

180-Hour Lesson Plan for Career Choices (without the integration of the optional academic supplements)

Hour	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in Instructor's Guide)	
1	<i>Career Choices</i> , pp. 6-7	Introduction	p. 4/2, Presentation suggestions, Activities	Give students a piece of 8½ x 11 white paper and ask them to "create" something that flies. Responses will vary greatly. Optional: Let students decorate the outside of their Workbook and Portfolio. Perhaps allow them to decoupage their books, using pictures they find meaningful or their names in decorative art forms.	✓
2	<i>Career Choices</i> , pp. 10-13	Vision + Energy = Success	p. 4/4, Presentation suggestions		✓
3	<i>Career Choices</i> , pp. 10-13	(Visualizer activity)	p. 4/7	Divide students into groups of three to develop, design and build their visualizer. Have groups "model" and explain their visualizers to the rest of the class. Leave visualizers hanging in the room with permission to use if needed at any time.	
4	<i>Career Choices</i> , pp. 14-17	Envisioning Your Future	p. 4/6, Presentation suggestions	Visual Assessment: Videotape students presenting their Envisioning Your Future essay during the first week of class. Then, during the last week of class, have students rewrite their essays and videotape the new responses. Compare the two videotapes. Share the final production not only with the students but with administrators and funders. This is powerful!	✓
5	<i>Career Choices</i> , pp. 15-16	Why People Work	p. 4/8, Presentation suggestions		✓
	<i>Career Choices</i> , p. 17	Everybody Works	p. 4/9, Presentation suggestions		
6	<i>Career Choices</i> , pp. 18-21	Defining Success	p. 4/10, Presentation suggestions		✓
7	<i>Career Choices</i> , pp. 18-21	Defining Success (continued)	p. 4/10, Activities	Have students write the first of their success statements.	✓
8	<i>Career Choices</i> , p. 20	Making Career Choices	p. 4/13, Presentation suggestions	After you've discussed as per <i>Instructor's Guide</i> , make a chart for classroom wall with the characters' names and a descriptive title. For example, Eric/Wishful Thinker, Louisa/Escape Artist, etc. Throughout the course let students identify the decision-making patterns of friends, characters in stories, and themselves. "I'm reacting like Harold (procrastinator) when I wait until the night before to start my social studies report."	✓
9		(Identity activity)	p. 4/6, Activity	Personal Collage: Who am I? What do I want? What are my dreams? On a very large sheet of paper, mark off a quarter section to be used for this assignment. Other parts of the collage can be added later, after students complete other activities that help them identify their dreams and goals.	
10		(Identity activity)	p. 4/16, Activity	Personal Collage: Time to complete. Ask each person to explain his or her collage.	

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11	<i>Career Choices</i> , p. 24	(James and Letitia)		Choose three students who are able to read aloud confidently to be (1) a narrator, (2) James, and (3) Letitia. Their story is told throughout chapter 2 of <i>Career Choices</i> (pp. 24-50). Each time the class arrives at a portion of their story, ask the "actors" to read their parts.	✓
	<i>Career Choices</i> , pp. 25-27	(Your Personal Profile); (Bull's Eye Chart)	p. 4/16, Presentation suggestions, Energizer	On their own, create the "first draft" of their charts.	
12	<i>Career Choices</i> , p. 28	(James and Letitia)		Dramatic Reading	✓
	<i>Career Choices</i> , pp. 28-29	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities	Show the film clip of Dr. Martin Luther King presenting his <i>I Have a Dream</i> speech. Discuss King's passion and vision.	
13	<i>Career Choices</i> , pp. 28-29	Identifying Your Passions (continued)	p. 4/18, English/language arts lesson	Break into small groups and have each group member help the others describe their ideal day. Ask each person to report out. Note: Follow-up suggestion on p. 4/19 of <i>Instructor's Guide</i> .	✓
14	<i>Career Choices</i> , p. 30	(James and Letitia)		Dramatic Reading	✓
	<i>Career Choices</i> , pp. 31-37	Work Values Survey	p. 4/20, Presentation suggestions	Review the survey together; discuss any words or concepts students don't understand. Be non-judgmental about statements read.	
15	<i>Career Choices</i> , pp. 31-37	Work Values Survey (continued)		Students take the survey. They must take it alone, not in groups. Note: Follow-up suggestion on p. 4/21 of <i>Instructor's Guide</i> .	✓
16	<i>Career Choices</i> , pp. 31-37	Work Values Survey (continued)		Students score the survey. Discussion of each category.	✓
17	<i>Career Choices</i> , pp. 31-37	Work Values Survey (continued)		As a class, brainstorm careers for each student, 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.	✓
18	<i>Career Choices</i> , pp. 31-37	Work Values Survey (continued)	p. 4/20, Gender Equity Activity	Read and discuss the story <i>My Way Sally</i> . Invite a special guest to read (drama student or teacher, favorite adult or teacher, principal). Call (800) 967-8016 to order.	
19	<i>Career Choices</i> , p. 38	(James and Letitia)		Dramatic reading	✓
	<i>Career Choices</i> , pp. 38-42	Strengths and Personality	p. 4/22, Presentation suggestions	Review the definitions on p. 39 of <i>Career Choices</i> before students complete the activity. Complete the activities individually.	

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20	<i>Career Choices</i> , p. 43	(How personality impacts career choices)	p. 4/22, Presentation suggestions	Discussion of styles. Brainstorm the types of careers in which each style might be happiest.	✓
21	<i>Career Choices</i> , pp. 44-45	Your Strengths (Developing your strengths)	p. 4/24, Presentation suggestions, Activities		✓
22	<i>Instructor's Guide</i> , p. 114	(Contributing your strengths to the team)	pp. 4/25-26, Energizer		
23	<i>Career Choices</i> , p. 46	(James and Letitia)		Dramatic reading	✓
	<i>Career Choices</i> , pp. 46-48	Skills and Aptitudes, Name That Skill	p. 4/27, Presentation suggestions		
24	<i>Career Choices</i> , p. 48	Skills Identification	p. 4/28, Presentation suggestions		✓
25	<i>Career Choices</i> , p. 48	Skills Identification (<i>continued</i>)	p. 4/28, Activities	You may want to break into small groups to brainstorm and then ask each group to report out. Energizer: Name That Skill toss. Using a ball, have the students sit in a circle and, when tossed the ball, call out a skill they have as they throw to the next person.	✓
26		(Interest Inventory)	p. 4/29, Resources	Work with the Guidance Department and administer the interest inventory of choice.	
27		(Work behavioral style inventory)	p. 4/23	Optional: Administer the Carlson Personal Profile System Assessment. For ordering information, call (800) 967-8016.	
28	<i>Career Choices</i> , p. 49	Roles, Occupations, and Vocations	p. 4/30, Presentation suggestions, Activities	Energizer: Using a "family tree" format, ask students to research their family tree (through great grandparents), including the roles, occupations and vocations of these people. This may be a long-term	✓
29	<i>Career Choices</i> , p. 49	(Who Am I? - Becoming identity achieved)	p. 4/31, Chapter Follow-up	Chapter follow-up: Complete chart on p. 27 of <i>Career Choices</i> with information discovered from activities on pp. 28-49. Post charts around the room for all to see.	✓
30	<i>Career Choices</i> , p. 49	(Who do I want to become)	p. 4/31, Chapter Follow-up	Compare bull's eye chart of hero/heroine with their own bull's eye chart. Activity and discussion.	✓
		(Character analysis)	p. 4/34-35	Complete a bull's eye chart for one of the following people in their future: Employer, best friend, business partner, spouse.	
31	<i>Career Choices</i> , p. 50	(James and Letitia)		Dramatic reading	✓
	<i>Career Choices</i> , pp. 50-53	The Message Center	p. 4/32, Presentation suggestions		

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32	<i>Career Choices</i> , pp. 50-53	Message Center; Debate: Does Society Give Girls and Boys Different Messages?	p. 4/32, Activity, Debate	Discuss the messages which society gives individuals based on their gender, race, age, physical appearance, physical ability, social status, intellectual capacity, educational achievement, and so forth. Energizer: Break students into teams of four or five. Give each team a large piece of art paper. Have students draw a box with lines dividing it into quarters (two rows, two columns). Along the horizontal axis, write "Good Messages" above the left-hand quadrant and "Bad Messages" above the right-hand quadrant. Along the vertical axis, write "Female" next to the top quadrant and "Male" next to the bottom quadrant. Have each group brainstorm the good and bad messages given to them by family, peers and society. You can also have them use magazine pictures to illustrate the messages.	
33		(Projecting into the future)		Divide into triads and ask the student teams to project into the future and write the script for James and Letitia. Describe their lives at age 20, 25, 30, 40 and 50. Keep in mind their described passions, values, strengths, etc.	✓
34		(Long-range planning)		Have each group report on how they saw the lives of James and Letitia unfolding.	✓
35	<i>Career Choices</i> , pp. 56-59	(Maslow's Triangle), Where Are You Now?; How Do You Want to be Remembered?	p. 4/38, Presentation suggestions		✓
	<i>Career Choices</i> , pp. 60-61		p. 4/39, Presentation suggestions	Ask students to complete Mission Statement over the next two or three days.	
36	<i>Career Choices</i> , pp. 60-61	How Do You Want to be Remembered? (continued)	p. 4/39, Activity	You'll want to look for this panel a few weeks ahead and lend them a copy of <i>Career Choices</i> so they can read chapter 3.	
37	<i>Career Choices</i> , pp. 62-63	Your Lifestyle, Components of Lifestyle	p. 4/42, Presentation suggestions		✓
38	<i>Career Choices</i> , pp. 64-69	Happiness is a Balanced Lifestyle, The Modified Maslow	pp. 4/42-44, Presentation suggestions		✓
39	<i>Career Choices</i> , pp. 70-71	What About Your Life	p. 4/45, Presentation suggestions, Activity (parents' triangle)		✓

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40	<i>Career Choices</i> , pp. 74-77	(Ivy Elm's story, Family Profile)	pp. 4/48-54	Read and discuss Ivy's story.	✓
41	<i>Career Choices</i> , p. 78	Housing Budget; Real estate professional	p. 4/55, Presentation suggestions, Activity	Hand out copies of classified ads and real estate booklets. Be sure to have scissors and glue.	✓
42	<i>Career Choices</i> , p. 82	Yearly Clothing Budget	p. 4/57	Students may have to complete as homework if they projected several children. Divide into groups of two or three students to brainstorm column C of each worksheet if you sense some students don't know average costs.	✓
43	<i>Career Choices</i> , pp. 84-85	Preparing a Food Budget	p. 4/58	Prepare students to complete weekly meal cost by reading and discussing the noted pages in <i>Career Choices</i> .	✓
44	<i>Career Choices</i> , p. 87	Saving and Planning for a Vacation; Creative Planning	p. 4/59	Have teams of students first complete p. 70 of <i>Lifestyle Math</i> , Creative Planning, and make a presentation to the class.	✓
45	<i>Career Choices</i> , p. 88	Child Care Budget	p. 4/60	Divide into groups of three to complete p. 71 of <i>Lifestyle Math</i> and brainstorm other child care options.	✓
46	<i>Career Choices</i> , p. 89	Health Care Budget	p. 4/60	Most students will have little knowledge of health care costs. If one student has had extensive medical experience within their family, ask if he or she would like to share the story. Discuss generic medications vs. regular, HMOs, and other health insurance options. This can be overwhelming so present gingerly.	✓
47	<i>Career Choices</i> , p. 89	Furnishing Expenses	p. 4/61	Have merchandise catalogs available for research.	✓
48	<i>Career Choices</i> , p. 89	Saving for the Long Term	p. 4/61	Review each line item and, as a class, brainstorm Savings Plan on p. 80 of <i>Lifestyle Math</i> .	✓
49	<i>Career Choices</i> , pp. 95-96	In Over Your Head?, Hard Times Budget	p. 4/65, Presentation suggestions	You'll need to research ahead of time the dollar amount for AFDC and unemployment benefits in your state. Complete this activity either in small groups or as a class.	✓
50	<i>Career Choices</i> , pp. 97-101	Some Sample Budgets	p. 4/66, Presentation suggestions	Break the class into four groups and assign each group a different budget on pp. 98-101 of <i>Career Choices</i> . Once the groups debate and decide on their budget, ask each one to report on their budget and justify their choices.	✓
51	<i>Career Choices</i> , pp. 102-103	A Few Words About Poverty; Could you Become a Poverty Statistic?	pp. 4/67-68, Presentation suggestions	After discussing the points on p. 102 of <i>Career Choices</i> , ask students to individually complete the questions at the bottom of p. 103. Inviting a panel of single parents is also an option here.	✓
52	<i>Career Choices</i> , pp. 104-110	Money Isn't Everything	p. 4/69, Presentation suggestions	After discussing these two topics, choose one of the activities listed in the <i>Instructor's Guide</i> .	✓

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53	<i>Career Choices</i> , pp. 106-110	(Individual's stories)		Break into groups of three or four and assign each group a story. Ask each group to first read the story, discuss the questions following each story and then report on their conclusions. Do class members have anything to add?	✓
54	<i>Career Choices</i> , pp. 111-113	You Win Some, You Lose Some; After Hours Rewards	p. 4/71-73, Presentation suggestions, Activities	As a class, brainstorm the possibilities on p. 111 of <i>Career Choices</i> . 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. As a class, discuss and brainstorm points on pp. 112 and 113.	✓
55	<i>Career Choices</i> , pp. 116-117	An Investment in Education ...Yields Dividends for a Lifetime	p. 4/74, Presentation suggestions	Ask students to study the chart on p. 116 of <i>Career Choices</i> and interpret what it demonstrates. Then ask them to individually complete computations on p. 117.	✓
56	<i>Career Choices</i> , pp. 118-119	An Investment in Education ...Yields Dividends for a Lifetime (<i>continued</i>)	p. 4/74	Help students as they individually complete their bar graph on p. 118 and worksheet on p. 119 of <i>Career Choices</i> . Ask students to share their findings.	✓
	<i>Career Choices</i> , p. 120	Ask Someone Who's Been There	p. 4/76	Assign homework: <i>Career Choices</i> , p. 120.	
57	<i>Career Choices</i> , p. 121	Easier Said Than Done	p. 4/77, Presentation suggestions,	Give a report on homework and follow directions on p. 4/77 of the <i>Instructor's Guide</i> .	✓
58	<i>Career Choices</i> , pp. 124-134	Your Ideal Career	pp. 4/80-81, Presentation suggestions	Ask students to complete pp. 124-134 in <i>Career Choices</i> . They will need to work individually on this assignment. You'll want to follow procedure outlined in the <i>Instructor's Guide</i> .	✓
59	<i>Career Choices</i> , pp. 124-134	Your Ideal Career (<i>continued</i>)	pp. 4/80-81	After students have completed their charts, begin brainstorming possible careers that meet their essential career characteristics (see <i>Instructor's Guide</i> , p. 4/80). If you have a career technician or counselor, you might ask him/her to attend this class to assist.	✓
60	<i>Career Choices</i> , pp. 135-137	Consider Your Options	p. 4/82, Presentation suggestions		✓
61	<i>Career Choices</i> , pp. 138-139	Employee or Employer?	pp. 4/83, Presentation suggestions	After completing the activity as outlined in <i>Instructor's Guide</i> , 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?"	✓
62	<i>Career Choices</i> , pp. 144-147	Career Interest Areas; Bring In Your Identity	p. 4/86-88, Presentation suggestions	After completing these activities, ask students to write down three careers that they may want to pursue.	✓
63	<i>Career Choices</i> , pp. 148-149	Career Research		Review text. Take a tour of the career center/library.	✓

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64	<i>Career Choices</i> , pp. 150-155	Career Interest Survey	p. 4/89, Presentation suggestions	You'll want to recruit the assistance of your career librarian or career technician and spend the next three days in the library or career center.	✓
65	<i>Career Choices</i> , pp. 150-155	Career Interest Survey (<i>continued</i>)	p. 4/89, Presentation suggestions		✓
66	<i>Career Choices</i> , pp. 150-155	Career Interest Survey (<i>continued</i>)	p. 4/89, Presentation suggestions		✓
67	<i>Career Choices</i> , pp. 156-157	Seeing in the Mind's Eye	pp. 4/92-93, Presentation suggestions		✓
68	<i>Career Choices</i> , pp. 158-159	The Shadow Program	pp. 4/94, Presentation suggestions	Explain and write letters. 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.	
69	<i>Career Choices</i> , pp. 160-161	Involve Me and I Understand	p. 4/101, Presentation suggestions	Optional Energizer: "What's My Line" guest panel. Invite in three individuals from the community who have unique jobs. Divide the class into two teams and have each team take turns asking questions and guessing their professions.	✓
70	<i>Career Choices</i> , pp. 162-165	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 <i>Career Choices</i> .	✓
71	<i>Career Choices</i> , pp. 168-170	Identifying Choices	p. 4/108-109, Presentation suggestions, Activities		✓
72	<i>Career Choices</i> , p. 171	Gathering Information	p. 4/110, Presentation suggestions		✓
	<i>Career Choices</i> , pp. 172-174	Evaluating Choices	pp. 4/111-112, Presentation suggestions	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 <i>Career Choices</i> .	
73	<i>Career Choices</i> , pp. 176-177	Gloria's Chart	p. 4/113, Presentation suggestions	As a class, discuss and vote on Gloria's choice. Then have each student complete the chart on p. 177 of <i>Career Choices</i> , using the three careers researched earlier as their choices.	✓

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74	<i>Career Choices</i> , p. 178	Make a Decision	p. 4/114, Presentation suggestions	Brainstorm a list of important choices you might make as a working parent. Using the Edward De Bono exercise—Plus, Minus, Interesting—ask the students to brainstorm what is positive about each choice, negative about each choice and interesting about each choice. After discussion of decision-making styles and a review of the terms on p. 178 of <i>Career Choices</i> , ask each student to complete the chart at the bottom of p. 178. Discuss the topic on p. 179. End the class with the Robert Frost poem, “The Road Not Taken” in <i>Possibilities</i> and assign question 7 for homework.	✓
75	<i>Career Choices</i> , pp. 182-185	Tools for Solving Problems	pp. 4/118-119, Presentation suggestions, Activities		✓
76	<i>Career Choices</i> , pp. 186-190	Setting Goals and Objectives	pp. 4/120-121, Presentation suggestions	Energizer: Hand out a paper clip and a one-foot piece of thin string to each student. Folding the string in half, slip a paper clip until half-way through and then, holding the two ends of the string, dangle the paper clip. Ask students not to move their hand but to think about the paper clip swinging. It will. The point: What we focus on will eventually happen.	✓
77	<i>Career Choices</i> , p. 190	Setting Goals and Objectives (continued)	pp. 4/120-121, Activities	If you have time, you'll want to have your students complete pages 102-106 of <i>Lifestyle Math</i> . This exercise demonstrates how to use goals and objectives to develop a timely, quantitative plan.	✓
78	<i>Career Choices</i> , pp. 197-199	What's Your Excuse?	pp. 4/124-125, Presentation suggestions, Activities		✓
79	<i>Career Choices</i> , p. 200	Taking Responsibility	p. 4/126, Presentation suggestions	Break into small groups of three students. Write the excuses found in the <i>Instructor's Guide</i> on the board and ask the groups to reframe them. Bring the class together and have groups present their conclusions.	✓
80	<i>Career Choices</i> , pp. 201-202	Startling Statement Quiz	p. 4/127, Presentation suggestions, Activities, Energizer		✓
81	<i>Career Choices</i> , pp. 203-206	Detours and Roadblocks	p. 4/128, Presentation suggestions, Activities		✓

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82	<i>Career Choices</i> , p. 207	Is It Worth Staying In School?	p. 4/129, Presentation suggestions, Activities		✓
83	<i>Career Choices</i> , p. 207	Is It Worth Staying In School? (<i>continued</i>)	p. 4/129, Presentation suggestions, Activities	Energizer: Break class into teams to build a tower. Each team gets two sheets of card stock, 10 paper clips and one pair of scissors. The point: the need for a good foundation.	✓
84	<i>Career Choices</i> , pp. 208-209	Economics of Bad Habits	p. 4/130, Presentation suggestions		✓
85	<i>Career Choices</i> , pp. 208-209	Economics of Bad Habits (<i>continued</i>)	p. 4/130, Presentation suggestions, Activities	Panel: Senior citizens	
86	<i>Career Choices</i> , pp. 211-213	If You're a Woman	pp. 4/132-133, Presentation suggestions		✓
87	<i>Career Choices</i> , pp. 211-213	If You're a Woman (<i>continued</i>)	pp. 4/132-133, Activities	Guest speaker: Mixing career and family	
88	<i>Career Choices</i> , p. 215	Before You Give Up Your Dream	p. 4/134, Presentation suggestions		✓
89	<i>Career Choices</i> , pp. 216-217	(Developing anxiety tolerance)	p. 4/135, Presentation suggestions	Have students complete the inventory on p. 6 of <i>Lifestyle Math</i> and review the text on p. 7. Then read pp. 216-217 of <i>Career Choices</i> and help students write a guided visualization to overcome math anxiety.	✓
90	<i>Career Choices</i> , pp. 218-221	One Step at a Time	p. 4/136, Presentation suggestions		✓
91	<i>Career Choices</i> , pp. 222-223	Yorik's Story	p. 4/137, Presentation suggestions		✓
92	<i>Career Choices</i> , pp. 222-223	Yorik's Story (<i>continued</i>)	p. 4/137, Presentation suggestions	Extra Credit: Create a rap song around the theme of "I Hear America Singing," pp. 124-125 in <i>Possibilities</i> .	✓
93	<i>Career Choices</i> , pp. 224-225	Taking Risks	p. 4/138, Presentation suggestions, Activities		

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94	<i>Career Choices</i> , p. 226	Getting Back on Track If You've Derailed	p. 4/139, Presentation suggestions	Invite a guest speaker who can review the 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 to four hours at a social service agency (such as serving at a soup kitchen, assisting at a daycare center for children of the homeless, helping at a church/synagogue fund raiser to assist the less fortunate, or planning a class fund-raiser to help with a particular family or agency).	✓
95	<i>Career Choices</i> , pp. 230-231	(Affirmations)	P. 4/142, Presentation suggestions, Activities		✓
96	<i>Career Choices</i> , pp. 232-235	The Six E's of Excellence	p. 4/143, Presentation suggestions, Activities	Energizer: The Seventh E - Entrepreneurship. Have students play the game An Income of Her Own. To order a copy, call National Resources for Girls and Young Women at (800)360-1761.	✓
97	<i>Career Choices</i> , pp. 236-237	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities		✓
98	<i>Career Choices</i> , pp. 238-241	You're the Boss	pp. 4/146-147, Presentation suggestions, Activities	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.	✓
99	<i>Career Choices</i> , pp. 242-245	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.	✓
100	<i>Career Choices</i> , pp. 2250-253	Your Resume	p. 4/152, Presentation suggestions		✓
101	<i>Career Choices</i> , p. 256	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.	✓
102	<i>Career Choices</i> , pp. 258-259	The Job Interview	p. 4/157, Presentation suggestions, Energizer	If you want to expand this into a community project, see	✓

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103	<i>Career Choices</i> , pp. 262-263	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 <i>Career Choices</i> , ask students to break into pairs and answer questions on p. 263 of <i>Career Choices</i> .	✓
104	<i>Career Choices</i> , pp. 260-261	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions	Review with class the text on pp. 260 and 261 of <i>Career Choices</i> . Here is a chance to invite a personnel manager of a large business to discuss employment issues.	✓
105	<i>Career Choices</i> , pp. 266-269	Getting the Education or Training You Need	p. 4/162, Presentation suggestions, Activity	During the last two weeks of school, arrange for students to spend time with their counselor or advisor to map out the classes that meet their career and educational goals for the balance of their high school years. Students will want to incorporate those classes into their 10-year plan.	✓
106	<i>Career Choices</i> , pp. 270-273	Where is it You Want to Go?	p. 4/164, Presentation suggestions, Activity	Hang their charts around the room once completed.	✓
107	<i>Career Choices</i> , pp. 274-275	Delaying Gratification	p. 4/165, Presentation suggestions		
108	<i>Career Choices</i> , pp. 276-277	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	Ask students to individually complete pp. 276 and 277 in <i>Career Choices</i> . If students have built up their level of trust, ask some to share their concerns and their goals.	
109	<i>Career Choices</i> , pp. 278-281	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 teachers. A parent-student meeting to present their plans would also be advantageous. It is important that students' plans and dreams are reinforced by everyone with whom they work and play.	✓
110	<i>Career Choices</i> , pp. 278-281	Your Plan (continued)	p. 4/166, Presentation suggestions		✓
111		(Remembering your dreams and plans)	p. 4/168	Project: 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. Attach a copy of their 10-year plan along with a copy of the letter (written in Hour 45). Then ask each student to address two envelopes to themselves using the address and return address of two different relatives who are likely to be at the same address over the next five years. You will keep these letters together, labeled, to be mailed after the first of the year of each appropriate year.	✓

180-Hour Lesson Plan for Career Choices (without the integration of the optional academic supplements)

Hour	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in Instructor's Guide)	
112	<i>Career Choices</i> , p. 282	(A mission in life); Course wrap-up	p. 4/167, Presentation suggestions; p. 4/12, Energizer	You may want to share the art pieces at the next school staff meeting or even the next school board meeting.	✓
113	<i>Instructor's Guide</i> , p. 100	Course Wrap-Up		Energizer	
114	Graduation party	<i>Oh! The Places You'll Go</i> by Dr. Seuss		Have a spaghetti dinner potluck using recipes from <i>Lifestyle Math</i> , p. 60. Read Dr. Seuss' book aloud.	✓