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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
1	Pre-assessment Activity	Pre-/Post-Survey	pp. 6/10-6/17	Have each student complete the survey found on page 6/12 of the Instructor's Guide. Save these for comparison at the end of the course. This survey will measure attitudinal change toward the value of education and students' expectations for their future self-sufficiency and productivity. Hand out the parent letter and the project sheet for the Visualizer activity.	10	Bring something that flies (for Introduction, Career Choices, p. 6-7).	Review the following pages in the Instructor's Guide: pp. 3/8-3/13; Math: pp. 2/15-2/20; English/Language Arts: pp. 3/5, 3/9-3/11, 2/8-2/14, 6/3-6/6, 6/55-6/61, 7/2-7/5, 9/27-9/34
CHAPTER ONE							
2	Career Choices, pp. 6-7	Introduction	p. 4/2, Presentation suggestions	Have students report out on what they brought that flies. In reading the introductory material, emphasize the last paragraph of the introduction. It is not the purpose of this course to make a final career choice. Students will, however, learn a process for making rewarding life choices in the future.	40		
	Workbook, p. 4	(Vocabulary)	p. 6/49-6/54	To assist you in working through the vocabulary for each chapter, there are quizzes and crossword puzzles available on the Users' Only area of the Academic Innovations web site (http://www.academicinnovations.com/useonly.html).	10		
3	Discuss homework reading of Career Choices, pp. 10-14; Workbook, pp. 5-6	Vision + Energy = Success; Envisioning Your Future	pp. 4/4-4/6, Presentation suggestions	Brainstorm as a class the charts on page 13. Explain the rules of brainstorming (see page 6/30 of Instructor's Guide).	30		
	Possibilities, p. 24	"Dreams" by Langston Hughes		Read Hughes' poem to the class.	5	Compare and contrast the tone of Hughes poem and Dr. King's speech.	
	Possibilities, pp. 27-32	"I Have a Dream..." by Dr. Martin Luther King, Jr		Read Dr. King's speech to the class.	15		
4	Possibilities, pp. 11-17	"Secret Life of Walter Mitty" by James Thurber	Read in class (silent or aloud)	Discuss question 5 in class. Students write dialogue for question 6. Students then "edit" page 6 of Workbook with their new information as per question 7. As a class discuss question 8.	50	Assignment: Edit Envisioning Your Future assignment (p. 6, Workbook) from the previous evening, after learning more about themselves.	
5	Career Choices, pp. 10-13; Workbook, p. 5	(Visualizer activity)	p. 4/7, Instructor brings items	Divide students into groups of three to develop, design, and build their Visualizer. Have groups "model" and explain their Visualizers for the rest of the class. Leave Visualizers hanging in the room with permission to use if needed at any time.	50		
6	Video Book Club	October Sky	pp. 6/41, 6/46	Show first half of the movie, October Sky (~108 minutes).	50	Assignment: Workbook, pp. 7-9	
7	Video Book Club	October Sky	pp. 6/41, 6/46	Finish movie and discuss the students' dreams and challenges.	50	Writing assignment: Students are to start writing their definition of success. Workbook, p. 9	
8	Discussion: Career Choices, pp. 15-21; Workbook, pp. 7-9	Why People Work; Everybody Works; Defining Success	p. 4/8-4/10, Presentation suggestions; Activity p. 4/10, Activity (1st half)	Have students brainstorm how they think well-known individuals would define success.	25		
	Possibilities, pp. 37-39	"Richard Cory" by Edwin Arlington Robinson	p. 4/11, Writing the last page of Richard Cory's diary	Pre-reading discussion topic: Journal entry p. 37. After reading discussion: Questions 5, 8.	25	Assignment: Question 7, Possibilities, p. 39	
9	Possibilities, pp. 40-42	Excerpt from "Sonnets from the Portuguese" by Elizabeth Barrett Browning	p. 4/18 Activity	Discussion topic: Second paragraph of Journal Entry in Possibilities, p. 37, use this as a lead in to the activity in the next class session.	25		
				Give students time to edit and update their definitions of success. Then ask for volunteers to share their definitions of success (so far). Remind students these will grow and change over the course.	25		
CHAPTER TWO							
10	Career Choices, p. 24	(James and Letitia)		Choose three students who are able to confidently read aloud to be (1) a narrator, (2) James, and (3) Letitia. Their story is told throughout chapter 2 of Career Choices (pp. 24-50). Each time the class arrives at a portion of their story, ask the "actors" to read their parts.	10		
	Discussion of homework				10		
11	Career Choices, p. 27; Workbook, p. 11	(Your Personal Profile); (Bulls Eye Chart)	p. 4/16, Presentation suggestions	Have students try to complete their own bulls eye chart in class. This is a preliminary attempt.	30		
	Career Choices, p. 28	(James and Letitia)		Dramatic Reading	5		
	Career Choices, p. 29; Workbook, p. 12	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities		30		English/Language Arts: Write an Essay describing a student's ideal day. Instructor's Guide, p. 4/18
12	Career Choices, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (introduction)	p. 4/20, Presentation suggestions	Review the survey together and discuss any words or concepts they don't understand. Be non-judgmental about the statements read.	15	Assignment: Workbook, pp. 12, 13-16.	
	Review homework: Workbook, p. 12			Ask for volunteers to share their passions. As a class begin brainstorming possible careers that address each student's passions.	20		
	Career Choices, p. 30	(James and Letitia)		Dramatic Reading	5		
13	Review homework: Workbook, pp. 13-16			Review each values category. Check to see that each student scored it correctly.	25		
	Career Choices, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (continued)		As a class, brainstorm careers for each student volunteer, given his or her top three work values. Ask each student to write his or her top three values on the board. Open the discussion up to the floor so classmates can make suggestions. This is an introductory activity and will need a lot of support from teachers and adults. You might even invite two or three other individuals (career counselor, guidance counselor, principal, etc.) to help brainstorm.	50	Assignment: Workbook, pp. 17-20.	
14	Video Book Club	Dave	pp. 6/41, 6/43	Viewing guide available on the Users' Only area of the Academic Innovations web site (http://www.academicinnovations.com/useonly.html).	50		
15	Video Book Club	Dave	pp. 6/41, 6/43	Finish viewing the movie and discuss as a class. Viewing guide available on the Users' Only area of the Academic Innovations web site (http://www.academicinnovations.com/useonly.html).	50		

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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
16	Review homework: Career Choices, pp. 38-42; Workbook, pp. 17-19	Strengths and Personality	p. 4/22, Presentation suggestions	Complete activity described on page 4/22 under Presentations. As the instructor, please preview the activities in Career Choices on pp. 162-165 so you understand how this will be used later. You'll want to allude to this now.	30		
	Career Choices, pp. 44-45; Workbook, p. 20	(How personality impacts career choices); Your Strengths; (Developing your strengths)	p. 4/24, Activities		20		
17	Teamwork Energizer	Class Exercise	pp. 4/25-4/26	Try to divide the class into teams with at least 3 of the personality styles indicated in the exercises on Career Choices, pp. 38-43. It is easy to form those teams while the students are standing in each of the corners of the room at the beginning of the class.	50	Assignment: Workbook, pp. 21-22.	
18	Career Choices, p. 46	(James and Letitia)		Dramatic reading	5		
	Review homework: Career Choices, pp. 46-48; Workbook, p. 21	Skills and Aptitudes, Name That Skill	p. 4/27 and 4/28, Presentation suggestions, Activities	Brainstorm skills for a couple of student volunteers as a class, then break into groups of three and have the students practice brainstorming career options in this smaller group.	30		
	Career Choices, p. 49	Roles and Occupations	p. 3/30, Presentation suggestions		15		
19	Chapter Follow-Up	Update bulls eye chart	p. 4/31	Update the bulls eye chart now that students have discovered new information about themselves.	15		
	Possibilities, pp. 43-45	Acrostic Poem from "Alice's Adventures in Wonderland" by Lewis Carroll		As a class answer questions 1 and 2 on page 44. Explain what an Acrostic Poem is and divide students into editorial teams to start on their poems, using the bulls eye chart as a prompt.	35	Assignment: Workbook pp. 23-24	
20	Possibilities, pp. 47-53	"My Name is Margaret" by Maya Angelou	pp. 4/34-4/35	Read the story aloud, or have students read silently. Using the Character Analysis Worksheet on p. 4/35 in the Instructor's Guide, ask teams of students to complete one for Maya Angelou.	50		English/Language Arts: Possibilities, pp. 54-56; Character Analysis Worksheet, Instructor's Guide, pp. 4/34-4/35
21	Possibilities, pp. 61-62; Career Choices, pp. 50-53; Workbook, pp. 125-126	"Life" by Nan Terrell Reed	p. 4/32, Activity	Discuss the messages society gives individuals based on their gender, race, age, physical appearance, physical ability, social status, intellectual capacity, educational achievement, and so forth.	50		English/Language Arts: Instructor's Guide, p. 4/32, Composition
22	Video Book Club: Bend It Like Beckham				50	Assignment: Workbook, p. 23	
23	(Continued): Bend It Like Beckham				50		
24	Career Portfolio	Workbook, pp. 125-126	pp. 4/13-4/14	Introduce the concept of a Career Portfolio. Depending on if you will use an online portfolio (www.my10yearplan.com) or a notebook, introduce what it is and why it is important. Have students make their tabs for the three-ring binders if setting up notebooks. Go to computer lab and have students set up their account on www.my10yearplan.com if using the online portfolio.	50	Assignment: Workbook, p. 26	
CHAPTER THREE							
25	Career Choices, pp. 56-59; Workbook p. 26	Maslow's Triangle	p. 4/38, Presentation suggestions	Have students use 2-column notes as they learn about Maslow's Triangle.	15		
	Career Choices, pp. 64-65	Happiness is a Balanced Lifestyle	4/43, Presentation suggestions, Gender equity activity		35		
26	Career Choices, pp. 66-69; Workbook p. 29	The Modified Maslow Triangle	p. 4/44, Presentation suggestions	In small groups, discuss and complete the triangles for Emma and Isaac.	30		
	Career Choices, pp. 70-71; Workbook p. 30	What About Your Life	p. 4/45, Presentation suggestions	Provide an overview of homework. Brainstorm issues at the bottom of the page.	20	Assignment: Workbook, p. 30	English/Language Arts: Instructor's Guide, p. 4/45, Composition
27	Career Choices, pp. 60 - 61	How Do You Want to be Remembered?	p. 4/39, Presentation suggestions	As a class, read the text on pages 60-61 of Career Choices.	30		
	Career Choices, pp. 56-63; Workbook, p. 28	(Maslow's Triangle). Where Are You Now?; Your Lifestyle; Components of Lifestyle	pp. 4/38-4/42, Presentation suggestions, Activities			English/Language Arts: Instructor's Guide, p. 4/42, Composition	
	Possibilities, pp. 69-70	"Growing Older" by R.G. Wells	p. 4/40	After reading the poem aloud and discussing the questions/topics, ask students to complete a Mission Statement over the next two or three days.	20		
28	Instructor's Guide	Looking into the Future	p. 4/41, Looking into the Future	Follow the directions on p. 4/41 of the Instructor's Guide for a guided writing assignment. Make copies of the letters to be used with lesson "Remembering Your Dreams and Plans" (Hour 36).	30		
	Career Choices, pp. 64-71; Workbook, p. 30	Happiness is a Balanced Lifestyle; The Modified Maslow Triangle; What About Your Life	pp. 4/43-4/45, Presentation suggestions, Activity		20		
29	Career Choices, p. 62	Your Lifestyle	p. 4/42, Components of Lifestyle	Discussion of lifestyle components. Activity on p. 28 of Workbook will be needed for www.my10yearplan.com.	15	Assignment: Workbook, pp. 27- 28.	
	Possibilities, pp. 72-73	"I Shall Not Pass This Way Again"	Discuss Question 3; Complete activity described in #6	Have students (either alone or in editorial teams of two) rewrite the poem as noted in question 6.	35		
30	Video Book Club: Mr. Holland's Opus				50	Assign the poll described in question 6 on page 79 of Possibilities. Have each student interview at least 3 peers and 3 adults.	
31	Video Book Club: Mr. Holland's Opus, continued			For discussion questions, see www.academicinnovations.com/useonly.html	50		
CHAPTER FOUR							
32	Career Choices, pp. 74-77;	Ivy Elm's story, Family Profile	pp. 4/48-54	Overview of the budget process. Read and discuss Ivy's story. Have students complete their own family profile individually. Then have them share their profiles with the class.	50		

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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
33	Class Activity/Brainstorm	Create a "composite family" budget	p. 4/48	Have the class identify a fictional family profile. Then, as a class, go through the budget line items, brainstorming costs and demonstrating what each line item entails. This example is important to do as a class, before having the student work individually on their own budgets. (The budget exercise is an individual exercise. It is not a good idea to do it in teams.)	50	Assignment: Read the classified section of the local newspaper for houses for rent and for sale. Come to class with an ad that describes the housing you envision for yourself at age 29.	
34	Lifestyle Math, pp. 10-11	Glossary		Have students review the financial terms they will encounter as they work through the book.	15		
	Lifestyle Math, p. 12	Family Profile		Students complete the family profile for what they envision their life to be like at age 29. It's important to remember throughout the budgeting activities that students should be encouraged to DREAM. They are developing an IDEAL budget, not a realistic	25		
	Lifestyle Math, pp. 14-15			Instructor will want to summarize the information for the class. Point out that page 13 is the tally sheet for all of the line items of their budget. They'll be coming back to that one later.	10		
35	Lifestyle Math, p. 16	Housing Descriptions		Complete the housing descriptions. Instructor may want to bring in local real estate listing magazines to help students get started.	50		
36	Lifestyle Math, pp. 18-31 (Career Choices, p. 78)	Housing Budget		Complete using the figures given or by researching actual costs online, using newspapers, or real estate magazines.	50		
37	Lifestyle Math, pp. 18-31	Housing Budget (continued)		Continue working through the housing budget line items.	50		
38	Lifestyle Math, pp. 32-42 (Career Choices, p. 80)	Transportation Budget		Instructor may want to bring in a copy of the local classifieds to allow students to review. Students can also research online if time permits. You may need to have students complete pp. 37, 38, and 42 on their own, due to time constraints.	50		
39	www.careerchoices.com , p. 80	Blue Book		Have students choose a new car and a used car to use when factoring their data.	50		Math: www.careerchoices.com , p. 80 Review the "numbers" of life. Why does it make sense to purchase a used car? What is the ideal age range to purchase, getting the highest drop in price. Study the Blue Book websites found on www.careerchoices.com
40	www.careerchoices.com , p. 80	Planning Monthly Gasoline Costs, Figuring Automobile Operating Costs, Public transportation options	Teacher Lesson Plans Online: Directions	Ask students to break into pairs and make a weekly and monthly log detailing the mileage they think they'll travel on average. Use these headings: Weekly Trips - type of trip, how many times per week, how many miles per trip; Monthly Trips - type of trip, how many times per month, how many miles per trip. After they multiply their weekly trips by 4 and add their monthly trips, they'll have the miles per month they plan to travel. See p. 36 in Lifestyle Math for ideas. Ask students to interview parents to find monthly maintenance budget of their cars. Good chance for discussion of saving by doing your own tune-ups.	50		
41	Lifestyle Math, pp. 43-47 (Career Choices, p. 82)	Clothing Budget	p. 4/57, Teacher Lesson Plans Online: Extension Idea	Have students complete the clothing budget for their "family." If they have a spouse and several children, this may take more than an hours. They can research clothing costs online if time permits.	50	optional: www.careerchoices.com , p. 83	
42	Lifestyle Math, pp. 48-57 (Career Choices, pp. 84-85)	Food Budget		Instructor may want to bring in grocery ads from several local markets. You may have to help students with some of the line items (e.g., Sundries). You may also want to have them use the information on p. 84 of Career Choices as a reference point.	50	Assignment: Workbook, p 36, Interview one of the parents or another adult to get input on food costs for a family the size they envision for themselves at age 29. They can also use charts found in Career Choices, as a default if time is limited.	
43	Lifestyle Math, pp. 64-65 (Career Choices, p. 86)	Entertainment Budget		Have students complete. This one should be easy for them.	50		
44	Lifestyle Math, pp. 68-69 (Career Choices, p. 87)	Vacation Budget		Have students complete. They can research travel using web sites like Expedia or Travelocity if time permits.	50		
45	Lifestyle Math, p. 70	Creative Planning		Have students complete the vacation plan using no more than \$120. This one will be a little difficult, but they should come up with some good ideas. You might want to break them into small groups and have them complete this activity in teams.	50		
46	Lifestyle Math, pp. 71-73 (Career Choices, p. 88)	Child Care Budget		Make sure students are thinking beyond having grandma babysit. This isn't always a viable option, so they need to look at the real costs of child care. Divide into groups of three to research costs and brainstorm other child care options. Ask students with younger siblings to bring in their childcare costs.	50		
47	Lifestyle Math, pp. 74-75 (Career Choices, p. 89)	Healthcare Budget		Discuss health insurance and the different ways to obtain it. Use the chart in Career Choices or go online to a major insurance company, such as Blue Cross, to get sample costs.	50		
48	Lifestyle Math, pp. 76-79 (Career Choices, p. 89)	Furnishings Budget and Depreciation		If you have a local furniture store that has a weekly circular, you might want to pick up several copies for the class to use as a reference point. The depreciation exercise is valuable, but you might not have time to get through all of it. It will depend	50		
49	Lifestyle Math, pp. 80-82 (Career Choices, p. 89)	Savings Budget		This is a very important line item of the budget. Many students will think this is optional. It's important to emphasize that it is REQUIRED. Explain retirement plans and IRA's and have students experiment with different age strategies for starting their retirement funding.	50	optional: www.careerchoices.com , p. 89	
50	Lifestyle Math, p. 84 (Career Choices, p. 90)	Miscellaneous Budget Items			50		
51	Guest speaker panel	(Raising a Child on Your Own)	Video tape the panel for use in subsequent classes. If getting speakers is difficult.	Invite a panel of single mothers (from teen to adult) to present the challenges of single motherhood. One (widowed or divorced) should be successful due to education and career planning.	50	If you are working with a population at high risk of teenage pregnancy, this is a very important class session.	

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52	Lifestyle Math, p. 85	Add it all up!		Students will need to refer back to their earlier work and fill in the line items on page 13. Then they should total it all up and carry the total forward to page 85.	50		
53	Career Choices, pp. 86-90	Review homework and help students finalize their numbers		Use this time to help students finalize their numbers for their individual budgets. While the activity is meant to be individualized, pair students who are comfortable with numbers with those struggling to help finalize their budgets.	50	Assignment: Workbook, p. 42	
54	Lifestyle Math, p. 86; Career Choices, pp. 92-93	Your Total Budget Profile; What Salary Will Support This Lifestyle	pp. 4/63-64, presentation	You'll want to talk briefly about payroll deductions and gross pay versus net pay. It is important that your students understand that their salary requirement will be higher (by at least 20%) than what they expect to spend each month. You may want to share copies of payroll stubs (from your older students/identity removed) so they can see what is taken out of a paycheck. Check on the computer.	50		English/Language Arts: Instructor's Guide, p. 4/63, Composition: Budget Narrative
55	Workbook, p. 42	Find a Salary That Will Support Your Lifestyle		The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.	50	Assignment: Workbook, p. 43.	Math: The "numbers" of life. Explore what "take home pay" really is and how taxes impact what you have left to spend. Use percentages to factor a more realistic figure.
56	Lifestyle Math, p. 89	Group Discussion		Discuss with students how to quickly compute average salaries in their head. This will be helpful as they research different careers.	50		
	Lifestyle Math, p. 90-91	Numbers to Memorize		More information to make estimating annual salary levels easy.			
57	www.careerchoices.com, p. 93	Employment and Wage Data	Teacher Lesson Plans online: Directions, Extension	Go online and use the link on careerchoices.com to explore the wages and salaries of hundreds of jobs.	50		
	Workbook, p. 42	Find a Salary That Will Support Your Lifestyle		The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.		Assignment: Workbook, p. 43.	
58	Possibilities, pp. 80-86	"The Savings Book" by Gary Soto	Discussion: Journal Entry, Questions 1, 2, 3	Before reading the story, discuss the journal questions. Read the story aloud or silently. Discuss questions 1, 2, 3.	50		
59	Possibilities, pp. 85		Activities	Have students divide into triads and choose between activity A or B on page 85. Ask each group to report out.	50	Assignment: Question C, p. 86, Possibilities	
60	Career Choices, pp. 95-96; Workbook, p. 43	In Over Your Head?, Hard Times Budget	p. 4/65, Presentation suggestions	You'll need to research ahead of time the amount for AFDC and unemployment in your state. Complete this activity either in small groups or as a class. Discuss what the impact of a subsistence budget will have on their ideal lifestyle. How would their life change?	25		
	Career Choices, pp. 97-101; Workbook, pp. 44-45	Some Sample Budgets	p. 4/66, Presentation Suggestions	Divide the class into groups as noted in the Instructor's Guide. After students have completed their budgets for their assigned individual, report their suggestions to the class. Have the class critique their projections for each line item.	25		
61	Lifestyle Math, 93-94	Hard Times Budget		This will take some thinking and a lot of re-calculating as students try to cover all of the line items with a limited amount of money. This could take up the whole hour.	50		
62	Career Choices, pp. 102-103	A Few Words About Poverty; Could You Become a Poverty Statistic?	pp. 4/67-68, Presentation suggestions, Activity	After discussing the points on p. 102 of Career Choices, ask students to share some of their responses from the homework the night before.	25	Assignment: Workbook, pp. 46, 49-50, Could You Become a Poverty Statistic?	English/Language Arts: Instructor's Guide, p. 4/68, Composition
	Possibilities, pp. 87-89	"Miss Rosie" by Lucille Clifton	Journal Entry, Questions 4, 5, 6	Ask a student to do a dramatic reading of the poem, after discussing the journal question in small groups. As a class brainstorm questions 5 and 6.	25	Assignment: Ask students to write a description of Miss Rosie's life at age 15.	
63	Possibilities, pp. 90-94	"Christmas Day in the Workhouse" by George R. Simms	Journal Entry, Questions 4, 5	As a class brainstorm, the journal entry, then read the poem. In small groups complete Questions 4 and 5 and then share results with the class.	20		
	Career Choices, pp. 104-110	Money Isn't Everything	p. 4/69, Presentation suggestions		15		
	Workbook, pp. 46-48	Psychological costs – sacrifices vs. rewards	p. 4/70, Presentation suggestions	Break into groups of three or four and assign each group a story. Ask each group to read the story, discuss the questions following each story and then report on their conclusions. Do class members have anything to add?	15		
64	Career Choices, pp. 111-113	You Win Some, You Lose Some	p. 4/71, Presentation suggestions, Activities	As a class, transform the possibilities on p. 111 of Career Choices. Break into groups of three and have each group help its members list the rewards and sacrifices of one or two careers each student is considering. Break students into triads and brainstorm how the workers on page 113 might meet the work values not already met in their jobs.	20		
	Workbook, pp. 49-50	After-Hours Rewards	pp. 4/73-73, Presentation suggestions		10	Assignment: Workbook, pp. 51, 52-53, 55	
	Career Choices, pp. 116-117; Workbook, p. 51	An Investment in Education ...Yields Dividends for a Lifetime	p. 4/74, Presentation suggestions	Discuss homework assignment: Ask students to study the chart on p. 116 of Career Choices and interpret what it demonstrates. Then ask them to individually complete computations on p. 117.	20		Math: Create a graph that depicts the numbers of this activity.
65	Lifestyle Math, pp. 98-99	Group Project - What is Your Math Education Worth to You?		Divide students into groups for completing this group project. They will need access to online resources or the career center in your library in order to research the math education needed for certain careers.	50		
66	Lifestyle Math, pp. 98-99	Group Project - What is Your Math Education Worth to You?			35		
	www.careerchoices.com	How much do people make?		A fun activity on www.careerchoices.com is the calculator that shows you how much some very notable people earn.	15		
67	Career Choices, pp. 118-119; Workbook, p. 52-53	Beginning of the planning process	p. 4/75, Presentation, p. 4/13-4/14, Start the Portfolio process	Help students as they individually complete their bar graphs on p. 118 and p. 119 of Career Choices. Ask students to share their findings.	40		
	Career Choices, p. 120; Workbook, p. 54	Ask Someone Who's Been There	p. 76, Presentation, Career Resource File	Assign as homework: Review interviewing etiquette and strategies. Assign students to create Resource File.	5	Assignment: Ask Someone Whose Been There Interview, Workbook, p. 54	
	Career Choices, p. 121; Workbook, p. 55	Easier Said Than Done	p. 4/77, Presentation suggestions,	Assign completion of chart as noted on page 4/77 of Instructor's Guide. Discuss long range planning and goal setting.	5	Assignment: Workbook, pp. 57-62	

CHAPTER FIVE

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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
68	Career Choices, pp. 124-134; Workbook, pp. 57-62	Your Ideal Career	pp. 4/80-81, Presentation suggestions	Ask students to share some of their findings from their homework on pp.124-134 in Career Choices. You'll want to follow procedure outlined in the Instructor's Guide.	15		
	Career Choices, pp. 124-134; Workbook, pp. 57-62	Your Ideal Career	pp. 4/80-81, Energizer	After students have completed their charts, begin brainstorming possible careers that meet their essential career characteristics (see Instructor's Guide, p. 4/80). If you have a career technician or counselor, you might ask him/her to attend this class to assist.	35	Assignment: Workbook, pp 63, 64, 65	
69	Possibilities, pp. 112-117	"The Boys' Ambition" excerpt from "Life on the Mississippi" by Mark Twain	Questions 3, 4, & 5	After reading the piece as a class, begin you discussion with questions 3 & 4. As a class brainstorm question 5 and then break students into groups of three or four to complete the activity for question 5.	50		
70	Career Choices, pp. 135-137; Workbook, p. 63	Consider Your Options	p. 4/82, Presentation suggestions	Discuss the text points in Career Choices, pp. 135-137. Review findings from their homework assignment.	15		
	Career Choices, pp. 138-139; Workbook, pp. 64-65	Employee or Employer?	pp. 4/83, Presentation suggestions	After completing the activity as homework, review topics as outlined in Instructor's Guide, you may want to debate the question "Which worker would have the most options for parenting: someone in a structured job or someone who is self-employed?"	20		
	Career Choices, pp. 140-141	What about Status?	p. 4/84, Presentation		15		
71	Possibilities, pp. 118-123	"Lego;" Discussion; Journal entry	Questions 4, 9, 11	Discuss the Mark Twain quote before reading the story. After reading this true story discuss question 4 in small groups. As a class discuss questions 9 and 11. The info in 11 is important for analyzing career options. Then individually have students complete the writing assignment either in class or as homework. Find time for students to share their stories. Perhaps a formal presentation to share their fantasy jobs.	50	Assignment: Workbook, p. 67. Share with your parent or another adult, your bulls eye chart, projected budget, and Your Chart from page 62 of the Workbook. Brainstorm careers that match your personality and goals.	
CHAPTER SIX							
72	Career Choices, pp. 144-146	Career Interest Areas	p. 4/85, 4/86		10		
	Career Choices, p. 147; Workbook, p. 67	Bring In Your Identity	p. 4/88, Presentation suggestions	Use one student's charts and brainstorm as a class. Then break into groups of four or five and have each student present their charts listed on page 4/88 and have the group brainstorm possible careers.	40		
73							
74	Career Choices, pp. 148-149, 156, 160-161	Career Research	p. 4/89, Presentation suggestions	Read and review with your students the Steps of Career Research.	20		
	Workbook, p. 68-73	Choose three careers		Students are now ready to choose three careers to research. Fill in each job title on page 68, 70, 72 of their Workbook.		Assignment: In pencil, for each of the three surveys, complete items 4 and 5. Encourage students to make notes on any of the other items, based on their perception of the career. Then, once they do the online research, fill in each topic in pen.	
	Career Choices, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey	p. 4/89, Presentation suggestions	You'll want to recruit the assistance of your career librarian or career technician and spend time in the library or career center or online at www.careerchoices.com.	30		
75	www.careerchoices.com, p. 150 (optional)	Career Research online	Find careers with most promising future in your state and that match your interest area	In a computer lab, complete their research online for each of the careers they've chosen to research. Students can use print material, but online sources are much more efficient and comprehensive. This is an important skill to teach students, so they don't have to rely on "packaged" career search software. The Department of Labor has developed very sophisticated tools for this process.	50	Assignment: Continue completion of the three surveys. Students with online access, can work from home or library. Students can use the Career Center at school.	
76	www.careerchoices.com, p. 150 (optional)	Career Research online	Find careers with most promising future in your state and that match your interest area	In a computer lab, complete their research online for each of the careers they've chosen to research. Students can use print material, but online sources are much more efficient and comprehensive. This is an important skill to teach students, so they don't have to rely on "packaged" career search software. The Department of Labor has developed very sophisticated tools for this process.	50	Assignment: Continue completion of the three surveys. Students with online access, can work from home or library. Students can use the Career Center at school.	
77	Workbook, pp. 73-74	Seeing in the Mind's Eye	pp. 4/92-93, Presentation suggestions	Choosing one of the careers each student researched, complete the activity "Seeing in the Minds Eye."	25		
	Career Choices, pp. 160-161; Workbook, p. 76	Involve Me and I Understand	p. 4/101, Presentation suggestions		25	Assignment: Workbook, p. 76	
78	Career Choices, pp. 162-165; Workbook, pp. 77-78	The Chemistry Test	pp. 4/102, Presentation suggestions	Read the story on p. 162 aloud. After discussing the topic as a class, work through the questions on pp. 163-164. Ask students to individually answer the questions on p. 165 of Career Choices. Brainstorm careers that match the student's profiles.	50	Assignment: Thinking about their own preferred behavior style, make a list of 10 careers/jobs that they think match their style.	
79	Possibilities, pp. 124-126	"I Hear America Singing" by Walt Whitman	Copy change activity	Have students brainstorm a list of the careers they have been researching. Then break into groups of three or four and have students work on rewriting Whitman's poem to incorporate modern job titles.	50		
	Career Choices, pp. 158-159; Workbook, p. 75	The Shadow Program	pp. 4/94, Presentation suggestions	Long-term homework: Arrange for Shadow Experience (Optional). This project will be completed over a period of time and require outside work on your part (either finding job shadowing placements or better yet, a Director of Mentors), but the added effort is well worth it. This is an impressive activity for a high school student! See pp. 4/94-100 in the Instructor's Guide.			English/Language Arts: Instructor's Guide, p. 4/94-4/95, Write a business letter
80	Career Choices, pp. 162-165; Workbook, pp. 77-78	The Chemistry Test (continued)	pp. 4/102-105, Energizer	This energizer can take from one or two class periods, depending on the depth you go into it. Although it seems very sophisticated, by now students can handle this because of the skills they learned previously in class.	50		English/Language Arts: Instructor's Guide, p. 4/104, Write a job description
CHAPTER SEVEN							

Career Choices Lesson Plan
(approx. 145 hours)

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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
81	Career Choices, pp. 168-170; Workbook, p. 80	Identifying Choices	p. 4/108-109, Presentation suggestions, Activities, Brainstorm	Brainstorm choices teens make that are not conducive to a productive and satisfying future. Brainstorm some of the long-term choices on page 4/109.	30		
	Career Choices, p. 171; Workbook, p. 80	Gathering Information	p. 4/110, Presentation suggestions		20		Social Studies: Instructor's Guide, p. 4/110, Sharon Hurwitz example of gathering and analyzing data
82	Career Choices, pp. 172-174; Workbook, pp. 81-82	Evaluating Choices	pp. 4/111-112, Presentation suggestions, Activities	After the class has worked through Joyce's example, break into groups of three to consider Jessica and John's stories and complete their charts on pp. 173-174 of Career Choices. Report out before the end of the period.	50	Assignment: Using the model on p. 81 of the Workbook, evaluate the choice: How much effort do I want to put into my education and training? In class you might want to help students identify choices.	
83	Career Choices, pp. 176-177; Workbook, pp. 82-83	Gloria's Chart/Your Chart	p. 4/113, Presentation suggestions, Activity	As a class, discuss and vote on Gloria's choice. Then have each student complete the chart on p. 177 of Career Choices, using the three careers researched earlier as their choices.	50		English/Language Arts: Instructor's Guide, p. 4/114, Write a fictional story
84	Career Choices, p. 178; Workbook, p. 84	Make a Decision	p. 4/114, Presentation suggestions	After discussion of decision-making styles and a review of the terms on p. 178 of Career Choices, ask each student to complete the chart at the bottom of p. 178. Discuss the topic on p. 179. End the class with a reading of the Robert Frost poem, "The Road Not Taken" in Possibilities and assign question 7 for homework.	30		Social Studies: Instructor's Guide, p. 4/115, Career Fair Project
	Possibilities, pp. 127-135	"The Monkey's Paw" by W.W. Jacobs	Theatrical reading, Question 4 and Writing Dialogue	You'll start the play today, but you'll need to finish it up tomorrow.	20		
85	Possibilities, pp. 127-135	"The Monkey's Paw" by W.W. Jacobs	Theatrical reading, Question 4 and Writing Dialogue	Assign parts to students ahead of time for the reading in class. After discussing question 4 as a class, ask students to write their dialogue and then share as noted in Possibilities.	50	Assignment: Write a one page paper in response to question 7 on page 140 of Possibilities.	
CHAPTER EIGHT							
86	Career Choices, pp. 182-185; Workbook, p. 86	Tools for Solving Problems	pp. 4/118-119, Presentation suggestions, Activities	As a class, brainstorm Pat and Lucy's scenarios and the responses to the questions on page 4/118 of the Instructor's Guide.	20		
	Possibilities, pp. 182-185	"The Myth of Sisyphus" by Albert Camus	Questions 2, 3 & 4	Read the piece individually or as a class. Use questions 2, 3 & 4 as the starting point for your class discussion.	30		
87	Video Book Club	Apollo 13	pp. 6/41-42	This movie includes excellent examples of problem solving and teamwork.	50		
88	Video Book Club	Apollo 13	pp. 6/41-42	Finish watching the movie and have the class discuss it as a group.	30		
	Career Choices, pp. 186-190; Workbook, p. 86	Setting Goals and Objectives	pp. 4/120-121, Presentation suggestions	Review the steps of setting goals and objectives. Complete activities in workbook. Review homework assignment directions. This skill is important to the 10-year plan.	20		English/Language Arts: Instructor's Guide, p. 4/120, Activity and Follow-up over the whole year
89	continued...Career Choices, pp. 186-190; Workbook, p. 86	Setting Goals and Objectives	pp. 4/120-121, Activity	This looks at short-term and long-term goals. Once students complete their goals and objectives for the next two weeks then brainstorm long- and short-term goals for reaching each student's educational goals. Have students begin a page of long-term and short-term goals and objectives that will help them reach their educational goals.	50		
90	Lifestyle Math, pp. 102-106	Group Brainstorm - Buying a Car		Time to put your newly-acquired understanding of the goal-setting process to the test. Divide students into groups of three or four and have them develop a detailed plan for buying a car.	50		
91	Lifestyle Math, pp. 102-106	Group Brainstorm - Buying a Car		Have student groups present their plans to the class. As a class, critique each plan, making sure that it is following the format for measurable goals and objectives.	50		
92	Possibilities, pp. 178-211	excerpt from "The Prince of Tides" by Pat Conroy		Read the piece individually or as a class. Use questions 2, 3 & 4 as the starting point for your class discussion.	50		
93	Possibilities, pp. 178-211	excerpt from "The Prince of Tides" by Pat Conroy		Have students break into small groups and complete one of the two activities outlined on p. 208 of Possibilities.	50		
CHAPTER NINE							
94	Career Choices, pp. 197-199; Workbook, pp. 89, 90, 91	Review of homework: What's Your Excuse? Taking Responsibility and scoring Startling Statement Quiz	pp. 4/124-127, Presentation suggestions		25		Social Studies: Instructor's Guide, p. 4/127, Energizer
	Career Choices, pp. 203-206; Workbook, pp. 92-93	Detours and Roadblocks	p. 4/128, Presentation suggestions, Activities	Break into groups of three students each and assign each group one of the problems to discuss for 10 minutes. Come back together and get groups to share their conclusions.	25		
95	Career Choices, p. 207; Workbook, p. 94	Is It Worth Staying In School?	p. 4/129, Presentation suggestions, Activities	Ask students to share their conclusions to the questions found on page 94. Ask if there is a general theme to everyone's answer. What is it?	25	Assignment: Workbook, pp. 96-98, 99	
	Career Choices, pp. 201-202; Workbook, p. 90	Startling Statement Quiz	P. 4/127, Activity, Energizer		25		
96	Possibilities, p. 221	"Over the Hill to the Poorhouse" by Will M. Carleton	Journal entry, Questions 1,2,3,4, 5, 6	Discuss the journal entry, before reading the poem. Follow up with discussion of questions 1 to 7	50		
97	Career Choices, pp. 208-209; Workbook, p. 95	Economics of Bad Habits	p. 4/130, Presentation suggestions	You can use an online example of spending habits that could be changed to have a real impact on savings but using the "Everyday Savings" activity on www.careerchoices.com.	25		Math: Instructor's Guide, p. 4/130-4/131, online calculators found at www.careerchoices.com
	www.careerchoices.com, pp. 208-209	Retirement Calculators		Have students factor their life savings using the money they've isolated from their "bad habit" savings. Encourage them to try "what if" calculations. What if I start saving at age 22? What if I wait until age 45? This is a real eye opener and you will cultivate a generation of savers!	25	Assignment: (optional) Continue working with online retirement calculators at home and bring in any surprising results to share with the class.	Math: How much do you have to save per year to have \$1,000,000 in retirement savings by the age of 65? Starting at age 22? Starting at age 32? Starting at age 42? Use the calculators found at www.careerchoices.com to factor.
98	Career Choices, pp. 211-213; Workbook, pp. 96-98	If You're a Woman	pp. 4/132-133, Presentation suggestions, Activities	Review students homework findings. What did they learn about the theme?	45		
	Career Choices, p. 215; Workbook, p. 99	Before You Give Up Your Dream	p. 4/134, Presentation suggestions		30		

Career Choices Lesson Plan
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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
99	Possibilities, pp. 212-215	"Dream Deferred" by Langston Hughes; "Mother to Son" by Langston Hughes	"Dream Deferred", Question 6; "Mother to Son", Question 3, 8-10		15		
100	Career Choices, pp. 216-221; Workbook, pp. 100-101	Developing Anxiety Tolerance, One Step at a Time	p. 4/135-136, Presentation suggestions	Once you've read the text and reviewed Sally's process, ask students to make a list of the situations that make them anxious. Using a volunteer's list, as a class write a guided visualization that will help them see themselves successful in those pursuits. In class, ask students to write their own script for helping them move ahead of their fears. You might want to invite the guidance counselor in to assist with questions.	50	Assignment: Workbook, p. 100, 101. Go online to gather data for p. 101 or use the Occupational Outlook Handbook. This could be assigned in team of two or three individuals who have similar career interest areas.	
101	Career Choices, pp. 224-225	Taking Risks	p. 4/138 Presentation suggestions,	It is important for students to be able to discern when a risk is worth taking and when it is not.	50		
102	Career Choices, pp. 222-223; Workbook, p. 102	Yorik's Story	p. 4/137, Presentation suggestions	Have students/teams complete the activity and present their plans for Yorik.	50	Assignment: Workbook, p. 101	
103	Career Choices, pp. 226-227; Workbook, p. 101	Career Alternatives	p. 4/139-140, Presentation suggestions	Ask students to share their career alternatives for the industry they've chosen to diagram. Ask students to indicate which jobs meet their salary requirements (p. 93). Brainstorm what can be done if it does not (see page 4/140 for suggestions).	50		
	www.careerchoices.com		Use the online version of the Occupational Outlook Handbook	Helping students visualize the "career ladder" within industries is very important when it comes to valuing education and training. Where one goes on the ladder is controlled by education and skills.			
104	Career Choices, pp. 226-227; Workbook, p. 101	Career Alternatives (continued)	p. 4/139-140, Presentation suggestions	Ask students to share their career alternatives for the industry they've chosen to diagram. Ask students to indicate which jobs meet their salary requirements (p. 93). Brainstorm what can be done if it does not (see page 4/140 for suggestions).	50		
105	Career Choices, pp. 226-227; Workbook, p. 101	Career Alternatives (continued)	p. 4/139-140, Presentation suggestions	Ask students to share their career alternatives for the industry they've chosen to diagram. Ask students to indicate which jobs meet their salary requirements (p. 93). Brainstorm what can be done if it does not (see page 4/140 for suggestions).	50		
106	Video Book Club - Hoop Dreams	Hoop Dreams	p. 6/41 and 6/44	A great documentary to trigger discussion on the issues of chapter 9. Running time: 171 minutes.	50		
107	Video Book Club - Hoop Dreams	Hoop Dreams			50		
108	Video Book Club - Hoop Dreams	Hoop Dreams			50		
109	Career Choices, pp. 226	Getting Back on Track If You've Derailed	pp. 4/139-140, Presentation suggestions	Invite a quest speaker who can review resources and services available in the community to help an individual get back on track. An optional homework assignment would be to have each student volunteer three or four hours at a social service agency (soup kitchen, daycare facility for homeless children, hospital etc).	50		
		Re-evaluate salary requirements; 30-year timeline	p. 4/140	Brainstorm what a person can do if their career does not pay enough. Have students create the 30-year timeline.			
CHAPTER TEN							
110	Career Choices, pp. 230-231; Workbook, p. 104	Affirmations	p. 4/142, Presentation suggestions, Activities		10		
	Career Choices, pp. 236-237; Workbook, p. 104	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities		10		
	Possibilities, pp. 249-251	"To Be of Use" by Marge Piercy	Journal entry	After reading the poem aloud, use the journal entry on p. 249 as a starting point for your discussion.	15		
	Career Choices, pp. 232-235	The Six E's of Excellence	p. 4/143-4/144, Presentation suggestions, Activities		15	Assignment: Workbook, pp. 108, 109	
111	Career Choices, pp. 238-241; Workbook, pp. 105-107	You're the Boss	pp. 4/146-147, Presentation suggestions	As a class, read and discuss this section. Then break into small groups and assign each group one of the employees to evaluate, and then diagram their objectives.	50		English/Language Arts: Instructor's Guide, p. 4/146-4/147, Interview and report
112	Career Choices, pp. 242-245; Workbook, pp. 108-109	The Employee of the Twenty-first Century	p. 4/148, Presentation suggestions, Activities	You will probably want to give each group inventing a new item or service a couple of days to think about their invention. Once presentations are made, you may want to ask the class to vote for the best idea.	30		English/Language Arts: Instructor's Guide, p. 4/148, Energizer and Writing Activity
		Transferable Skills Chart	Review the process for developing a transferable skills chart	Provide extra credit for those students who complete their chart using a digital spreadsheet, such as EXCEL.	20	Assignment: Workbook, pp. 112, 113, 114	Social Studies: Instructor's Guide, p. 4/149, International Perspective
113	Career Choices, p. 246	Managing Change	p. 4/150, Presentation, Activities	In small groups, have student brainstorm the positive and negative aspects of a societal change. You might want to provide a list of these and let each group pull a topic out of a hat.	20		Social Studies: Instructor's Guide, p. 4/150, Activity, pro and cons of societal change.
	Workbook, p.109	Transferable Skills Chart	p. 4/150, Updating Career Portfolio	Have students share what they learned from their transferable skills chart.	15		
	Video Book Club	Dave	pp. 6/41, 6/43	Revisit the viewing guide for Dave. Now that students have completed the discussion of transferable skills, they will have some new insights into the transferable skills exhibited by characters in the movie.	15		
CHAPTER ELEVEN							
114	Career Choices, pp. 250-251; Workbook, p. 111	Your Resume	p. 4/152-153, Presentation suggestions	Review what is included in a resume. Assign for homework the creation of a first draft resume, using the one of their career choices and imagining they have 5 years experience in that career already.	30	Assignment: Complete a resume they could use today to get a part-time job.	English/Languages Arts: Instructor's Guide: p. 4/153, Fictional Resume and Research
	Career Choices, pp. 254-255	Finding a Job....	p. 4/155, Presentation suggestions		15		

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Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
	www.careerchoices.com p. 254	Finding a job online	Use the databases listed to explore job opportunities		15		
115	Career Choices, p. 256; Workbook, p. 112	Job Applications	p. 4/156, Presentation suggestions, Activities	As outlined in the activity section, you'll need to arrange to get copies of actual résumé/application forms prior to this class.	25		
	Career Choices, pp. 258-259; Workbook, p. 113	The Job Interview	p. 4/157, Presentation suggestions, Energizer	If you want to expand this into a community project, see pp. 10/2-5 of the Instructor's Guide. The Job Interview Night described on p. 126 is an excellent year-end project.	25	Assignment: Workbook, pp. 116-117.	
116	www.careerchoices.com, p. 258	The Virtual Job Interview			30		
	Career Choices pp. 260-261	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions		15		
117	Guest speaker panel	Interview practice	p. 4/157, 10/6	You can conduct a Job Interview Night (as outlined on p. 10/6 of the Instructor's Guide) in class. You'll want to line up several local business people for each class period and have them conduct mock interviews with students.	50		
118	Career Choices, pp 262-263, Workbook, p. 114	Making Connections	p. 4/159, Presentation suggestions, Activities	At the beginning of class, read the poem "The Bridge Builder." After discussing text on p. 262 of Career Choices, ask students to break into pairs and answer questions on p. 263 of Career Choices.	50		English/Language Arts: Instructor's Guide, p. 4/159, Reading Assignment
119	Possibilities, pp. 262-263	"The Bridge Builder" by Will Allen Dromgoole	Journal Entry, Questions 1-5	As a class discuss journal entry and questions 1-3. Take 15 to 20 minutes for each student to write a thank you letter to someone who mentored them. Encourage them to send the letter.	50		
120	Video Book Club - Finding Forrester				50		
121	Video Book Club - Finding Forrester (continued)			Ask students to revisit their thank you letter. Once they've viewed the film ask them to rewrite or edit their letter. Did the affective experience of the film provide the experience to write a more meaningful letter?	50		
122	Possibilities, pp. 273 - 275	"The Ex-Basketball Player" by John Updike	Journal Entry, Question 4, Writing Assignment	As a class discuss journal entry and question 4. Then divide into editorial teams of 3 and ask students to work in class to complete the writing assignment. Mingle and help teams as needed. This is the warm-up for their own 10-year plan.	50		
CHAPTER TWELVE							
123	Career Choices, pp. 267-269	Getting the Education or Training you Need	p. 4/162, Presentation suggestions		30		Social Studies: Instructor's Guide, p. 4/162, Activity
	optional: www.careerchoices.com, pp. 267-269	Online resources of available education and training		Have students spend a period reviewing the variety of online resources that can help the fine tune their education and training plan.			
	Possibilities, pp. 270-271	"If" by Rudyard Kipling			15		
124	Career Choices, pp. 270-273; Workbook, pp. 116-118	Where is it You Want to Go?	p. 4/164, Presentation suggestions	Hang their charts around the room once completed.	50	Assignment: Workbook, pp. 118-119	
125	Possibilities, pp. 277-283	"25th High School Reunion" by Linda Pastan	Journal entry, Questions 2, 5, 6	Discuss the journal entry before reading the poem. After discussion of questions 2, 5, 6, Ask each student to write their contribution to their booklet for their 25th high school reunion. Make into a booklet for high school archives or bury as a time capsule to be unearthed by the group the day before their 25th reunion.	50		Ask English/Language Arts instructor's to team with this project.
126 to 130				Option: If you still have time, consider the FINAL CLASS PROJECT detailed on pages 279 to 283. Depending on the depth you go into it, it could take from 2 to 3 class periods. You'll find your students have a lot of enthusiasm for this project. If all freshman are completing this course, the booklet you create include each class' bios. This will build community and also accountability among classmates.	100 to 250		
131	Possibilities, pp. 252-253	"Be the Best of Whatever You Are" by Douglas Malloch		At beginning of class, read poem on p. 252 of Possibilities aloud to class.	20		
	Career Choices, pp. 274-275; Workbook, pp. 119-120	Delaying Gratification	p. 4/165, Presentation suggestions		20		
	Career Choices, pp. 276-277; Workbook, pp. 120-121	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	Ask students to individually complete pp. 276 and 277 in Career Choices. If students have built up their level of trust, ask some to share their concerns and their goals.	10		
132	Career Choices, pp. 278-281; Workbook, pp. 121-123	Your Plan	p. 4/166, Presentation suggestions	Everything they have been doing in this class leads to this 10-year plan. Include a copy in their school folder. Also provide a copy for the student's next year's academic teacher. Better yet use www.my10yearplan.com so students and teachers have access to their plans throughout high school.	50	Assignment: Complete "Your Plan."	
133	Career Choices, pp. 278-281; Workbook, pp. 121-123	Your Plan		Ask volunteers to present a synopsis of their 10 year plan. What will they be doing in 10 years: What education/training level, what employment, their living arrangements and finances (3 minutes each student) Grade the 10 year plans as their final.	50		
134	Career Choices, pp. 282-283, Workbook p. 124	Letters Remembering your dreams and goals	p. 4/168	Begin this assignment in class. Take home final assignment: Ask students to write two letters to themselves detailing their dreams and plans. One will be mailed to them in two years and the other in five years. See detailed plan on page 4/168 of Instructor's Guide. Include the scoring of this assignment with final grade.	50	Take home final assignment: Include the scoring of this within their final exam grade (combined with their portfolio- online or notebook)	
FINAL EXAM PROJECT							
135	Computer Lab	Data enter personal Workbook information into www.My10yearPlan.com, their online portfolio	OR use data to complete the Portfolio notebook (p. 4/13)	Students will spend three days in the computer lab, data entering the noted activities/exercises into their accounts on www.My10yearPlan.com. Students can spend time outside class on this activity if they have internet connect either at home or in a library.	50	Optional: Assign this as a take home final at least two weeks before the end of class, if all students have access to the internet at home or at a lab at school or the library.	

Career Choices Lesson Plan
(approx. 145 hours)

Blue cells indicate the activity is from Possibilities, the literature anthology that corresponds with the Career Choices activities.		Orange cells indicate the activity is mandatory for all students.		Green cells indicate the activity is from Lifestyle Math, the supplemental math workbook that corresponds with the Career Choices activities.		Yellow cells indicate that the activity is required to complete each student's final exam on either www.my10yearplan.com or their Career Portfolio (see Workbook, pp. 125-126).	
Class (~50 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
136	Computer Lab	Data enter personal Workbook information into www.My10yearPlan.com		Students will spend three days in the computer lab, data entering the noted activities/exercises into their accounts on www.My10yearPlan.com. If computer access is not available, the Career Portfolio notebook may be substituted. See p.p. 4/13 and 4/14 of Instructor's Guide and 125 and 126 of the Workbook.	50		If access to computers is limited, you can use these three class sessions to allow your students additional in-class time to complete their research paper.
137	Computer Lab	Data enter personal Workbook information into www.My10yearPlan.com		Students will spend three days in the computer lab, data entering the noted activities/exercises into their accounts on www.My10yearPlan.com. Grading is done online by the instructor.	50	Upon completion, their www.My10yearPlan.com summaries will be graded as their Final Exam.	
138	Class presentations of their 10 year plans	5 students per day		Allowing each student 10 minutes, have students make a presentation to the class, outlining their goals and objectives for the next 10 years. Encourage students to use "props" for their presentations. Suggest they dress as if they were going to a college or job interview. If you have access to an LCD, encourage the use of PowerPoint or other presentation software packages.	50		Ask Social Studies instructors to team on helping students prepare for this project.
139	Class presentations of their 10 year plans	5 students per day			50		
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144	Career Choices, p. 282; Workbook, p. 124	(A mission in life); Course wrap up	p. 4/167, Presentation suggestions; p. 4/11, Energizer	You may want to share the art pieces at the next school staff meeting or even the next school board meeting.	45		
	Possibilities, p. 283	"We Are a Success..." by Robert Louis Stevenson					
145	Post-assessment Activity	Pre-/Post-Survey	p.6/10 - 6/17	Compare the pre- and post-surveys of each student. See pages 6/12 and 6/13 for evaluation suggestions. Gather data from Guidance Counselors and other teachers, noted on p. 6/16 and 6/17.	15		
	Graduation party	Oh! The Places You'll Go by Dr. Seuss	p. 4/169	Read Dr. Seuss book aloud.	30		

We have not scheduled all sessions so you have flexibility to include other coursework that may be required by your school or district. This also allows you to spend more time on topics of particular interest. The Instructor's Guide also provides a wealth of activities not covered in this lesson plan. If you find for whatever reason you are running behind schedule, the lessons marked with asterisks can be assigned as homework, modified or deleted.