

Intro to Elevate		Focus Semester 2: How I can influence the World (TEXAS ONLY)									
Month and Week		Semester 2: January, Week 1	Semester 2: January, Week 2	Semester 2: January, Week 3	Semester 2: January, Week 4	Semester 2: February, Week 5	Semester 2: February, Week 6	Semester 2: February, Week 7	Semester 2: February, Week 8	Semester 2: March, Week 9	Semester 2: March, Week 10
Focus+3:7	Ex: Character, Skill, Affiliate Program, Holiday, Other	1. Goal Setting 2. Introduction to Elevate (review) 3. Thriving in High School	Veterans' Day 1. Caring 2. Communication 3. Respect	1. Communication 2. Goal Setting 3. Problem Solving 4. Respect	Martin Luther King Day, 1/19 1. Communication 2. Courage 3. Decision Making	1. Communication 2. Courage 3. Respect	Presidents' Day Valentine's Day 1. Caring 2. Communication 3. Decision Making Relationships 4. Leadership	1. Leadership 2. Problem Solving 3. Respect	1. Caring 2. Leadership 3. Problem Solving 4. Respect 5. Vision	1. Caring 2. Career Minded 3. Problem Solving 4. Vision	1. Caring 2. Vision 3. Courage 4. Goal Setting 5. Leadership 6. Problem Solving
Standards	Elevate Objectives	* 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. * Debate the importance of goal setting for personal achievement and apply learning by creating appropriate personal goals. * Apply the SMART goal setting method to create appropriate goals in the areas of personal growth. * Monitor goals periodically throughout the school year.	* Demonstrate the ability to comprehend others' perspectives in a conflict situation. * Examine questioning techniques, including asking open-ended questions and summarizing responses. * Determine that caring for others starts with empathy and thinking of others before oneself. * Demonstrate the uses and implications of non-verbal communication. * Justify why it is important to honor others.	* Identify a variety of short-term goals that lead to the accomplishment of a long- term goal. * Investigate how working for the mutual benefit of them and others is a way of showing respect. * Justify why it is important to honor others. * Appraise the concept of mutual benefit solutions and apply the concept to personal conflicts. * Justify that effective communication is not about what they say but about what others hear. * Debate the importance of listening and formulate ways to practice effective listening with others.	* Use prediction and cause-and-effect models to predict the future outcome of present-day decision making. * Organize, construct and apply a variety of decision-making models to their lives. * Debate the importance of listening and formulate ways to practice effective listening with others. * Judge that it takes courage to develop new habits that will help them be successful in life.	* Define courage as the ability to face one's fears and find strength in the midst of adversity. * Justify why it is important to honor others. * Differentiate and demonstrate the difference between genuine and poor listening skills. * Demonstrate how to create an exceptional first and second impression. * Demonstrate the ability to comprehend others' perspectives in a conflict situation. * Justify that effective communication is not about what they say but about what others hear. * Judge humility to be a key component of strength.	* Demonstrate outward concern for others through action. * Judge the influence that relationships have on their success at school and in life, especially as a freshman. * Weigh the risks associated with choosing friends who make unwise decisions and do not act with good character. * Create their own friendship and dating rules based on values, goals and life vision. * Evaluate the difference between power and authority and how each plays a role in their lives. * Apply practical steps for how to lead others. * Critique the characteristics of healthy and unhealthy friendships, dating relationships and marriages.	* Judge that the primary purpose of leadership is to encourage all people to be and do their best. * Examine ways to appreciate differences and learn to work together with others. * Explore the concept of mutual benefit and design ways they can increase the power of teamwork with their classmates.	* Judge that the primary purpose of leadership is to encourage all people to be and do their best. * Exhibit and practice positive leadership through attitude, word and deed. * 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. * Examine ways to appreciate differences and learn to work together with others. * Explore the concept of mutual benefit and design ways they can increase teamwork with their classmates. * Investigate ways they can build a positive attitude toward themselves and others through an attitude of gratitude.	* Employ greater levels of gratitude in their life. * Synthesize which careers best fit with their interests, personality and strengths. * Investigate the benefits of giving to others. * Identify and demonstrate a variety of ways on how to provide constructive and meaningful feedback with empathy and caring. * Apply problem-solving methods and tools to order and manage all areas of their life (ie. Plan, Do, Check Act or 8D Problem Solving Process etc.). * Investigate ways they can build a positive attitude through an attitude of gratitude.	* Identify the vision they hold for themselves in all areas of their lives. * Investigate and appraise how it takes courage to talk about difficult situations and listen to others without judging their opinions or feelings. * Identify ways to celebrate the accomplishment of a goal through a variety of means. * Appraise the power of attitude to determine outcomes in their life and produce practical ways to change their attitude. * Investigate stress and devise ways to manage it. * Hypothesize why it is important to 'dream' about their future. * Create and share a common vision for the impact they wish to have on the local community, in their school, families and peer groups.
	CASEL	Self-management	Social awareness Responsible decision-making Relationship Skills	Self-management Relationship skills Social Awareness	Self-management Relationship skills Social Awareness	Social awareness Relationship skills	Social awareness Relationship skills	Relationship Skills	Relationship Skills	Self-management	Self-management
	7 Parts of a Whole Person	Intellectual Social	Social	Social Emotional	Social Emotional	Spiritual Social Emotional	Social Emotional Intellectual	Social Emotional Intellectual	Social Emotional Intellectual	Spiritual Physical	Spiritual Physical
Weekly Breakdown (Five Available Lessons)	Lesson One	Open Lesson	Open Lesson	Open Lesson	Open Lesson - MLK Day	Open Lesson	Open Lesson - President's Day	Open Lesson	Open Lesson	Open Lesson	Open Lesson
	Lesson Two	Another Look	From Taker to Giver	Striving For A Win-Win	How Do We Create Real Change	First Impressions	Empathy and Compassion	1+1=+3	What Does a Great Team Look Like	Relax And Refresh	Reaching For Inspiration
	Lesson Three	Revisiting Class Agreement	To Honor Through Empathy	Who Can I Win With	Using Win-Win Today	Genuine Listening to Understand	Well, What Do You Want Them To Say	I Got My Own Style	We All Have Our Own Style	Famous Ways To Refresh	No, I Think I Am Good
	Lesson Four	Goal Check	Disagreeing With Those You Are Loyal To	Comparing And Competing: You vs. Who?	Use Tools To Set Win-Win Goals	Let's Agree to Disagree	Are We Going in the Same Direction?	My Role On Our Team	A Team Needs Variety	Refreshment Is Necessary	So Draining!
	Lesson Five	That's a Fact Artifact: What are the habits that will get me to my goals?	Help and Forgiveness Artifact: What are the benefits when I choose to forgive for my own peace?	Win-Win Laws and Assessment Assessment #5	Open Lesson	What Personal Attacks Mean Artifact:What do verbal attacks look and sound like, and what do they really say about the person who said them?	Who Moves the Crowd? Artifact: What are 3 actions you can take to help move people towards improvement?	Our Team At It's Best Artifact: What do you and your friends bring to the table? (what are your and your friends talents?)	The Best Team OF Friends Assessment #6	HOW Am I Winning? Artifact: If you received a medal for something you've accomplished, what would it be for and what would people say about you?	Filling Your Bucket Artifact: Which activities fill your bucket (give you energy)? Which activities drain you? What can you do about it?
7 Habits Alignment	7 Habits of Highly Successful Teens Book Sections		Relationship Bank Account The Relationship Bank Account (pages 131-144)	Think Win-Win Habit 4--Think Win-Win (Book Study pages 145-162)	Think Win-Win Habit 4--Think Win-Win (Book Study pages 145-162)	Seek First to Understand then to be Understood Habit 5--Seek First to Understand then to be Understood (Book Study pages 163- 180)	Seek First to Understand then to be Understood Habit 5--Seek First to Understand then to be Understood (Book Study pages 163- 180)	Synergize Habit 6--Synergize (Book Study pages 180-202)	Synergize Habit 6--Synergize (Book Study pages 180-202)	Sharpening The Saw Habit 7--Sharpen the Saw (Book Study pages 203-242)	Sharpening The Saw Habit 7--Sharpen the Saw (Book Study pages 203-242)

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Month and Week		Semester 2: March, Week 11	Semester 2: March, Week 12	Semester 2: April, Week 13	Semester 2: April, Week 14	Semester 2 April, Week 15	Semester 2: April/May, Week 16	Semester 2: May, Week 17	Semester 2: May, Week 18	Semester 2: May, Week 19	Semester 2: May, Week 20
Focus+3:7	<i>Ex: Character, Skill, Affiliate Program, Holiday, Other</i>	1. Courage 2. Decision Making 3. Decision Making Relationships	Caesar Chavez Day, 3/31 1. Decision Making Relationships 2. Respect 3. Courage	1. Goal Setting 2. Career Mindedness 3. Responsibility	Take a Chance Day, 4/23 1. Decision Making 2. Vision 3. Goal Setting	1. Decision Making 2. Responsibility 3. Leadership	1. Decision Making 2. Courage 3. Communication 4. Decision Making Relationships 5. Goal Setting 6. Integrity 7. Leadership	1. Career Mindedness 2. Goal Setting 3. Positive Work Ethic 4. Responsibility	End of year project 1. Caring 2. Decision Making 3. Problem Solving 4. Goal Setting 5. Vision	Memorial Day End of year project 1. Responsibility 2. Communication 3. Leadership 4. Decision Making Relationships	End of year project 1. Respect 2. Positive Work Ethic 3. Integrity 4. Courage 5. Career Minded
Standards	<i>Elevate Objectives</i>	* Reflect upon the personal and external consequences of having and not having courage. * Describe the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs * Develop a personal plan to improve health by staying free of alcohol, tobacco, and other drugs * Predict the potential effects of an individual's substance abuse on others. * Reflect upon decisions that are considered historically bad, then consider why those decisions were made from the decision makers' perspective (from a family context).	* Identify 'red flags' in a relationship and develop their own dating standard. * Analyze the characteristics of a mentally and emotionally healthy person * Discuss the various meanings of maturity. * Facilitate conversation among peers about peer influence and outcome of peer groups on school culture. * Compare love vs. infatuation. * Create new practices that strengthen self-respect. * Investigate the possible consequences of early sexual behavior and the emotional, mental, social and physical benefits of delaying sexual activity. * Practice the smart dating tool.	• Identify a variety of short-term goals that lead to the accomplishment of a long- term goal. * Explore life dreams and goals as they relate to careers. • Predict how a drug-free lifestyle supports the achievement of short- and long- term goals. * Investigate career options and determine skills needed to succeed in a future career. • Create a plan of action to take responsibility for bad behavior or bad results.	• Identify positive and negative aspects of legacies that they influence Elevatter's every day. • Define what it means to build or carry a legacy. * Determine the impact an individual can make in their home, school and community. • Use prediction and cause-and-effect models to predict the future outcome of present-day decision making. • Identify a variety of ways that legacy impacts behavior and a person's individual story.	• Analyze real life issues and make positive decisions that reflect their personal values and mission. * Examine their priorities and be responsible for putting first things first in their lives. * 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. * Identify and explain the source of a leader's power and provide a real life example of how this source is demonstrated.	* Create a plan for renewed family legacy building. * Analyze the ways to build self-confidence by taking small risks, learning through failure and building upon small successes. * Analyze the short-term and long-term effects of emotional and physical abuse. * Demonstrate verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs * Determine the impact an individual can make in their home, school and community. * Research and develop a variety of definitions of integrity, then choose the one definition that fits their life mission best. * Decide what items/opportunities they will need to give up in order to achieve integrity. * Demonstrate tolerance for individual differences.	* Connect ways they as individuals can be change agents within their homes, peer groups and school. * Write goals toward the attainment of their life vision. * Explore life dreams and goals as they relate to careers. * Examine the benefits of a positive work ethic as it relates to self and others. * Formulate the benefits of giving and receiving feedback for personal growth and the growth of others. * Examine the key component of leadership: relationship. * Create a plan for building a positive work ethic as it relates to their academic career and home life.	* Demonstrate outward concern for others through action. * Analyze real-life issues and make positive decisions that reflect their personal values and mission. * Explore the concept of synergy and design ways they can increase synergy with their classmates. * Determine the impact an individual can make in their home, school and community. * Create and share a common vision for the impact they wish to have on the local community, in their school, families and peer groups.	* Examine their priorities and be responsible for prioritizing their tasks and goals. * Assess the importance of seeking first to understand, then to be understood. * Judge that the primary purpose of leadership is to encourage all people to be and do their best. * Analyze the characteristics of a mentally and emotionally healthy person	* Examine ways to appreciate differences and learn to work together with others. * Discuss how manners (ie. Please, Thank You, Yes sir/ma'am) etc.) play a role in determine your perceived respectfulness. * Identify a variety of ways to 'make work fun'. * Examine and plan for positive work ethic, such as being on time, being prepared, taking initiative and going above and beyond what is required. * Examine the key components of integrity: honesty, consistency of character, remaining true to themselves and keeping commitments.
	CASEL	Self-awareness Self-management Responsible Decision Making	Self-awareness Self-management Responsible Decision Making	Self-awareness Self-management Responsible Decision Making	Self-awareness Self-management	Self-Management Relationship skills	Self-Management Relationship skills	Self-management Responsible Decision Making	Social Awareness Responsible Decision Making	Social Awareness Responsible Decision Making	Social Awareness Responsible Decision Making
	7 Parts of a Whole Person	Social Physical	Social Physical	Social Physical	Social Physical	Emotional Intellectual	Emotional Intellectual	Intellectual, Social	Social Intellectual	Social Intellectual	Social Intellectual
Weekly Breakdown (Five Available Lessons)	Lesson One	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson	Open Lesson: Memorial Day	Open Lesson
	Lesson Two	You're Bigger Than Your Challenges	Givers and Takers in the World	The Signs Along Your Road	"When I Was Your Age..."	Building A Legacy	Don't Fear Your Legacy, Just Make It	Who Will Remember What	How We Have Grown	What Will You Give	We Did It
	Lesson Three	Who's In the Driver's Seat of Your Life?	Maturity: Its more than physical	Milestone Magi	What Has My School Done?	Family Legacies	Fear Is Normal (We're Human)	Dear Future Me (Day1)	How Can We Connect With Our Community	Apply Your Why. How, What	Next Steps
	Lesson Four	Don't Just Stand There	Crushes 101	Pact for Impact	Friends Helping Friends	Plan To Present Your Legacy	Speaking Of Fear...	Dear Future Me (Day2)	Who in YOUR Circle Could Use Your Help?	Lead Other To Do Good	What If
	Lesson Five	Hold Onto Your Life Saver Artifact -Which of your values will keep you afloat during the tough times?	=HYPERLINK("http://www.elevateresources.org/texas/texas-semester-2-week-1/", "First Relationships--Joys and Doubts Assessment #7")	Open Day	Part 2: In Loving Memory Artifact: What will the people in your life now and in the future remember about you?	Legacy In Action	Your Positive Impact Assessment #8	Celebration And Famous Last Words Artifact - What are your last words for this year's chapter in your life and learning?	Planning Impact With Smart Goals	Overcome Obstacles, See The Positives	Reflect and Celebrate
7 Habits Alignment	7 Habits of Highly Successful Teens Book Sections	Sharpening The Saw Habit 7--Sharpen the Saw (Book Study pages 203-242)	Sharpening The Saw habit 7--Sharpen the Saw (Book Study pages 203-242)	Keeping Hope Alive Keeping Hope Alive (Book Study page 243-244)	Keeping Hope Alive Keeping Hope Alive (Book Study page 243-244)						