

| 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. | 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). | | |
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| Hour | Textbook | Lesson | Instructor's Guide | Special Directions (beyond those given in Instructor's Guide) |
| CHAPTER ONE | | | | |
| 1 | Career Choices, pp. 10-14 Workbook, p. 5-6 | Vision + Energy = Success p. 4/4 - 4/6, Presentation suggestions | Envisioning Your Future | |
| 2 | Career Choices, pp. 15-16 Career Choices, p. 17 Workbook, p. 7 Career Choices, pp. 18-21 Workbook, pp. 8-9 | Why People Work Everybody Works Defining Success | p. 4/8, Presentation suggestions p. 4/9, Presentation suggestions p. 4/10, Presentation suggestions | Have students brainstorm what they think well known individuals would define |
| 3 | Career Choices, pp. 18-21 Career Choices, p. 20 Workbook, p. 9 | Defining Success Making Career Choices | p. 4/10, Activities p. 4/13, Presentation suggestions | |
| CHAPTER TWO | | | | |
| 4 | Career Choices, p. 24 Career Choices, pp. 25-27 Workbook, p. 11 | (James and Letitia) (Your Personal Profile) | p. 4/16, Presentation suggestions | 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. Have students try to complete their own bulls eye chart |
| 5 | Career Choices, p. 28 Career Choices, pp. 28-29 Workbook, p. 12 | Bull's Eye Chart (James and Letitia) Identifying Your Passions | p. 4/18, Presentation suggestions, Activities | Dramatic Reading Ask students to share their passions. Begin brainstorming possible careers that address their passions. |
| 6 & Homework | Career Choices, p. 30 Career Choices, pp. 31-37 | (James and Letitia) Work Values Survey | p. 4/20, Presentation suggestions | Dramatic Reading Review the survey together, discuss any words or concepts they don't understand. Be non-judgmental about statements read. |
| 7 | Workbook, pp. 13-16 Career Choices, pp. 31-37 Workbook, pp. 13-16 | Work Values Survey (continued) | | Have students complete the survey and "grade" it as homework. 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. |
| 8 | Career Choices, p. 38 Career Choices, pp. 38-42 Workbook, pp. 17-19 Career Choices, p. 43 | (James and Letitia) Strengths and Personality (How personality impacts career choices) | p. 4/22, Presentation suggestions p. 4/22, Presentation suggestions | Dramatic reading Review the definitions on p. 39 of Career Choices before students complete the activity. Complete the activities individually. Discussion of styles. Brainstorm the types of careers in which each style might be happiest. |

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|----------------------|--|---|--|---|
| 9 | Career Choices, pp. 44-45 Workbook, p. 20 | Your Strengths (Developing your strengths) | p. 4/24, Presentation suggestions | Have students complete pp. 44-45 as homework. |
| | Career Choices, p. 46 | (James and Letitia) | | |
| | Career Choices, pp. 46-48 | Skills and Aptitudes, Name That Skill | p. 4/27, Presentation suggestions | Dramatic reading |
| | Workbook, p. 21 | | | |
| | Career Choices, p. 48 Workbook, p. 22 | Skills Identification | p. 4/28, Presentation suggestions, Activities | You may want to break into small groups to brainstorm and then ask each group to report out. |
| 10 | Career Choices, p. 49 | Roles, Occupations, and Vocations | p. 4/30, Presentation suggestions, | Have students complete p. 49 as homework. |
| | Career Choices, pp. 50-53 Workbook p. 125-126 | Message Center Career Portfolio | p. 4/31, Chapter Follow-up | Chapter follow-up: Complete chart on p. 27 of Career Choices with information discovered from activities on pp. 28-49. Post charts around the room for all to see. |
| | | | p. 4/32, Activity p. 4/13-4/14 | Discuss the messages which society gives individuals based on their gender, review what a career portfolio is and how it is used Have students make their tabs for sections and set up their portfolio as homework. |
| CHAPTER THREE | | | | |
| 11 | Career Choices, pp. 56-59 | (Maslow's Triangle), Where Are You Now? | p. 4/38, Presentation suggestions, Activities | |
| | Career Choices, pp. 62-63 Workbook, p. 28 | Your Lifestyle, Components of Lifestyle | p. 4/42, Presentation suggestions | |
| | Career Choices, pp. 60-61 | How Do You Want to be Remembered? | p. 4/39, Presentation suggestions | Ask students to complete Mission Statement over the next two or three days. |
| | Career Choices, pp. 64-69 | Happiness is a Balanced Lifestyle, The Modified Maslow Triangle | p. 4/43, Presentation suggestions p. 4/44, Presentation suggestions | Extra credit assignment: read "Having our Say: The Delany Sister's First 100 years" |
| | Career Choices, pp. 70-71 Workbook, p. 30 | What About Your Life | p. 4/45, Presentation suggestions, Activity | |
| CHAPTER FOUR | | | | |
| 12 | Career Choices, pp. 74-77 | Ivy Elm's story, Family | pp. 4/48-54 | Overview of the budget process. Read and discuss Ivy's story. |
| | Career Choices, p. 78 | Housing Budget | p. 4/55 | Hand out copies of classified ads and real estate booklets. Be sure to have scissors and glue. Have students chose the housing (own or rent) they envision for themselves at age 29 |
| | | Calculating your monthly mortgage payment | | Have students figure their own mortgage payment for house and condo chosen using calculators on www.careerchoices.com. Students will be fascinated to see how the term and interest rates impacts their monthly payments. Encourage them to experiment. |
| | | Property Taxes | | Find out ahead if your state has a special formula for property taxes. Explain each of these "hidden costs" of owning a home. Check figures on computer. |
| | | Estimate the cost of Homeowner Insurance | | Homework: Bring in copies of utility bills from home. |
| | | Home Owner's Association Fees | | |
| | | Utilities | p. 4/55 | assign students to bring in sample utilities bills and phone bills, so they can be used as research. |
| | | Telephone | | |
| | | Transportation - Buying a Car | p. 4/56 | See Instructor's Guide. Using classified or online resources, have students chose a car. |
| | | Career Choices p. 80 | | |

| Hour | Textbook | Lesson | Instructor's Guide | Special Directions (beyond those given in Instructor's Guide) |
|------|---|---|--|---|
| 13 | Transportation, Insurance and Maintenance Public Transportation option | Transportation, Insurance and Maintenance Public Transportation option | Review operating costs of 10 top selling cars. | Review terms in auto insurance. Review the insurance laws in your state. Ask students to interview parents to find monthly maintenance budget of their cars. Good chance for discussion of savings by doing your own tune-ups. |
| 14 | Career Choices, p. 82 | Yearly Clothing Budget | p. 4/57, Teacher Lesson Plans | Students may have to complete as homework if they projected several children. |
| | Career Choices, pp. 84-85 | Find Your Weekly Grocery Costs | p. 4/58, Activity | Prepare students to complete weekly meal cost by reading and discussing the noted pages in <i>Career Choices</i> and <i>Lifestyle Math</i> . |
| 15 | Sundries | | | Either assign a trip to the grocery store for homework (to investigate the costs of their list) or have resources in the classroom such as food advertisements from grocery stores or inventory price printouts from the stores. Or use charts in <i>Career Choices</i> |
| | Monthly Entertainment Budget | | p. 4/59 | Be sure to advise students they don't need a figure in each line item. Newspaper entertainment sections, catalogs, and brochures for health clubs and the YMCA would be good to have as resources. You may want to brainstorm column B as a class. Check on the computer. |
| 16 | Saving and Planning for a Vacation | | p. 4/59, Activity | Begin research for this line item. Use Sunday travel section from the newspaper or online resources. If students have similar plans, suggest they form research teams to figure costs. |
| | Child Care Budget | | p. 4/60 | 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 |
| 17 | Health Care Budget | | p. 4/60 | Discuss health insurance and the difference ways to obtain it. Use the chart in |
| | Furnishing Expenses | | p. 4/61 | Have merchandise catalogs or go online for various costs. Remind students to |
| 18 | Saving for the Long Term | | p. 4/61 | Review each line item and, as a class, brainstorm how much is appropriate for |
| | Miscellaneous Expenses | | p. 4/62 | After completing their Miscellaneous line item, have students enter their different line items amounts in the appropriate space on page 92. Total |
| 19 | Your Total Budget Profile What Salary Will Support this Lifestyle | | pp. 4/63-64 | 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 |
| | Find a Job That Will Support Your Lifestyle | | | Resources: <i>The American Almanac of Jobs and Salaries</i> can be ordered from a full service bookstore. |
| 19 | 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. |
| | Some Sample Budgets | | p. 4/66, Presentation Suggestions | Divide the class into groups as noted in the Instructor's Guide |
| 19 | A Few Words About Poverty Could You Become a Poverty Statistic? | | pp. 4/67-68, Presentation suggestions | After students have completed their budgets for their assigned individual, report out their suggestions to the class. Have the class critique their projections for each line item. |
| | Money Isn't Everything Psychological costs – sacrifices vs. rewards | | p. 4/69, Presentation suggestions p. 4/70, 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. |
| 19 | You Win Some, You Lose Some After-Hours Rewards | | p. 4/71, Presentation suggestions, Activities pp. 4/73-73, Presentation | After discussing these two topics, choose one of the activities listed in the |
| | An Investment in Education ...Yields | | p. 4/74, Presentation suggestions | 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? |
| 19 | Beginning of the planning process | | p. 4/75, Presentation, p. 4/13-4/14, Start the Portfolio process | 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. |
| | | | | Break students into triads and brainstorm how the workers on page 113 might demonstrate. Then ask them to individually complete computations on p. 117. p. 118 and worksheet on p. 119 of <i>Career Choices</i> . Ask students to share their findings. |

| Hour | Textbook | Lesson | Instructor's Guide | Special Directions (beyond those given in Instructor's Guide) |
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| 20 & Homework | Career Choices, p. 120 | 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 |
| | Workbook, p. 54 | Easier Said Than Done | p. 4/77, Presentation suggestions, | Assign completion of chart as homework (page 4/77 of Instructor's Guide). |
| CHAPTER FIVE | | | | |
| 21 | Career Choices, pp. 124-134 Workbook, pp. 57-62 | 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 |
| | Career Choices, pp. 124-134 Workbook, pp. 57-62 | | pp. 4/80-81, Energizer | 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). |
| 22 | Career Choices, pp. 135-137 Workbook, p. 63 | Consider Your Options | p. 4/82, Presentation suggestions | |
| | Career Choices, pp. 138-139 Workbook, pp. 64-65 | 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, |
| CHAPTER SIX | | | | |
| 23 | Career Choices, p. 144-146 | Career Interest Areas | p. 4/78, 4/86 | |
| | Career Choices, p. 147 | Bring In Your Identity | p. 4/88, Presentation suggestions | Use one student's charts and brainstorm as a class. Then break in to groups of four or five and have each student present their charts listed on page 4/88 and have the group brainstorm possible careers. |
| 24 & Homework | Workbook, p. 67 | | p. 4/89, Presentation suggestions | Review text: Take a tour of the career center/library. |
| | Career Choices, pp. 148-149 Career Choices, pp. 150-155 Workbook, pp. 68-73 | Career Research Career Interest Survey | | You'll want to recruit the assistance of your career librarian or career technician and help your students start their research. However, they will need to complete the research as homework. They can find many resources online at www.careerchoices.com p. 148-149, 150 |
| 25 | Workbook, pp. 73-74 | Seeing in the Mind's Eye | pp. 4/92-93, Presentation suggestions | |
| | 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 <i>Instructor's Guide</i> . |
| 26 | Career Choices, pp. 160-161 Workbook, p. 76 | 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 |
| | 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 |
| CHAPTER SEVEN | | | | |
| 27 | Career Choices, pp. 168-170 Workbook, p. 80 | Identifying Choices | p. 4/108 109, Presentation suggestions, Activities, Brainstorm | |
| | Career Choices, p. 171 | Gathering Information | p. 4/110, Presentation suggestions | |
| 27 | Workbook, p. 80 | | | |
| | Career Choices, pp. 172-174 | 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 <i>Career Choices</i> . |
| | Workbook, pp. 81-82 | | | Report out before the end of the period |
| | Career Choices, pp. 176-177 Workbook, pp. 82-83 | Gloria's Chart/Your 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 |

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| Hour | Textbook | Lesson | Instructor's Guide | Special Directions (beyond those given in Instructor's Guide) |
| 28 | 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 <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. |
| CHAPTER EIGHT | | | | |
| 29 | Career Choices, pp. 182-185 Workbook, p. 86 Career Choices, pp. 186-190 Workbook, p. 86 | Tools for Solving Problems Setting Goals and Objectives | pp. 4/118-119, Presentation suggestions, Activities 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 |
| CHAPTER NINE | | | | |
| 30 & Homework | Career Choices, pp. 197-199 Workbook, p. 89 | What's Your Excuse? | pp. 4/124-125, Presentation suggestions, | |
| | Career Choices, p. 200 Workbook, p. 90 | 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 |
| | Career Choices, pp. 201-202 Workbook, p. 91 | Startling Statement Quiz | p. 4/127, Presentation suggestions, Activities, | Have students complete the "Startling Statement Quiz" as homework. |
| | Career Choices, pp. 203-206 Workbook, pp. 92-93 | Detours and Roadblocks | p. 4/128, Presentation suggestions, Activities | |
| 31 | Career Choices, p. 207 Workbook, p. 94 | Is It Worth Staying In School? | p. 4/129, Presentation suggestions, Activities | |
| | Career Choices, pp. 208-209 Workbook, p. 95 | Economics of Bad Habits | p. 4/130, Presentation suggestions, | |
| | Career Choices, pp. 211-213 Workbook, pp. 96-98 | If You're a Woman | pp. 4/132-133, Presentation suggestions, Activities | |
| 32 | Career Choices, p. 215 Workbook, p. 99 | Before You Give Up Your Dream | p. 4/134, Presentation suggestions | Read Dream Deferred by Langston Hughes, Possibilities, p. 212 |
| | Career Choices, pp. 216-217 Workbook, p. 100 | (Developing anxiety tolerance) | p. 4/135, Presentation suggestions | |
| | Career Choices, pp. 218-221 Workbook, p. 101 | One Step at a Time | p. 4/136, Presentation suggestions | |
| 33 | Career Choices, pp. 222-223 Workbook, p. 102 | Yorik's Story | p. 4/137, Presentation suggestions | Have students/teams present their plans for Yorik. |
| | Career Choices, pp. 224-225 | Taking Risks | p. 4/138, Presentation suggestions, Activities | |
| | Career Choices, p. 226 - 227 | Getting Back on Track if You've Derailed, Alternative Career Ladder | p. 4/139, Presentation suggestions | Review the chart on page 227. Students can complete their chart alone or in teams of other members of the class interested in the same career interest area or industry. |
| CHAPTER TEN | | | | |
| 35 | Career Choices, pp. 230-231 Workbook, p. 104 | Affirmations | P. 4/142, Presentation suggestions, Activities | |
| | Career Choices, pp. 232-235 | The Six E's of Excellence | p. 4/143, Presentation suggestions, | |
| | Career Choices, pp. 236-237 Workbook, p. 104 | Going For It... Work Is an Aggressive Act | p. 4/145, 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 |
| 36 | Career Choices, pp. 238-241 Workbook, pp. 105-107 | You're the Boss | pp. 4/146-147, Presentation suggestions | 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 |
| | Career Choices, pp. 242-245 Workbook, pp. 108-109 | The Employee of the Twenty-first Century | p. 4/148, Presentation suggestions, Activities | |
| | Career Choices, p. 246 | Managing Change | p. 4/150, Presentation, Activities | |

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| CHAPTER ELEVEN | | | | |
| | Workbook p. 109 | Transferable Skills Chart | p. 4/150, Updating Career Portfolio | Have students create a transferable skills chart |
| 37 | Career Choices, pp. 250-251 Workbook, p. 111 Career Choices, p. 254 - 255 Career Choices, p. 256 Workbook, p. 112 | Your Resume Finding a Job.... Job Applications | p. 4/152, Presentation suggestions p. 4/155, Presentation suggestions p. 4/156, Presentation suggestions, Activities | Review what is included in a resume As outlined in the activity section, you'll need to arrange to get copies of actual résumé/application forms prior to this class. |
| 38 | Career Choices, pp. 258-259 Workbook, p. 113 Career Choices pp. 260-261 Career Choices, pp. 262-263 Workbook, p. 114 | The Job Interview Dealing with Rejection, Accepting a Job Making Connections | p. 4/157, Presentation suggestions, Energizer p. 4/158, Presentation suggestions p. 4/159, Presentation suggestions | If you want to expand this into a community project, see pp. 10/2-5 of the <i>Instructor's Guide</i> . The Job Interview Night described on p. 126 is an excellent year-end project. |
| CHAPTER TWELVE | | | | |
| 40 | Career Choices, pp. 267-269 Career Choices, pp. 270-273 Workbook, pp. 116-118 Possibilities, pp. 270-271 Career Choices, pp. 274-275 | Getting the Education or Training you Need Where is it You Want to Go? "If" by Rudyard Kipling Delaying Gratification | p. 4/162 Presentation suggestions p. 4/164, Presentation suggestions p. 4/165, Presentation suggestions | Hang their charts around the room once completed. Open the class by reading "If" aloud. |
| 41 | Workbook, pp. 119-120 Possibilities, pp. 252-253 Career Choices, pp. 276-277 | "Be the Best of Whatever Facing Fears and Anxieties | p. 4/165, Presentation suggestions | At beginning of class, read poem on p. 252 of Possibilities aloud to class. 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. |
| 42 | Workbook, pp. 120-121 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 |
| 43 | Career Choices, pp. 278-281 Workbook, pp. 121-123 | Your Plan (continued) | p. 4/166, Presentation suggestions | |
| 44 | Career Choices, p. 282 Workbook, p. 124 Possibilities, p. 283 | Letters Remembering your dreams and goals (A mission in life) Course wrap-up "We Are a Success..." by Robert Louis Stevenson | p. 4/168 p. 4/167, Presentation suggestions p. 4/12, Energizer | 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. See detailed plan on page 4/168 of Instructor's Guide You may want to share the art pieces at the next school staff meeting or even the next school board meeting. |
| 45 | Post Class Survey Graduation party | | p. 6/15 p. 4/169 | 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 Have a spaghetti dinner potluck using recipes from <i>Lifestyle Math</i> , p. 60. Read Dr. Seuss book aloud. |