

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	All about Hartsville High School **Students will develop a sense of community	HHS Personnel, mission statement, school pledge, Student handbook **Students will make decisions, set goals, and take action **Students will understand safety and survival	HHS placemat assignment **Students will develop a sense of community **Students will make decisions, set goals, and take action **Students will understand safety and survival	Review for quiz on Friday	Quiz	*When students complete quiz they will have the opportunity to work on their portfolio
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: HHS general facts, grading system, campus map, alma mater, and HHS fight song	Lecture: HHS principal, asst. principals, secretary, attendance, nurse, campus supervisor	Lecture: Teacher will review previous information. Instructions will be given on activity to be completed	Lecture: Information from lectures and activities will be reviewed for quiz on Friday	Paper quiz covering materials covered through Monday and Tuesday's lectures	
Student Activity or Activities	Students will discuss in small groups what they already knew about HHS and list new information they found out about HHS through lecture and discuss	Students will take notes for quiz that will be given on Friday.	Students will work in small groups to design placemat with information that they have learned through lectures on Monday and Tuesday	Students will review notes previously taken for content for quiz. Class discussion to review information	Quiz will be taken by students for grading purposes	
Assessments /Evaluation	Discussion	Notes will be reviewed by teacher	Placemats will be graded on content	Notes will be reviewed by teacher	Quiz	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	The Study Cycle **Students will employ strategies to achieve school success	Study Skills Inventory **Students will employ strategies to achieve school success	Daily Schedule Planner **Students will employ strategies to achieve school success	Studying and Time Management **Students will employ strategies to achieve school success	Review for quiz on Monday	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture and handout; The Study Cycle	Lecture; benefits of taking the Study Skills Inventory. Upon completion students will engage in discussion to compare results.	Lecture; benefits of compiling a daily schedule for studying. Students will be given handout to complete	Lecture; benefits of studying and managing your time wisely. Handout will be given to students	Lecture: Information from lectures and activities will be reviewed for quiz on Monday	
Student Activity or Activities	Students will take notes on information being presented	Students will complete Study Skills Inventory and discuss results with fellow students; identify what study skills information might be the most useful to them.	Students will complete Daily Schedule planner in small groups. Students will discuss pros/cons of having a daily schedule planner.	Classroom discussion on studying and managing your time. Benefits of studying and managing your time.	Students will review notes previously taken for content for quiz. Class discussion to review information.	
Assessments /Evaluation	Notes will be reviewed by teacher	Study Skills Inventory will be reviewed by teacher	Daily Schedule Planner will be reviewed by teacher		Notes will be reviewed by teacher	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	Quiz	Introduction to Portfolio **Students will explore careers and the connection of school to work **Students will demonstrate a positive attitude toward work and the ability to work together	Introduction to resume ** Students will understand the relationships among personal qualities, education and training, and the world of work	Writing My First Resume **** Students will understand the relationships among personal qualities, education and training, and the world of work	Review Resumes that students have compiled	*When students complete quiz they will have the opportunity to work on their portfolio.
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Paper quiz covering materials covered through Monday – Friday lectures	Lecture; teacher will discuss materials to be included in student's portfolio. Teacher will stress the importance of completing project due to the fact that it will be the student's exam grade.	Lecture: teacher will discuss resume writing and the importance of having a resume	CBC Lab assisted by teacher	Teacher will discuss results of student;s resume. Are students satisfied with the results? Yes/No. Could improvements be made? Yes/No	
Student Activity or Activities	Quiz will be taken by students for grading purposes	Students will be given handout with information pertaining to portfolio; content, due date.	Students will be given handout; My First Resume, to complete	Students will compile My First Resume on computer	Students will review their resume for content and discuss in small groups their results.	
Assessments /Evaluation	Quiz	N/A	Teacher will review completed handout on My first Resume	Teacher will review completed resume	Teacher will review completed resume	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	What are your interests? COIN Career Targets **Students will explore careers and the connection of school to work **Students will demonstrate a positive attitude toward work and the ability to work together	Speaker's Day for all classes **Students will develop a sense of community **Students will employ strategies to achieve school success	Speakers' Day for all classes **Students will develop a sense of community **Students will employ strategies to achieve school success	Interest Survey **Students will understand the relationships among persona qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Career Clusters ****Students will understand the relationships among persona qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Introduce students to career interest. Speak with students in reference to guest speakers; expectations of students	Guest speaker will speak with students in reference to their occupation and information related to that occupation	Guest speaker will speak with students in reference to their occupation and information related to that occupation	Interest Survey, COIN Career Targets workbook. Teacher will give instructions on take the Interest Survey	CBC Lab assisted by teacher Students will work on handout: Career Quest Questionnaire	
Student Activity or Activities	Writing assignment, RE: Guest Speaker will be completed by students for grading purposes	Career Speaker Assignment will be completed by students for grading purposes	Career Speaker Assignment will be completed by students for grading purposes	Students will complete Interest Survey in COIN Career Targets workbook, pages 10 - 16	Students will research their number one career cluster. Students will complete Career Quest Questionnaire	
Assessments /Evaluation	Teacher will review writing assignment for content and grading purposes	Career Speaker Assignment	Career Speaker Assignment	Class discussion in reference to interest survey	Teacher will review questionnaire	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	Making good choices Character Counts **Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span	Respect and diligence **Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span	Caring and fair **Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span	Trustworthy and responsible **Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span	Integrity and honest **Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture; Making good choices; character traits ;discussion with class	Lecture: Are you a respectful person? Are you a diligent person? Class discussion	Lecture: Are you a caring person? Are you a fair person? Class discussion	Lecture; Are you trustworthy person? Are you a responsible person? Class discussion	Lecture; Are you an honest person? Are you a person of integrity? Class discussion	
Student Activity or Activities	Handout; word search; character counts Students will work in small groups; discuss each trait as they find it	Students will complete a self-evaluation on diligence and respect. Students will complete specific activity. (see self-evaluation)	Students will complete a self-evaluation on being fair and caring. Students will complete specific activity. (see self-evaluation)	Students will complete a self-evaluation on being trustworthy and responsible. Students will complete specific activity (see self-evaluation)	Students will complete a self-evaluation on being honest and a person of integrity. Students will complete specific activity. (see self-evaluation)	
Assessments /Evaluation	Teacher will monitor students for participation	Teacher will review student's self-evaluation and activity	Teacher will review student's self-evaluation and activity	Teacher will review student's self-evaluation and activity	Teacher will review student's self-evaluation and activity	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	Courage and good citizen **Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span	Review for quiz on Thursday	Review for quiz on Thursday	Quiz: Making Good Choices	Portfolio **Students will explore careers and the connection of school to work **Students will demonstrate a positive attitude toward work and the ability to work together	*When students complete quiz they will have the opportunity to work on their portfolio
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture; are you a good citizen? Are you a person of courage? Class discussion	Lecture; Review all materials covered for Making Good Choices	Lecture; Review all materials covered for Making Good Choices. Discuss with students to determine if students have information to study for quiz	Paper quiz covering materials covered on Making Good Choices	CBC Lab assisted by teacher	
Student Activity or Activities	Students will complete self-evaluation on courage and being a good citizen. Students will complete specific activity (see self-evaluation)	Students will take notes for information to study for quiz. Class discussion on information for quiz.	Students will review notes previously take to prepare for quiz	Quiz will be taken b y students for grading purposes	Students will do research for their portfolio's	
Assessments /Evaluation	Teacher will review student's self-evaluation and activity	N/A	Teacher will review notes students have taken in preparation for quiz	Quiz	Teacher will review information students have gathered for their portfolio	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	Reaching Your Goal **Students will understand the relationship among personal qualities, education and training, and the world of work. **Students will explore careers and the connection of school to work	Specific, Measurable, Attainable **Students will understand the relationship among personal qualities, education and training, and the world of work. **Students will explore careers and the connection of school to work	Realistic, Timeline, and tips. **Students will understand the relationship among personal qualities, education and training and the world of work. **Students will explore careers and the connection of school to work	Review for quiz on Friday	Quiz	*When students complete their quiz they will have the opportunity to work on their portfolio
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture/Handout My Goals and S.M.A.R.T acronym for goals. (See handout)	Lecture; Teacher will discuss specific, measurable, and attainable with class in reference to goal setting	Lecture; Teacher will discuss realistic and timeline with class in reference to goal setting. Teacher will also give helpful tips (see handout)	Lecture; Information from lectures will be reviewed and discussed for quiz on Friday	Paper quiz covering materials covered under Reaching Your Goals	
Student Activity or Activities	Students will discuss Reaching Your Goals. Students will complete My Goals Activity	Students will take notes from lecture. Students and teacher will discuss materials.	Students will take notes from lecture. Students and teacher will discuss materials.	Students will review notes previously taken for content for quiz. Class discussion to review information	Quiz will be taken by students for grading purposes	
Assessments /Evaluation	My goals activity	Notes will be reviewed by teacher	Notes will be reviewed by teacher	Notes will be reviewed by teacher	Quiz	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	COIN Career Targets; What is a Career? Vocabulary: job, Occupation, median/mean salary **Students will employ strategies t achieve school success **Students will explore careers and the connection of school to work	Vocabulary: entry level, supervisor, manager, Associates Degree, Bachelor's Degree, Master's Degree, Doctoral Degree (PH.D) Occupational Titles **Students will employ strategies t achieve school success **Students will explore careers and the connection of school to work	Occupational Titles **Students will employ strategies t achieve school success **Students will explore careers and the connection of school to work	Review for quiz on Friday	Quiz	*When students complete quiz they will have the opportunity to work on their portfolio.
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture; definition of vocabulary words listed. Explain their role in the workplace. Class discussion	Lecture; definition of vocabulary words listed. Explain their role in the workplace. Class discussion	Lecture: Discussion of occupational titles; resources that can be used to find occupational titles. (Classroom books, magazines, newspaper, etc.)	Lecture: Information from previous lectures and activities will be reviewed for quiz on Friday	Paper quiz covering materials: What is a Career? Vocabulary	
Student Activity or Activities	Students will complete activities on pages 3 and 4 in COIN Career Targets workbook	Students will complete activities on pages 5 and 6 in COIN Career Targets Workbook	Students will get in groups. Newspapers will be given out; write down 6 occupational titles. Complete pages 7 and 8 in COIN Career Target Workbook	Students will take notes for study purposes for quiz on Friday.	Quiz will be taken by students for grading purposes	
Assessments /Evaluation	Teacher will review activities accuracy	Teacher will review activities accuracy	Teacher will review activities accuracy	Notes will be reviewed by teacher for accuracy	Quiz	
	Monday	Tuesday	Wednesday	Thursday	Friday	Notes

Focus of Study Standards	What is your interest? (Career Clusters) *****Students will understand the relationships among persona qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Career Clusters ****Students will understand the relationships among persona qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Quiz	How are careers organized? ****Students will understand the relationships among persona qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Career Cluster Web Diagrams ****Students will understand the relationships among persona qualities, education and training, and the world of work **Students will explore careers and the connection of school to work		
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Teacher will discuss various interests and request student's input on information. Review for quiz on Wednesday	CBC Lab Assisted by teacher	Paper quiz on materials covered under : What is your interest	Lecture: Why career clusters are used. Occupational titles/cluster. Teacher will discuss with students	Lecture: Compare and contrast the different occupations in a cluster		
Student Activity or Activities	Students will get in small groups to discuss each others interest; why would you want to go into that particular field	Students will continue to research their career cluster. This information may be used to put in their portfolio	Quiz will be taken by students for grading purposes	Matching Career Clusters. Students will complete and discuss activity on page 18 in COIN Career Targets workbook	Career Cluster Web Diagrams Students will complete activity on page 20 in COIN Career Targets workbook		
Assessments /Evaluation	Teacher observation on working in groups	Teacher observation and discussion with students	Quiz	Teacher will review activity completed by students	Teacher will review activity completed by students		

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standards	What careers relate to your interest? **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	What careers relate to your interest? **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Persuasive Letter **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Persuasive Letter **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Career Cluster Poster **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Introduce students to specific occupations that match career clusters	Lecture: Persuasive Letter Teacher will discuss components of a persuasive letter	CBC Lab Assisted by Teacher	Lecture: Teacher will review example of persuasive letter in COIN Career Targets work book.	Lecture and Discussion Information will be given to students on making a career cluster poster. Career cluster poster will be graded on content and presentation	
Student Activity or Activities	Students will complete activity on page 26 in COIN Career Targets workbook Organizing a Career Fair	Students will get in small groups for discussion on persuasive letter. What type of research is needed? Students will make a list.	Students will complete activity on page 27 in COIN Career Target work book. Persuasive Letter	Student will write a persuasive letter for grading purposes	Students will review information on making a career cluster poster in small groups	
Assessments /Evaluation	Teacher will review activity completed by student	Teacher observation; students working in groups	Teacher will review activity completed by student	Persuasive letter for grading purposes	Teacher will observe students working in groups	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	Career Cluster Poster **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	Career Cluster Poster **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	Career Cluster Poster **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	Career Cluster Poster**Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	How can you build skills for a career? **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Teacher will review information on making a career cluster poster; poster will be graded for content and presentation	CBC Lab Assisted by Teacher	Teacher will give final instructions for students making their career cluster poster	Teacher will be of assistance to students as needed for help with career cluster poster	Lecture: SCANS Skills. Teacher will introduce students to SCANS Skills.	
Student Activity or Activities	Students will gather information for poster through media materials in classroom	Final preparation for completing Career Cluster Poster. Students will complete research for materials to be used on career cluster poster	Students will begin the process of making their career cluster poster	Students will complete their career cluster poster. Poster will be graded for content and presentation	Students will take notes for study purposes	
Assessments /Evaluation	Teacher will observe students working in small groups	Teacher will approve materials students have gathered for career cluster poster	Teacher will observe and make suggestions of student's career cluster poster	Completed career cluster poster for grade	Teacher will review notes students have taken	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	SCANS Skills Checklist **Students will demonstrate a positive attitude toward work and the ability to work together	Portfolio **Students will explore careers and the connection of school to work **Students will demonstrate a positive attitude toward work and the ability to work together	How can you select school classes to prepare for a career? **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	High School Planning Guide **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	High School Planning Guide **Students will explore careers and the connection of school to work **Students will understand the relationship between community and work	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Teacher will discuss SCANS Skills check list with students	CBC Lab assisted by teacher	Lecture: Teacher will explain the connection between school and work	Lecture: Teacher will explain components of high school planning guide	Lecture: Teacher will stress the importance for high school planning guide	
Student Activity or Activities	Students will work in small groups to discuss benefits of have a SCANS Skills checklist	Students will do research for their portfolio's	Students will follow explanation in COIN Career Targets workbook pages 35 - 39	Students will complete COIN Career Targets activity on page 40 in workbook	Students will work in small groups to discuss/compare individual high school planning guide	
Assessments /Evaluation	Teacher observation	Teacher will review information students have gathered for their portfolio	Teacher observation	Teacher will review activity	Teacher observation	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	How do you search for a job? COIN Career Targets workbook **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	How do you search for a job? Want ads **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Want ads/abbreviations **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Want ads/ abbreviations continued **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Quiz	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Introduction to one of the most common ways to search for a job; places you can look for job openings	Lecture and hands on materials, RE: newspapers	Lecture: Introduce commonly used abbreviations in want ads	Lecture: Review abbreviations from the previous lesson. Review for quiz on Friday	Paper quiz covering materials on ads/abbreviations	
Student Activity or Activities	Class discussion on ways to search for a job and where to look for a job	Students will look at want ads in newspaper and then complete activity on page 42 in COIN Career Targets workbook	Students will look at want ads in newspaper and complete activity on page 43 in COIN Career Targets workbook	Students will complete activity on page 44 In COIN Career Targets workbook	Quiz will be taken by students for grading purposes	
Assessments/Evaluation	Discussion and participation	Teacher will review results of activity	Teacher will review results of activity	Teacher will review results of activity	Quiz	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	Want ad response **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Want ad response continued **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Completing job applications **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Job search sites **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	Completion of Career Targets **Students will understand the relationships among personal qualities, education and training, and the world of work **Students will explore careers and the connection of school to work	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: How to compile a want ad response	Lecture: Teacher will review materials on a want ad response. Newspapers will be available for students to complete activity	Lecture: Teacher will review various elements of completing a job application.	CBC Lab assisted by teacher	Teacher will ask students to complete final activity on Career Targets. Students may use notes to complete	
Student Activity or Activities	Students will get in small groups to discuss parts of a want ad response	Students will complete activity on page 47 in COIN Career Targets workbook	Students will complete activities on pages 48 and 49 in COIN Career Targets workbook	Students will research various links for job searches	Students will complete activity on page 51 in COIN Career Targets workbook for grading purposes	
Assessment s/Evaluation	Teacher observation	Teacher will review activity completed by student	Teacher will review activity completed by student	Teacher observation	Final activity for grading purposes	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	Budgeting Rework a budget **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Budgeting Rework a budget **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Budgeting **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Quiz	Budgeting **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Teacher will review components of budgeting	Lecture: Teacher will continue to review and discuss budgeting in order to give information needed for students to compete activity	Review for quiz to be given on Thursday. Teacher will review information with students in preparation for quiz	Paper quiz covering materials covered under budgeting	Instructions by teacher: Students are to make a personal budget	
Student Activity or Activities	Students will complete activity 3-5a – 3-5d	Students will continue to work on activity 3-5a – 3-5d	Students will take notes for study purposes for quiz	Quiz will be taken by students for grading purposes	Students will work on their own personal budget which will be based on monies that they receive each week through parents or a job	
Assessments/Evaluation	Teacher will review activity for progress	Teacher will review activity for completion	Teacher will review notes for accuracy	Quiz	Teacher will review for participation	

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Focus of Study Standard	Budgeting Goals **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Budgeting Where does your money come from? **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Budgeting Where does your money go? **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Budgeting Why budget? Budgeting process **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	Budgeting The art of budgeting **Students will acquire knowledge, skills and attitudes that contribute to effective learning in school and across the life span **Students will make decisions, set goals and take action **Students will understand and appreciate self	
Instructional Method (s) - Engage - Explain - Examples - Practice in Groups	Lecture: Teacher will discuss a personal budget. What are your goals?	Lecture: Teacher will discuss sources of income	Lecture: Teacher will discuss keeping track of money spent	Lecture: Teacher will discuss reasons to budget and the budgeting process	Lecture: Teacher will discuss setting up and maintaining a budget	
Student Activity or Activities	Students will complete activity 3-1a – 3-1e (handout)	Students will complete activity 3-2	Students will complete activity 3-3	Students will get into small groups and discuss the budgeting process.	Students will complete activity 3 -4a and 3-4b	
Assessments/Evaluation	Teacher will review activity for completion	Teacher will review activity for completion	Teacher will review activity for completion	Teacher will observe students for participation	Teacher will review activity for completion	

HARTSVILLE HIGH SCHOOL

701 LEWELLYN AVENUE • HARTSVILLE, SOUTH CAROLINA 29550 • (843) 857-3700 • FAX (843) 857-3715



Dear Students and Families,

Welcome to High School 101! I'm excited about the opportunity to get to know you, and I'm looking forward to a happy and productive school year.

My name is Mrs. Orlowski. I am a 1996 graduate of Coker College with a Bachelor of Arts degree in Sociology. I am also a Global Career Development Facilitator/Instructor. Career exploration and career development can open the door for a great future. Please feel free to contact me at (843)857-3709 or email me at sarao@darlington.k12.sc.us.

Areas we will focus on this semester include:

- All About Hartsville High School
- Establishing Good Study Skills
- Making Good Choices
- Reaching Your Goals
- Introduction to Career Targets:
 - ✓ Vocabulary
 - ✓ What Are Your Interest?
 - ✓ How Are Careers Organized?
 - ✓ What Careers Relate To Your Interest?
 - ✓ Scans Skills
 - ✓ How Can You Select School classes To Prepare For A Future?
 - ✓ How Do You Search For A Job?
 - ✓ What is a budget?

All students will complete a portfolio. This will be the student's final exam grade.
Portfolio is due December 1st.

Students are asked to bring the following supplies to school: Pen, pencils, and paper everyday.

My grading policy is: Daily class work/participation	20%
Writing assignments (prior to guest speakers)	20%
Writing assignments (after guest speakers)	20%
Quizzes	40%
Exam (Portfolio)	20%

To: Hartsville High School 101 Students

Teacher: Mrs. Orlowski
sarao@darlington.k12.sc.us
843-857-3709

HHS 101

Syllabus

Course Description

High School 101 is an elective course taught on the general level. The course introduces students to character education, career exploration and educational planning. The workbook **"COIN Career Targets"**, by **Rod Durgin, Ph.D. & Kellit Michael** will serve as the class textbook.

Materials: 1. Class Folder (given by teacher)
2. Bring pen and/or pencils, and paper

Topics/Units/Days:

1. Hartsville High School, Good Study Skills, Making Good Choices, and Reaching Your Goals: **25 days**
2. Introduction To Career Targets; COIN Career Targets Workbook: **46 days**

Instructional Strategies:

1. Guided Reading and Review
2. Independent Reading
3. Collaborative Pairs and Group Work
4. Lecture and Notes
5. Graphic Organizers
6. Discussions
7. Speakers
8. Videos
9. Portfolio (computer aided instruction)

Class Folder:

1. Labeled by student's name and class period.
2. **Front inside pocket** – reserved for graded papers, rules, and syllabus
3. **First Page** in folder should be the GRADE SHEET.
4. **Notebook Paper punch assignments** – Place in center of folder
5. **Back inside pocket** – reserved for review sheets and worksheets.
6. Class folders are to remain in the classroom.
7. Final average will serve as quarter grade.

CBC Assignments (Computer Base Classroom – internet use):

1. These assignments should be placed in the front pocket of your folder.
2. These assignments are checked off and graded like an essay.

Attendance: Credit will not be given if a student has more than five (5) unexcused absences.

Class Rules: All class rules and school discipline are in effect. Disciplinary action is listed on class poster and in student hand book.

Grade Distribution

Daily classwork/participation	20%
Writing assignments (prior to guest speakers)	20%
Writing assignments (after guest speakers)	20%
Quizzes	40%
Exam grade (Portfolio)	20% of the final grade

HHS LONG RANGE PLAN FORMAT

Teacher: Sara Orłowski

Fall Term ___ Spring Term ___

Subject: High School 101

Year: 2009 – 2010

I. Instructional Units/Approximate number of days/weeks allocated to each unit.

- | | |
|-------------------------------------|--------|
| 1. All About Hartsville High School | 5 days |
| 2. Establishing Good Study Skills | 6 days |
| 3. Making Good Choices | 9 days |
| 4. Reaching Your Goals | 5 days |

Introduction to Career Targets:

- | | |
|---|---------|
| 5. Vocabulary | 5 days |
| 6. What Are Your Interest? | 8 days |
| 7. How Are Careers Organized? | 5 days |
| 8. What Careers Relate To Your Interest? | 7days |
| 9. Scans Skills | 2 days |
| 10. How Can You Select School Classes To Prepare For A Future | 3 days |
| 11. How Do You Search For A Job? | 10 days |
| 12. Budgeting | 10 days |

Portfolio (This will be the student's final exam grade) 10 days

Career Speakers 4 days

Name _____ Date _____ Period _____

HIGH SCHOOL 101 QUIZ Lesson3

1. There are _____ parts of the study cycle.
2. Why is a study cycle important?
3. What did you find out about yourself when you took the Study Skills Inventory?
4. Why or why not would it be useful to use a daily schedule for studying?
5. Name 5 tips for studying and managing your time.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Name _____ Class _____

Date _____ Lesson 6

1. The acronym S.M.A.R.T stands for:

S _____

M _____

A _____

R _____

T _____

*****Bonus Question*****

List 2 tips for reaching your goals. Explain

1. _____

2. _____

Name _____ Class _____

Date _____ Lesson 7

1. Write 2 synonyms for the word occupation

1. _____

2. _____

2. List 3 occupational titles. Write one sentence about each of the 3 titles that describe what you know about the work involved in these occupations.

1. _____

2. _____

3. _____

3. What is your favorite occupation? What type of education would you need to work at this occupation?

"Career Speaker" Assignment

Student's Name: _____

Career Speaker's Name: _____

Organization's Name: _____

Career Speaker's Job Title: _____

Write down *at least 3* things that you have learned about this career field or anything you may have learned from the career speaker today:

1. _____

2. _____

3. _____

Don't forget to ASK QUESTIONS!!!!!!!!!!!!

Name _____ Class _____

Date _____ Lesson 9

1. Write down your 3 top career clusters. Write 2 information sentences on each.

Name _____ Class _____

Date _____ Lesson 10

Write a persuasive letter with information gathered in CBC Lab and other media sources.

Name _____ Class _____

Date: _____ Lesson 13

1. What is the purpose of a want ad?

2. Match the following:

employees___

A. co.

building___

B. col.

flexible___

C. hrs.

hours___

D. flex.

college___

E. appt.

applicant___

F. emp.

average___

G. bldg.

department___

H. avg.

appointment___

I. dept.

company___

J. appl.

Word Search: Character Counts

v g t h a r d w o r k i n g i w y r
f t
a l o v i n g w e n v t t p i c
i s j q r t z i c c m w h s o i
r d e t e r m i n a t i o n e t
r d s t s u y k a q p d u k l e
e t u s p s s g r q q t g y b h
s r o e e t s n e l e q h f a t
p u e n c w e i v a t l t q d a
o t t o t o n r e r i m f e n p
n h r h f r d a s o l y u b e m
s f u m u t n c r m o p l t p y
i u o w l h i t e l p a s d e s
b l c s y y k i p z d j t o d j
l s
e p e t a r e d i s n o c o s o u d
k l v r
v f d j
d t v j u p

truthful
caring
sympathetic
considerate

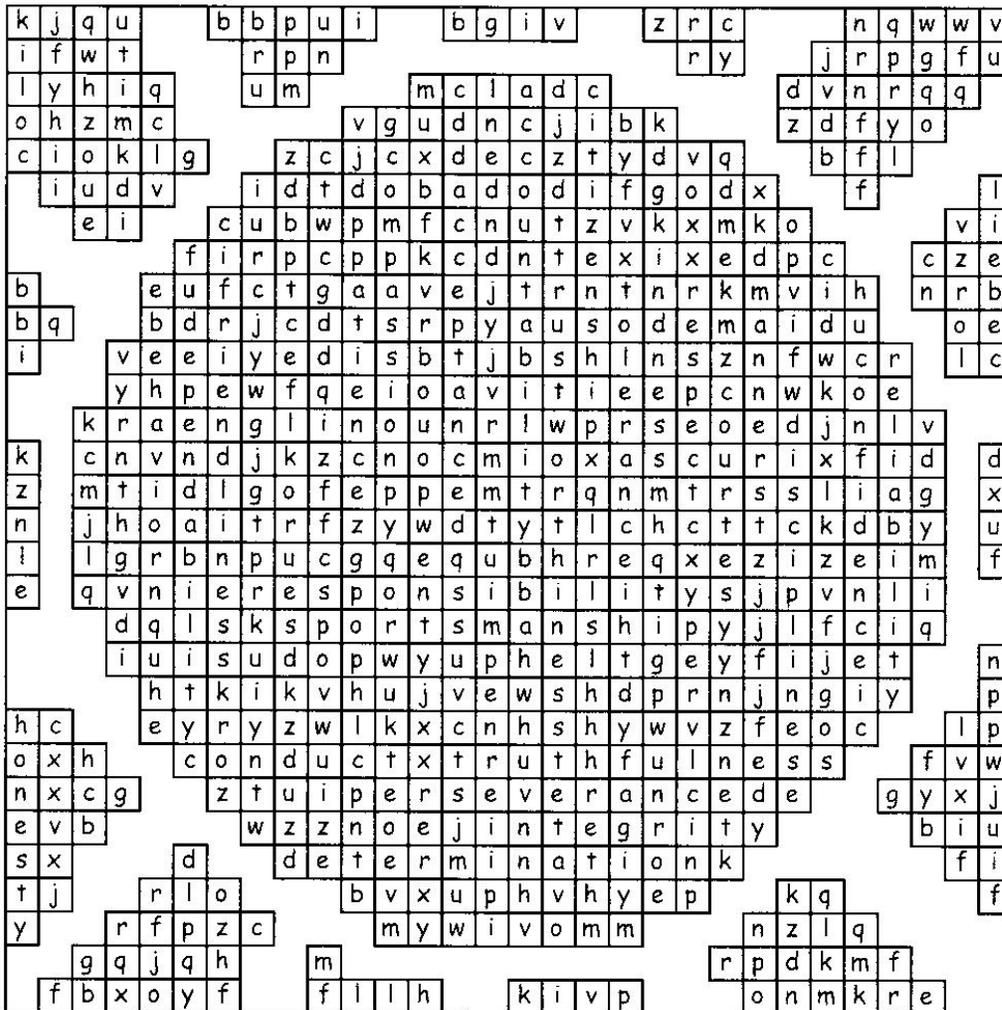
kindness
fair
hard working
moral

perseverance
honest
courteous
respectful

determination
responsible
loving
thoughtful

trustworthy
dependable
polite

Word Search: Character Traits



- | | | | | | |
|-----------------|----------------|---------------|---------------|--------------|--------------|
| acceptance | accountability | behavior | citizenship | compassion | courtesy |
| conduct | confidence | dependability | determination | friendliness | honesty |
| integrity | kindness | manners | patience | perseverance | reliability |
| respect | responsibility | discipline | sportsmanship | tolerance | truthfulness |
| trustworthiness | | | | | |

Word Search: Character Traits

