 Habits Alignment	7 Habits of Highly Successful Teens Book			Mindful Reset Introduction to the 7 Habits of Successful Teens: Get in the Habit (Book study pages 3-9)	My Daily, Weekly Habits Get in the Habit (Book study pages 3-9)	Habits for Success Paradigms and Principles (Book study pages 11-28)	A Principal Situation Paradigms and Principles (Book study pages 11-28)	Being a Successful Teen The Personal Bank Account (Book study page 29-46)	Dream Big! Paradigms and Principles (Book study pages 29-46)

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Month and Week		Semester 1: October, Week 9	Semester 1: October/November, Week 10	Semester 1 November, Week 11	Semester 1: November, Week 12	Semester 1 November, Week 13	Semester 1: December, Week 14	Semester 1: December, Week 15	Semester 1: December, Week 16
Focus+3:7	<i>Ex: Character, Skill, Affiliate Program, Holiday, Other</i>	1. Decision Making 2. Introduction to Elevate 3. Positive Work Ethic 4. Problem Solving 5. Responsibility 6. Vision	1. Decision Making 2. Leadership 3. Positive Work Ethic 4. Vision	Veterans Day 1. Integrity	1. Responsibility 2. Caring 3. Integrity	Thanksgiving 1. Leadership 2. Goal Setting	1. Decision Making 2. Goal Setting 3. Leadership 4. Vision	1. Communication 2. Decision Making 3. Responsibility	1. Vision 2. Decision Making
Standards	<i>Elevate Objectives</i>	* Identify the concept of positive culture in the classroom and home. * Create a plan for building a positive work ethic as it relates to their academic career and home life. * Construct ways they can better organize their life so they can see greater academic results. * Report that taking responsibility means being intentional in all areas of their life. * Identify excuses used to avoid taking responsibility for bad behavior or bad results. * Analyze the necessity of staying focused on a positive vision (the bigger picture) in order to remain encouraged and committed despite obstacles that might arise.	* Organize, construct and apply a variety of decision-making models to their lives. * Apply positive self-leadership techniques. * Examine and plan for positive work ethic, such as being on time, being prepared, taking initiative and going above and beyond what is required. * Apply the principal of seeing the big picture by writing a 'dream' statement for their lives.	* Examine the key components of integrity: honesty, consistency of character, remaining true to themselves and keeping commitments. * Define integrity as consistency of character - living and being in sync with who you are at all times and in all circumstances. * Evaluate the consequences of having or lacking integrity. * Identify how stress is caused by not aligning values with action.	* Justify that forgiving others and letting go of grudges is a way of caring for themselves. * Define integrity as consistency of character - living and being in sync with who you are at all times and in all circumstances. * Report that taking responsibility means being intentional in all areas of their life. * Examine the key components of integrity: honesty, consistency of character, remaining true to themselves and keeping commitments.	* Produce goals in their life as they relate to their personal 'dream'. * Apply positive self-leadership techniques. * Produce goals in their life as they relate to their personal mission.	* Define Decision Making as action that moderates the effects of risk exposure, reducing vulnerability and increasing resiliency that leads to healthier behaviors and positive life choices. * Analyze real life issues and make positive decisions that reflect their personal values and 'dream'. * Produce goals in their life as they relate to their personal mission. * Apply positive self-leadership techniques. * Investigate and integrate their personal values into all areas of their lives.	* Identify their intrapersonal language and analyze how that language impacts their personal behavior and decision making. * Define Decision Making as action that moderates the effects of risk exposure, reducing vulnerability and increasing resiliency that leads to healthier behaviors and positive life choices. * Organize, construct and apply a variety of decision-making models to their lives. * Analyze real life issues and make positive decisions that reflect their personal values and 'dream'. * Examine their priorities and be responsible for prioritizing tasks and goals.	* Use prediction and cause and effect models to predict the future outcome of present day decision making. * Create an academic plan for success. * Analyze the necessity of staying focused on a positive vision (the bigger picture) in order to remain encouraged and committed despite obstacles that might arise.
	<i>CASEL</i>	Self-management Relationship skills	Self-management Relationship skills	Self-management Responsible decision-making	Self-management Responsible decision-making Relationship skills	Self-awareness Resonsible Decision Making	Self-management Responsible Decision Making	Responsible decision-making	Self-Management Responsible Decision Making
	<i>7 Parts of a Whole Person</i>	Social Emotional	Social Intellectual	Intellectual Physical	Intellectual Physical	Social Intellectual Emotional	Social Intellectual Emotional	Intellectual	Intellectual
Weekly Breakdown (Five Available Lessons)	Lesson One	What do Reactive Responses look like?	Time Management...the Real MVP	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson
	Lesson Two	What do Intentional Responses look like?	Living in Symbiosis	Stress about Stress	Stress and My Family	Positive Results for this week	Yes or No?	How do you balance it all?	Grades and Goals
	Lesson Three	Who is Responsible?	Habits and Relationships	What does Integrity look like?	Private You vs. Public You	Thanksgiving Break	Building Teen Confidence	Put it into action	Time to Reflect
	Lesson Four	Time to Get Organized	Time Management...and Family Time	Playing to the stress	Stress Effects the People Around You	Thanksgiving Break	Open Lesson	Think and Act, Don't React	Dear Me
	Lesson Five	Why We Can't Quit! Artifacts: Creating goals around grades - what could my report card look like if I put in 100%	Family Time Discussion Artifact: What does my family act and talk like on our best day, when I give 100%?	Deep Look in the Mirror Artifact: What can I do to restore trust with someone?	Integrity and Assessment	Thanksgiving Break	Where Does Yes or No Lead? Artifact: What are my goals, and what choices do I need to make to succeed?	Strategize and Prioritize Artifact: What are 3 of your oranges (large tasks) and M&M's (small tasks)?	Comebacks and Assessment
7 Habits Alignment	7 Habits of Highly Successful Teens Book	Be Proactive Habit 1--Be Proactive (Book Study pages 48-72)	Be Proactive Habit 1--Be Proactive (Book Study pages 48-72)	Be Proactive Habit 1--Be Proactive (Book Study pages 48-72)	Be Proactive Habit 1--Be Proactive (Book Study pages 48-72)	Beginning with the End in Mind Habit 2--Begin with the End in Mind (Book study pages 73-104)	Beginning with the End in Mind Habit 2--Begin with the End in Mind (Book study pages 73-104)	Putting First Things First Habit 3: Putting First Things First (Book Study pages 104-128)	Putting First Things First Habit 3: Putting First Things First (Book Study pages 104-128)