



Academically Focused. Life Skills Driven.

**AIMHIGH**  
EMPOWERMENT INSTITUTE

## CURRICULUM OUTLINE

DATE	AIMHigh Culture Immersion	Main Objective	Expected Outcomes
Lesson 1 Date: _____  *****	Welcome to AIMHigh	To help members understand the Value of AIMHigh Membership	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Describe the AIMHigh Mission / Vision</li> <li>2. Understand the expectations of AIMHigh Members</li> <li>3. Know what the APPS acronym stands for</li> <li>4. Introduce the AIMHigh Empowerment Affirmation.</li> </ol> <p>Placement of AIM HIGH candidates into coaches' groups/introductions amongst group. Complete the AIMHigh Pre-Assessment Intake form. <b>(30 minutes)</b></p>
Lesson 2 Date: _____  *****	AIMHigh Philosophies	Introduce members to the AIMHigh Empowerment Philosophies.	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Explain the 3 C's &amp; 3 E's of AIMHigh (Break down to ensure understanding at an elementary/middle level)</li> <li>2. Know yourself, be yourself, reveal yourself. (Discover, develop, deploy)</li> <li>3. Understand how AIMHigh tenets will benefit their future</li> <li>4. Introduce the requirements to be inducted into AIMHigh</li> <li>5. Describe the Epic Impact Formula: FeMC<sup>2</sup></li> <li>6. Aim High – It's a family thing.</li> </ol> <p>Group/Coach Time: Introduce binders and goals sheets/set up binders <b>(30 minutes)</b></p>
Lesson 3 Date: _____  *****	The Power of Competence	Define Competence and learn the AIMHigh Competence Philosophy.	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Begin writing their personal story to describe themselves</li> <li>2. Learn AIMHigh's Competence Philosophy</li> <li>3. Academic, Personal, Professional and Social competence</li> <li>4. Revise the start of your personal story after learning about competence.</li> </ol> <p>Group/Coach Time: Set three competence goals for the students to accomplish this week/ let students edit stories. <b>(30 minutes)</b></p>

<p>Lesson 4</p> <p>Date:</p> <p>_____</p> <p>*****</p>	<p>The Power of Confidence</p>	<p>Define Confidence and learn the AIMHigh Confidence Philosophy.</p>	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Learn AIMHigh’s Confidence Philosophy</li> <li>2. Lead conversation about self-confidence, using materials in lesson plan <i>if needed</i>.</li> <li>3. Academic, Personal, Professional and Social confidence</li> <li>4. Identify areas where they hope to become more confident</li> </ol> <p>Group/Coach Time: Set three confidence goals for the students to accomplish this week/ let students edit stories. <b>(30 minutes)</b></p>
<p>Lesson 5</p> <p>Date:</p> <p>_____</p> <p>*****</p>	<p>The Power of Character</p>	<p>Define Character and learn the AIMHigh Character Philosophy.</p>	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Learn AIMHigh’s Character Philosophy</li> <li>2. Understand the AIMHigh Principles of good Character<sup>R5</sup></li> <li>3. Academic, Personal, Professional and Social character.</li> <li>4. Complete the Reputation vs. Character Analysis.</li> </ol> <p>Group/Coach Time: Set three character goals for the students to accomplish this week/ let students edit stories. <b>(30 minutes)</b></p>
<p>Lesson 6</p> <p>Date:</p> <p>_____</p> <p>*****</p>	<p>AIMHigh Story Sharing</p> <p>Forum will open for students to share their story. (have coach model and share story first) Let person who is sharing answer two questions.</p>	<p>Have students demonstrate competence, confidence and character.</p>	<ol style="list-style-type: none"> <li>1. Let students voluntarily share stories with whole group.</li> <li>2. Let coaches voluntarily share stories with whole group.</li> <li>3. Allow time for questioning and feedback.</li> <li>4. <b>**Might be a good time for a celebration of sorts, parent pizza party? ***</b> A celebration of sharing your confidence, character and competence.</li> <li>5. <b>PARENT INVOLVEMENT.</b></li> </ol>

C & E 1	Competence & Engage	Main Objective	Expected Outcomes
Lesson 7	The Journey to Self-Discovery	Help members understand the importance of self-awareness	<p>Lecture/Conversation to be led by site coach <b>(45 minutes)</b>.  <i>Site administrator needs to print SWAG Analysis and Value Assessment.</i></p> <p><b>This week's leader:</b> _____</p> <ol style="list-style-type: none"> <li>1. Embrace self-discovery as foundation for personal growth</li> <li>2. Discover how morals, values &amp; beliefs shape who we are</li> <li>3. Connect members' personal self-concepts to home and school community.</li> </ol> <p>Group/Coach Time: <b>(45 minutes)</b></p> <ol style="list-style-type: none"> <li>1) Have members complete Personal SWAG Analysis.</li> <li>2) Check in on goals and progress. Set new goals if necessary.</li> <li>3) Reflect on day's discussion with your group.</li> <li>4) If time allows: Values assessment.</li> </ol>
Lesson 8  *****	Academic Learning Styles	Members will understand the different methodologies of learning and retaining information	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>  <i>Site administrators to print activity under Academic Learning Styles. High School/Colleges - Print VARK Assessments for this session.</i></p> <ol style="list-style-type: none"> <li>1. What are you interested in learning about? Hand out index cards, let students fill out answers. Discuss answers.</li> <li>2. Empowerment Ice Breaker – Draw your experience.</li> <li>3. Academic Learning Styles Activity.</li> <li>4. Expose members to different learning styles (VARK)</li> <li>5. Identify how to use their learning style to improve results</li> <li>6. Connect learning styles to school community and career choices.</li> </ol> <p>Group/Coach Time: Set three goals for the students to accomplish this week and reflect on how we use the different learning styles each day. If time allows in H.S. or Colleges, VARK assessment from lesson planning. <b>(30 minutes)</b></p>
Lesson 9	Setting Professional Goals	Members will understand the importance of setting professional goals that are achievable.	<p>Lecture/Conversation to be led by site coach <b>(60 minutes)</b>.  <i>Site administrator needs to print SMART goals worksheet.</i></p> <p><b>This week's leader:</b> _____</p> <ol style="list-style-type: none"> <li>1. Members will understand the value of goal-setting</li> <li>2. Members will learn how to create SMART Goals</li> <li>3. Apply SMART technique to home, academic and career planning</li> <li>4. Members will receive AIMHigh Goal Setting Guide</li> </ol> <p>Group/Coach Time: Set two SMART goals for the students to accomplish this week. Reflect on goal setting and SMART process. <b>(30 minutes)</b></p>

Lesson10 *****	Intro to Community/School Resources	Members will discover how to access and utilize community resources.	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>  <i>Site administrators to print civic score card.</i>  <b>***HIGHLY EMPHASIZE FACT THAT STUDENTS SHOULD BE COMPLETING THIS WITH PROPER SUPERVISION***</b></p> <ol style="list-style-type: none"> <li>Members will research community libraries, programs etc.</li> <li>Members will be aware of local prominent influencers (adults).</li> <li>The purpose of community boards and precinct councils</li> </ol> <p>Group/Coach Time: Set two more SMART goals for the students to accomplish this week. Reflect on community resources. <b>(30 minutes)</b></p>
Lesson11	Building Positive Relationships	To teach members the difference between value adding and value depreciating relationships	<p>Lecture/Conversation led by site coach <b>(45 minutes)</b>.  <i>Site administrator needs to print the Relationship Status.</i>  <b>This week's leader:</b> _____</p> <ol style="list-style-type: none"> <li>Learn the value of mentors and find sources of mentorship</li> <li>Members will develop their FAVE 5 Circle of Excellence</li> <li>Members participate in what are you known for? Exercise</li> </ol> <p>Group/Coach Time: Set two more SMART goals for the students to accomplish this week. Discuss with students how to find appropriate mentors that exist outside of AIM HIGH program. <b>(45 minutes)</b></p>
Lesson 12 12/17 *****	AIMHigh Creative Session (This is designed to be the week before holiday (December) break. It should be an AIMHigh holiday celebration.)	Get Creative	<ol style="list-style-type: none"> <li>Members could work on whatever they choose</li> <li>A Creative day could be used to bring a guest speaker</li> </ol>
Lesson13	Intro to School/Campus Connections	Help members learn how to be at the center of positive change on school/campus.	<p>Lecture/Conversation led by site coach <b>(45 minutes)</b>.  <i>Site administrator needs to print the current school mission goals Relationship Self-Assessment tool, and the Mission and Policies Analysis Activity.</i>  <b>This week's leader:</b> _____</p> <ol style="list-style-type: none"> <li>Members will build learning communities on campus/school</li> <li>Members must complete school/campus relationship assessment</li> <li>Complete Our Mission and Policies Analysis Activity.</li> </ol> <p>Group/Coach Time: Brainstorm with students on ways to make the school better, and on ways that the school can attain its mission statement. Reflect with students on personal goals that can benefit the entire school community. <b>(45 minutes)</b></p>

Lesson14  *****	The Extracurricular Activities	Members will learn how to identify, evaluate and select extracurricular activities aligned with their goals.	Introduction given by AIM HIGH staff member <b>(60 minutes)</b> . 1. Members will find Extracurricular activities on campus/school. 2. Members will identify community service opportunities 3. Articulate the benefits of service activities for future goals Group/Coach Time: Reflect with students on personal goals that can benefit the entire school or home community. <b>(30 minutes)</b>
Lesson15	On Campus Service Activity Planning	Members will take part in activities that pervades the institution's culture.	1. Members will creatively develop a service activity that will be carried out during this session (i.e. Morning Welcome to School Community)
Lesson16  *****	On Campus Service Activity Execution and Reflection.  <b>INDUCTION CEREMONY during school hours.</b>	Get Creative	1. Members could work on whatever they choose 2. A Creative day could be used to bring a guest speaker  During this day, a student should:  Be Officially Inducted into the AIMHigh Empowerment Institute Demonstrate their understanding of the 3 C's and 3 E's Be able to recite the AIMHigh Empowerment Affirmation Fully understand what it means to be an AIMHighEI Member

C & E 2	Confidence & Educate	Main Objective	Expected Outcomes
Lesson 17	From Competence to Confidence	Members will develop strategies to improve their overall confidence	<p>Lecture/Conversation led by site coach <b>(45 minutes)</b>.  <i>Site administrator needs to print the self-confidence assessment.</i>  <b>This week's leader:</b> _____</p> <ol style="list-style-type: none"> <li>1. Members will complete self confidence assessment. First column represents confident behaviors. Second column represents behaviors associated with low self-confidence. Have students add up. Explain the difference to them.</li> <li>2. How does competence build Confidence?</li> <li>3. Examine how self-efficacy improves leadership potential</li> </ol> <p>Group/Coach Time: Set three confidence goals for the students to accomplish this week. Reflect with the students regarding confidence and self-confidence. <b>(45 minutes)</b></p>
Lesson 18  *****	Confidence Enhancement	Members will learn behavioral enhancement techniques and skills	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>.</p> <ol style="list-style-type: none"> <li>1. Understanding the value of Personal Affirmations</li> <li>2. Developing public confidence through acts of service</li> <li>3. Establishing rituals for confidence building</li> </ol> <p>Group/Coach Time: Set three confidence goals for the students to accomplish this week. Reflect with the students regarding confidence and self-confidence. <b>(45 minutes)</b></p>
Lesson 19	Professional/Academic Confidence	Members will identify positive character traits that will enhance their professional development	<p>Lecture/Conversation led by site coach <b>(45 minutes)</b>.  <b>This week's leader:</b> _____</p> <ol style="list-style-type: none"> <li>1. Developing a 1 – 5 year academic and career plan</li> <li>2. Establishing protocols for professional communication</li> <li>3. Appropriate attire for work, school and leisure</li> <li>4. The Impact of Social Media on members careers</li> </ol> <p>***Elementary and Middle Schools should use part of the time to discuss scholastic path and what it leads to. Elementary to middle school. Middle to High School. High School to College or Trade School. Have students create a 1-5 year plan based on schooling goals***</p> <p>Group/Coach Time: Use this time to work with students on career and academic goals plan. <b>(45 minutes)</b></p>
Lesson 20  *****	Escaping Comfort: New Levels	To introduce members to people, places and personalities out of their comfort zone	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>.</p> <ol style="list-style-type: none"> <li>1. Help members understand what a comfort zone is, and how it can be dangerous.</li> <li>2. Establish the need for education beyond the classroom</li> <li>3. Exposure to conferences, symposiums, seminars etc.</li> <li>4. Cultural competency as an imperative for professionals</li> </ol> <p>Group/Coach Time: Use this time to work with students on different types of learning, and where learning takes place. <b>(30 minutes)</b></p>

Lesson 21	AIMHigh Creative Session	Get Creative	<ol style="list-style-type: none"> <li>1. Members could work on whatever they choose</li> <li>2. A Creative day could be used to bring a guest speaker</li> </ol>
Lesson 22  *****	A.S.K.: Information Literacy	Members will learn how to properly gather and disseminate information	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>.</p> <ol style="list-style-type: none"> <li>1. Find sources and assess the value of information obtained</li> <li>2. Members will learn the importance of the ASK Principle</li> <li>3. Distinguish between Facts, Feelings and Opinions.</li> </ol> <p>Group/Coach Time: Use this time to work with students on gathering proper information, and how to analyze the information that they receive. <b>(30 minutes)</b></p>
Lesson 23	Stacking Your Future: Finances	To expose members to concepts in financial literacy	<p>Lecture/Conversation led by site coach <b>(45 minutes)</b>.</p> <p><b>This week's leader:</b> _____</p> <p><i>Site administrators can print a budget worksheet, or for the younger students, can print a grocery store flyer to show the value of a dollar.</i></p> <ol style="list-style-type: none"> <li>1. Learn how to budget and properly manage money</li> <li>2. Understand basic concepts of savings and investments</li> <li>3. Learn about credit cards and debt management</li> </ol> <p><b>**For elementary, and middle school, use this time to talk to students about the concepts listed in the lesson plan, but relate it to their parents. Center discussions around families.**</b></p> <p>Group/Coach Time: Use this time to work with students on different types of money, and how it affects families. <b>(45 minutes)</b></p>
Lesson 24  *****	Designing Your Destiny	Providing exposure to careers, trades and entrepreneurship	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>.</p> <ol style="list-style-type: none"> <li>1. Career &amp; College options exploration – what are my options?</li> <li>2. Analyzing the BLS Occupational outlook handbook</li> <li>3. Resume development and creation of LinkedIn profiles</li> </ol> <p><b>**This lesson focuses more toward the high school/college populations. For younger students, spend time talking about the impact of college on a career, where students go to college, and what options are available to them throughout their educational journey. This conversation should include all of the definitions listed in the lesson plan (entrepreneur etc.)**</b></p> <p>Group/Coach Time: Use this time to work with students on how everything they do now influences their educational future. <b>(30 minutes)</b></p>

Lesson 25	AIMHigh Creative Session	Get Creative	<ol style="list-style-type: none"> <li>1. Members could work on whatever they choose</li> <li>2. A Creative day could be used to bring a guest speaker</li> </ol>
Lesson 26  *****	Leaving Your Mark	Members will identify societal issues that are important to their future.	<p>Introduction given by AIM HIGH staff member <b>(60 minutes)</b>.</p> <ol style="list-style-type: none"> <li>1. Members will constructively express their views</li> <li>2. Understand the role of protests, programs and policies</li> <li>3. Gain insight into ideological views on various issues</li> </ol> <p>Group/Coach Time: Use this time to work with students to discuss how they will impact the future.. <b>(30 minutes)</b></p>

C & E 3	Character & Empower	Main Objective	Expected Outcomes
Lesson 27	Intro of Epic Impact Project	Members will learn about their culminating Epic Impact project.	Lecture/Conversation led by site coach <b>(45 minutes)</b> . <b>This week's leader:</b> _____ <i>Site administrators can print information concerning the final project.</i> <ol style="list-style-type: none"> <li>1. What is the Epic Impact Project</li> <li>2. How will the project be monitored and measured</li> <li>3. What are the potential topics</li> </ol> Groups work on projects (45 minutes)
Lesson 28 *****	Epic Impact Teams	Members will receive best practices to developing and working within an epic impact team.	Introduction given by AIM HIGH staff member <b>(60 minutes)</b> . <ol style="list-style-type: none"> <li>1. Best practices for working in Epic Impact Teams</li> <li>2. Developing the Team Charter</li> <li>3. Clarifying Team Roles and Responsibilities</li> </ol> Groups work on projects (30 minutes)
Lesson 29	Stages of Team Development	Members will learn the stages of team development.	Lecture/Conversation led by site coach <b>(45 minutes)</b> . <b>This week's leader:</b> _____ <i>Site administrators should bring epic impact project documents.</i> <ol style="list-style-type: none"> <li>1. Understanding the stages of team development</li> <li>2. Current Stage Assessment</li> </ol> Groups work on projects (45 minutes)
Lesson 30 *****	Compiling Quality Sources	Members will learn how to create an annotated bibliography	Introduction given by AIM HIGH staff member <b>(60 minutes)</b> . <ol style="list-style-type: none"> <li>1. Developing an Annotated Bibliography</li> <li>2. Introduction to Scholarly and/or Peer reviewed Journals</li> </ol> Groups work on projects (30 minutes)
Lesson 31	Epic Impact Workplans	Members will outline their responsibilities for the final paper/presentation.	Lecture/Conversation led by site coach <b>(45 minutes)</b> . <b>This week's leader:</b> _____ <i>Site administrators should bring epic impact project documents.</i> <ol style="list-style-type: none"> <li>1. Roles and Responsibilities Assignment</li> <li>2. Measuring Team Diversity</li> </ol> Groups work on projects (45 minutes)
Lesson 32 *****	Presentation Strategies	Members will learn the strategies for developing effective presentations.	Introduction given by AIM HIGH staff member <b>(30 minutes)</b> . <ol style="list-style-type: none"> <li>1. Members will witness a sample presentation demonstration</li> </ol> Groups work on projects (60 minutes)

Lesson 33	Presentation Development	Members will receive presentation assistance with their coaches.	Groups work on projects.
Lesson 34 *****	Presentation Practice	Members will use the session to practice their final presentation.	Introduction given by AIM HIGH staff member (30 minutes)  Groups work on projects (60 minutes)
Lesson 35	Final Presentations	Members Presentations will begin.	
Lesson 36 *****	Final Presentations	Members Presentations will continue...	Introduction given by AIM HIGH staff member

\*\*\*We base this calendar on an hour and a half allocation each week. As there is some ambiguity in scheduling, you may use the lesson plans provided to fill extra time. Adjust accordingly with your site administrator\*\*\*

\*\*\*Adjust activities according to grade level. For example, if you think students can handle more than two goals in a week, feel free to adjust at your discretion\*\*\*