

Weeks Topic:	Concept Matched to Standards:	Benchmarks Students will be able to:	Activities/ Instructional Strategy Students will:	Assessments Tests:
Week 1 Career Exploration IVY Tech 106 Chapter 1 Becoming a Successful Student	1,2,3,4,5 3.3,3.4,4.1,4.2, 4.3,4.4,6.2 3.1,3.33.2,3.4, 3.5,4.1,4.2,4.3, 4.4,4.5,4.6,4.7	<ul style="list-style-type: none"> ● SWBAT read and comprehend the syllabus for the class ● SWBAT understand the credentials that have to be met for this dual credit course through IVY Tech ● SWBAT answer all questions on the both pre-test and incorporate prior knowledge to successfully complete the exams ● SWBAT complete the survey on why they want to go to college ● SWBAT list, explain, and understand the P.O.W.E.R. of learning 7 methods of why people should go to college ● SWBAT write a journal entry and connect personal past experiences to future success when prepping for college ● SWBAT define short-term and long-term goal and give an example of each ● SWBAT define the 5 key steps in achieving success ● SWBAT give the appropriate word for 	Syllabus (Both mine and IVY Techs) Pre-Test both multiple choice, and essay Chapter 1 PP Notes Chapter 1 Google Classroom Journal Career Interest Survey Short and Long Term Goals for each class prep activity Course Goals Paper Chapter 1 Test	Syllabus (Both mine and IVY Techs) Pre-Test both multiple choice, and essay Chapter 1 PP Notes Chapter 1 Google Classroom Journal Career Interest Survey Short and Long Term Goals for each class prep activity Course Goals Paper Chapter 1 Test

		<p>the P.O.W.E.R. 5 key steps to success and list examples</p> <ul style="list-style-type: none"> ● SWBAT write a 1 page paper following MLA format over their personal course goals for each class they are currently enrolled in ● SWBAT include both long and short term goals in their paper ● SWBAT use Google Docs and turn in their paper this way ● SWBAT take and complete Chapter 1 test with a goal of 70% passing 		
<p>Week 2 Chapter 2 Making the Most of Your Time</p>	<p>5.1,5.2,5.3, 6.1,6.2,6.3</p>	<p>SWBAT discuss strategies to manage time effectively</p> <p>SWBAT identify ways to deal with surprises and distractions</p> <p>SWBAT explain ways to balance competing priorities</p> <p>SWBAT identify how they manage their time and determine if they have good time management skills</p> <p>SWBAT plan better time management skills by creating a time log</p> <p>SWBAT order priorities of their from least important to most important</p>	<ul style="list-style-type: none"> ● Chapter2 PP notes ● Journal Google Classroom “Time Management Skills: ● Handout Your Style of Managing Time ● Create a Time Log Google Classroom ● Summary Activity of how the log can be made more efficient ● Priorities List Handout 	<ul style="list-style-type: none"> ● Chapter2 PP notes ● Journal Google Classroom “Time Management Skills: ● Handout Your Style of Managing Time ● Create a Time Log Google Classroom ● Summary Activity of how the log can be made more efficient ● Priorities List Handout

<p>Week 3 Chapter 3 Discovering Your Learning Styles, Self-Concept, and Values</p> <p>Accuplacer Testing for Dual Credit</p>	<p>3.1,3.3, 3.4,3.5, 4.1,4.2,4.3, 4.4,4.7,6.2, 6.3</p> <p>1.1,1.2,1.3, 1.4,2.1,2.2,2.3, 2.6,3.1,3.2,3.3, 4.1,4.2,4.3,4.6, 4.7,6.1,6.2,6.3</p>	<ul style="list-style-type: none"> ● SWBAT meet the requirement for dual credit on all three Accuplacer tests ● SWBAT identify your learning style and how it affects their academic success ● SWBAT explain self-concept and how it affects themselves ● SWBAT create a personal mission statement ● SWBAT recognize strategies for making wise personal decisions ● SWBAT identify your learning style and how it affects their academic success ● SWBAT explain self-concept and how it affects themselves ● SWBAT create a personal mission statement ● SWBAT recognize strategies for making wise personal decisions ● SWBAT identify how they handle advice, judgment, and suggestions from others ● SWBAT identify their own personal interests through a journal 	<ul style="list-style-type: none"> ● Chapter 3 PP Notes ● Stop and Jot: How do you think you learn best ● Bell Ringer: Receptive Learning Style Evaluation ● Chapter 3 PP Notes ● Quiz Domains of Learning ● Personality Types ● Personality Type Handouts ● Chapter 3 Journal Google Classroom ● Chapter 3 Learning Styles Test 	<ul style="list-style-type: none"> ● Chapter 3 PP Notes ● Stop and Jot: How do you think you learn best ● Bell Ringer: Receptive Learning Style Evaluation ● Chapter 3 PP Notes ● Quiz Domains of Learning ● Personality Types ● Personality Type Handouts ● Chapter 3 Journal Google Classroom ● Chapter 3 Learning Styles Test
<p>Week 4 Chapter 4 Taking Notes</p> <p>Accuplacer Testing for Dual Credit</p>	<p>3.1,3.2, 3.3,3.4,3.5, 4.1,4.2, 4.3,4.4,4.5, 4.7</p> <p>1.1,1.2,1.3, 1.4,2.1,2.2,2.3, 2.6,3.1,3.2,3.3, 4.1,4.2,4.3,4.6, 4.7,6.1,6.2,6.3</p>	<ul style="list-style-type: none"> ● SWBAT meet the requirement for dual credit on all three Accuplacer tests ● SWBAT explain methods for effective note taking ● SWBAT explain methods for taking notes in class ● SWBAT apply techniques for taking 	<ul style="list-style-type: none"> ● Chapter 4 PP Notes ● Chapter 4 Journal Google Classroom ● Bell Ringer: Why is taking notes important? Do you take notes? Do you 	<ul style="list-style-type: none"> ● Chapter 4 PP Notes ● Chapter 4 Journal Google Classroom ● Outline Activity over chapter 4 ● Exit Slip: Verbally list key

		<p>notes from written materials</p> <ul style="list-style-type: none"> ● SWBAT connect the P.O.W.E.R. to the examples from the book about note taking P-Power: identify examples in note taking O-Organize: W-Work: E-Evaluate: R-Rethink: ● SWBAT identify supporting ideas from the P.O.W.E.R. of learning note taking chapter ● SWBAT list key ideas and ways for taking good notes ● SWBAT identify ways that one can take notes on things they can write on and on ways they can take notes on things they can't write on ● SWBAT respond to questions in Google Classroom during class time only ● SWBAT give an opinion on which classes are easier to take notes in and which classes aren't ● SWBAT define active listening ● SWBAT list key ideas of good note taking skills talked about through their Google Classroom Response ● SWBAT write notes in an outline form 	<p>think that they help you?</p> <ul style="list-style-type: none"> ● Bell Ringer: List ideas about good note taking skills based on what we talked about yesterday ● Google Classroom In Class Assignment: Answer the following reading response questions ● Outline Activity over chapter 4 	<p>ideas about taking notes</p> <ul style="list-style-type: none"> ● Google Classroom In Class Assignment: Answer the following reading response questions
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<p>Week 5 Chapter 5 Taking Tests Crazy Profession Project</p>	<p>3.1,3.3, 3.4,3.5, 4.1,4.2,4.3, 4.4,4.7,6.2,6.3 1.1,1.2,2.9, 3.1,3.4,3.2,4.1 4.2,4.3,4.4</p>	<ul style="list-style-type: none"> ● SWBAT identify the kinds of tests you will encounter in college ● SWBAT explain the best ways to prepare for and take various kinds of test ● SWBAT analyze the best strategies for answering specific kinds of test questions ● SWBAT research and choose a crazy profession ● SWBAT create a Power Point and include the information on the rubric ● SWBAT present their power point and research about their crazy profession 	<ul style="list-style-type: none"> ● Chapter 5 PP Notes ● Journal Chapter 5 Google Classroom ● Bell Ringer: Name all the different types of test you can think of ● Answer Response Questions Page 138-139 ● Bell Ringer: Do you believe test anxiety is a real thing? Why or why not? ● Crazy Profession Power point Project and Presentation 	<ul style="list-style-type: none"> ● Chapter 5 PP Note ● Journal Chapter 5 Google Classroom ● Exit Slip: Give examples if strategies for better test taking ● Answer Response Questions Page 138-139 ● Exit Slip: Name 5 things verbally you should find out about a test before you take it ● Crazy Profession Power point Project and Presentation
<p>Week 6,7,8 Chapter6 Building Reading Skills Chapter7 Writing and Speaking Skills Impromptu Speeches Chapter 8</p>	<p>3.1,3.2, 3.3,3.4,3.5, 4.1,4.2,4.3, 4.4,4.5,4.6, 4.7 3.1,3.3, 3.4,3.5, 4.1,4.2,4.3, 4.4,4.7,6.2,6.3 3.1,3.3, 3.4,3.5, 4.1,4.2,4.3, 4.4,4.7,6.2, 6.3</p>	<ul style="list-style-type: none"> ● SWBAT explain how reading and style and attention span affect reading ● SWBAT identify how to improve concentration and read more effectively ● SWBAT discuss how to best retain what you have read ● SWBAT explain the best technique for getting started and writing a first draft ● SWBAT identify the process of moving from the first draft to the final draft ● SWBAT discuss how to conquer your fear of public speaking and make effective oral presentations ● SWBAT explain how reading style and 	<ul style="list-style-type: none"> ● Chapter 6 PP Notes ● Chapter 6 Google Classroom Journal ● Google Classroom Guided Chapter 6 Reading Response Questions ● Chapter 7 PP Notes ● Google Classroom Guided Reading Response Questions Chapter 7 ● Chapter 7 Journal ● Bell Ringer: What do you think the best way is to retain what you read? ● Bell Ringer: How do you get started when writing a paper? What are your best techniques? ● Chapter 8 PP notes 	<ul style="list-style-type: none"> ● Chapter 6 PP Notes ● Chapter 6 Google Classroom Journal ● Google Classroom Guided Chapter 6 Reading Response Questions ● Chapter 7 PP Notes ● Google Classroom Guided Reading Response Questions Chapter 7 ● Chapter 7 Journal ● Exit Slip: Name 3 ways to improve

		<p>attention span affect reading</p> <ul style="list-style-type: none"> ● SWBAT identify how to improve concentration and read more effectively ● SWBAT discuss how best to retain what they have read ● SWBAT explain what memory is and how it functions <ul style="list-style-type: none"> ● SWBAT identify problems with memory and develop strategies for dealing with those problems <ul style="list-style-type: none"> ● SWBAT utilize techniques for memorizing information ● SWBAT research and prepare for impromptu speaking in front of the class ● SWBAT create thesis statements and sub points for each topic ● SWBAT present an impromptu speech for a 2 minutes deadline in front of the class not knowing which subject they have 	<ul style="list-style-type: none"> ● Chapter 8 Google Classroom Journal ● Chapter 8 Guided Reading Google Classroom ● Impromptu Speeches 	<p>concentration and read more effectively and turn it in</p> <ul style="list-style-type: none"> ● Exit Slip: Name 3 ways to improve concentration and read more effectively and turn it in ● Exit Slip: Explain 2 ways to better public speaking and turn it in ● Learning Strategies: Prompt, Practice and Drill, Note Making Expressing another point of view, Oral Presentation ● Google Classroom Guided Reading Response Chapter 8 ● Impromptu Speeches
<p>Week 9, 10,11</p> <p>Chapter 9 Choosing Your Courses and Major</p> <p>Chapter 10 Teaching and Information Competency</p>	<p>1.1,1.2,2.1,4.7, 1.3,1.4,6.1,6.2, 6.3</p> <p>3.2,3.8</p> <p>6.1,6.2</p> <p>6.3</p> <p>5.1,5.2,5.3, 5.4,4.7,3.2, 1.1,1.2,1.3</p> <p>1.4,1.5</p>	<ul style="list-style-type: none"> ● SWBAT create a plan to prepare for the academic choices that college demands ● SWBAT outline a strategy for choosing courses that ensure you are getting the most out of your studies ● SWBAT explain how participation in service learning can improve your college experience 	<ul style="list-style-type: none"> ● Chapter 9 PP Notes ● Chapter 9 Google Classroom Journal Response ● Bell Ringer: List as many things as you know you would need to have with you on your first visit with a college advisor. ● Chapters 9 and 10 Occupation 	<ul style="list-style-type: none"> ● Chapter 9 PP Note ● Chapter 9 Google Classroom Journal Response ● Exit Slip: What are prerequisite classes? Give an example of one. ● Chapters 9 and 10 Occupation Research Activity Packet

	<p>1.1,1.2,1.4 3.2,2.9,3.4 3.6,3.8</p>	<ul style="list-style-type: none"> ● SWBAT explain the criteria for choosing a major ● SWBAT explain the educational uses of technology ● SWBAT describe what is available on the Web ● SWBAT explain distance learning ● SWBAT outline a strategy for developing information competency ● SWBAT list criteria for gathering information from the Web ● SWBAT access and complete the Holland Career Test on the SDSC1 webpage ● SWBAT write a journal based on the results of the assessment. ● SWBAT create an account on Learn More Indiana ● SWBAT access and complete the Kruder Confidence test about themselves ● SWBAT access and complete the Kruder Interest Test about their own interests ● SWBAT connect the results of the assessments with their future careers and with building a powerful profile ● SWBAT access and complete the careers that interest you assessment on Learn More Indiana ● SWBAT use results to create a journal about future careers and for 	<p>Research Activity Packet</p> <ul style="list-style-type: none"> ● Self Assessment Activities ● Holland Career Test ● Journal “How did you feel about the results to this test? What do you think it says about your future plans?” ● Careers that Interest You Assessment/Learn More Indiana ● Connect Your top interests with career clusters ● What do you believe you are good at doing? ● Learn what is important to you? ● Journal: What career is in your future? What do the assessments say about you? Why do you think the results turned out this way? ● Future Profession PP and Presentation Projects ● Future College And Career PP And Presentations ● Grade your peers worksheet ● Chapter 10 PP notes ● Google Classroom Journal Chapter 10 ● Email Etiquette Project 	<ul style="list-style-type: none"> ● Self Assessment Activities ● Holland Career Test ● Journal ”how did you feel about the results to this test? What do you think it says about your future plans?” ● Careers that Interest You Assessment/Learn More Indiana ● Connect Your top interests with career clusters ● What do you believe you are good at doing? ● Learn what is important to you? ● Journal: 4 What career is in your future? What do the assessments say about you? Why do you think the results turned out this way? ● Future Profession PP and Presentation Projects ● Future CollegeAnd Career PP And Presentations ● Grade your peers worksheet ● Chapter 10 PP notes ● Google Classroom Journal Chapter 10 ● Email Etiquette Project ●
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		<p>their powerful profile books</p> <ul style="list-style-type: none">● SWBAT access and complete the Kruder interests and career clusters assessment● SWBAT access and complete the Kruder what do you believe you are good at assessment.● SWBAT access and complete the Kruder what is important to you assessment.● SWBAT interpret the results of these assessments and use them to create a journal answering the topics of what they believe the assessments said about them and why they think the results turned out the way they did.● SWBAT select a future college and career for a PP project and Presentation● SWBAT research and present information about their future career goals and college career paths● SWBAT explore majors that are interested in for their future and explain to the class through a presentation the details about their future college and career plans● SWBAT identify classes they will have to take and future job duties and expectations● SWBAT personally respond with personal opinions on what they	●	
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		<p>believe will be the positives about their future careers and the negative aspects of their future careers</p> <ul style="list-style-type: none">● SWBAT grade their peers on personal opinions over their presentations● SWBAT identify strategies for improving the quality of their decisions● SWBAT implement plans to use for problem solving● SWBAT recognize and correct problems that affect critical thinking● SWBAT identify different forms of technology● SWBAT perform proper email etiquette list proper email etiquette rules● SWBAT describe what distance learning is and form an opinion on the positive and negatives of it● SWBAT prepare themselves for possibilities in distance learning● SWBAT compose a proper email and send it to a staff member of my choice; the email will contain specific questions that will be answered efficiently		
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<p>Week 12,13,14 Making a Powerful Profile Mock Interviews</p>	<p>1.1,1.2,1.3, 1.4,2.2,2.4, 3.2,3.4,5.1, 5.2,5.3,5.4,</p>	<ul style="list-style-type: none"> ● SWBAT learn why job seekers should use a career portfolio ● SWBAT understand what should be included in a career portfolio ● SWBAT learn how to use their career portfolios ● SWBAT describe their work ethic, values, and management styles ● SWBAT identify 3 long term and 3 short goals for the career they are seeking ● SWBAT create a resume that is functional and in chronological order ● SWBAT summarize accomplishments, work experiences, and education ● SWBAT access their unofficial high school transcripts ● SWBAT recognize how to read and understand their personal transcripts ● SWBAT know how to correctly fill out a job application ● SWBAT successfully complete a mock job application for an employer of their choice ● SWBAT describe past work experiences in chronological order ● SWBAT select an individual who will write them a recommendation letter ● SWBAT teach and describe to the person selected what needs to 	<ul style="list-style-type: none"> ● PP notes “Making a Portfolio” ● Career Summary and Goals Exercises ● Resume Outline ● Samples of Work ● Awards and Honors ● Portfolio: High School Transcripts ● Portfolio: Job Application ● Portfolio: Letters of Reference ● Portfolio: Bring it all together ● Mock Interview 	<ul style="list-style-type: none"> ● PP notes “Making a Portfolio” ● Career Summary and Goals Exercises ● Resume Outline ● Samples of Work ● Awards and Honors ● Portfolio: High School Transcripts ● Portfolio: Job Application ● Portfolio: Letters of Reference ● Portfolio: Bring it all together ● Mock Interview
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		<p>be in the recommendation letter</p> <ul style="list-style-type: none"> ● SWBAT organize their portfolios according to the rubric ● SWBAT create a table of contents for their portfolios to be easily accessible ● SWBAT successfully complete a mock job application for an employer of their choice ● SWBAT present their portfolio to their interviewer while successfully completing all interview etiquette and requirements 		
<p>Week 15 Chapter 11 Making Good Decisions</p> <p>Chapter 12 Diversity and Your Relationships with Others</p>	<p>2.1,2.4,2.8, 3.2,4.2,4.3, 4.4,4.5,4.6</p> <p>1.2,1.3,2.1,2.3, 2.4,2.6,2.8, 2.9,3.3,3.4</p>	<ul style="list-style-type: none"> ● SWBAT identify strategies for improving the quality of your decisions ● SWBAT implement plans to use for problem solving ● SWBAT recognize and correct problems that affect critical thinking ● SWBAT establish specific goals for the preparation of decision making when it comes to the future ● SWBAT differentiate between long and short term goals and create clear examples of both of these goals ● SWBAT consider various alternatives weigh these alternatives and develop flexible alternatives ● SWBAT free write about specific college decisions and then 	<ul style="list-style-type: none"> ● Chapter 11 PP Notes ● Google Classroom Journal Chapter 11 ● Decision making free write ● Chapter 12 PP notes ● Chapter 12 Google Classroom Journal 	<ul style="list-style-type: none"> ● Chapter 11 PP Notes ● Google Classroom Journal Chapter 11 ● Decision making free write ● Chapter 12 PP notes ● Chapter 12 Google Classroom Journal

		<p>evaluate the decisions written about</p> <ul style="list-style-type: none">● SWBAT determine possible outcomes for all decisions they wrote about previously● SWBAT determine the probability of the outcomes of decisions created● SWBAT compare the alternatives for the decisions previously created● SWBAT have a clear understanding on why decision making is so important to consider on before choosing● SWBAT rethink decision making strategies according to what they have wrote about● SWBAT list and recognize strategies to better their problem solving skills● SWBAT take in another's perspective on problem solving and decision making that they have previously established● SWBAT realize that overall decision making and problem solving have to be thought of according to what is best for the student themselves● SWBAT discuss why the increasingly racial, ethic, and cultural diversity of society is important to them● SWBAT utilize strategies to become more at ease with		
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		<p>differences and diversity</p> <ul style="list-style-type: none"> ● SWBAT build lasting relationships and deal with conflict ● SWBAT describe race, ethnicity, and culture and give examples of each ● SWBAT differentiate between stereotypes and prejudice personalities and give examples of each ● SWBAT define cultural competence and identify what it proves ● SWBAT list specific ways on how to develop cultural competence ● SWBAT have a clear understanding of relationships that are established now and new ones that will be established in the future ● SWBAT list and describe what relationships are based on, communication techniques, and ways to resolve conflicts ● SWBAT give an example the “I message” 		
<p>Week 16 Chapter 13 Money Matters</p> <p>Chapter 14 Stress, Health, and Wellness</p>	1.2,1.3,5.3	<ul style="list-style-type: none"> ● SWBAT explain the purpose of a budget and outline how to prepare and stick to one ● SWBAT discuss the help available to pay for your college education 	<ul style="list-style-type: none"> ● Chapter 13 PP notes ● Journal Google Classroom Ch 13 ● Budget Activity Pg 344-345 ● Activity: Loans, Scholarships, and Grants 	<ul style="list-style-type: none"> ● Chapter 13 PP notes ● Journal Google Classroom Ch 13 ● Budget Activity Pg 344-345 ● Activity: Loans, Scholarships, and Grants

		<ul style="list-style-type: none"> ● SWBAT analyze the value of a college education ● SWBAT create short term, mid-range and long term goals for a budgeting ● SWBAT list examples of loans, scholarships and grants ● SWBAT identify ways of applying for financial aid ● SWBAT explain what stress is and how to control it ● SWBAT discuss what is involved in keeping fit and healthy, and why this is important ● SWBAT identify the main threats to health and well-being ● SWBAT analyze the components of sexual health ● SWBAT understand the effects of stress on the body and list ways to cope with stress ● SWBAT recognize healthy eating and exercising and how they can incorporate both elements into their lives ● SWBAT identify both short term and long term effects of alcohol, drugs, nicotine, and sexual health 		
<u>Week 17</u> Study Week		<ul style="list-style-type: none"> ● SWBAT complete the comprehensive study guide identifying all key aspects from the notes and incorporating all facts needed to complete and pass the test 	<ul style="list-style-type: none"> ● Comprehensive Study Guide 	<ul style="list-style-type: none"> ● Comprehensive Study Guide

Week 18 Finals Week		<ul style="list-style-type: none">• SWBAT complete and pass both essay and multiple choice finals with a goal of an 80% or higher	<ul style="list-style-type: none">• Essay Final• Multiple Choice Final	<ul style="list-style-type: none">• Essay Final• Multiple Choice Final
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