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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 | Career Choices 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 files (for Introduction, Career Choices, p. 6-7). | Review the following pages in the Instructor's Guide: pp. 38-3/13; 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 Workbook, p. 4 | Introduction (Vocabulary) | p. 4/2, Presentation suggestions p. 6/49-6/54 | Have students report out on what they brought that files. 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. 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/usersonly.html). | 10 | | |
| 3 | Discuss homework reading of Career Choices, pp. 10-14; Workbook, pp. 5-6 Possibilities, p. 24 Possibilities, pp. 27-32 | Vision + Energy = Success; Envisioning Your Future "Dreams" by Langston Hughes "I Have a Dream..." by Dr. Martin Luther King, Jr. | pp. 4/4-4/6, Presentation suggestions p. 4/11, Writing the last page of Richard Cory's diary | Brainstorm as a class the charts on page 13. Explain the rules of brainstorming (see page 6/30 of Instructor's Guide). Read Hughes' poem to the class. Read Dr. King's speech to the class. | 30 5 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 | Discussion: Career Choices, pp. 15-21; Workbook, pp. 7-9 Possibilities, pp. 37-39 | Why People Work; Everybody Works; Defining Success "Richard Cory" by Edwin Arlington Robinson | p. 4/8-4/10, Presentation suggestions; Activity, p. 4/10, Activity (1st half) p. 4/11, Writing the last page of Richard Cory's diary | Have students brainstorm how they think well-known individuals would define success. Pre-reading discussion topic: Journal entry p. 37. After reading discussion: Questions 5, 8. | 25 25 | Assignment: Question 7, Possibilities, p. 39 | |
| CHAPTER TWO | | | | | | | |
| 6 | Career Choices, p. 24 Discussion of homework Career Choices, p. 27; Workbook, p. 11 Career Choices, p. 28 Career Choices, p. 29; Workbook, p. 12 Career Choices, pp. 31-37; Workbook, pp. 13-16 Review homework: Workbook, p. 12 Career Choices, p. 30 Review homework: Workbook, pp. 13-16 | (James and Letitia) (Your Personal Profile); (Bulls Eye Chart) (James and Letitia) Identifying Your Passions Work Values Survey (Introduction) (James and Letitia) | p. 4/16, Presentation suggestions p. 4/18, Presentation suggestions; Activities p. 4/20, Presentation suggestions p. 4/11, Writing the last page of Richard Cory's diary | 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 in class. This is a preliminary attempt. Dramatic Reading Review the survey together and discuss any words or concepts they don't understand. Be non-judgmental about the statements read. Ask for volunteers to share their passions. As a class begin brainstorming possible careers that address each student's passions. Dramatic Reading Review each values category. Check to see that each student scored it correctly. | 10 10 30 5 30 15 20 5 25 | | English/Language Arts: Write an Essay describing a student's ideal day. Instructor's Guide, p. 4/18 Assignment: Workbook, pp. 12, 13-16. |
| 7 | Career Choices, pp. 31-37; Workbook, pp. 13-16 | Work Values Survey (continued) | p. 4/22, Presentation suggestions | 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. | |
| 8 | Review homework: Career Choices, pp. 38-42; Workbook, pp. 17-19 Career Choices, pp. 44-45; Workbook, p. 20 | Strengths and Personality (How personally impacts career choices); Your Strengths; (Developing your strengths) | p. 4/24, Activities | 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 | | |
| 9 | Teamwork Energizer Career Choices, p. 46 Review homework: Career Choices, pp. 46-48; Workbook, p. 21 Career Choices, p. 49 | Class Exercise (James and Letitia) Skills and Aptitudes, Name That Skill Roles and Occupations | pp. 4/25-4/26 p. 4/27 and 4/28, Presentation suggestions; Activities p. 3/30, Presentation suggestions | 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. Dramatic reading 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. | 50 5 30 15 | Assignment: Workbook, pp. 21-22. | |

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|---|--|---|---|--|---|---------|---|
| Class (~50 Minutes) | Textbook | Lesson | Instructor's Guide | Special Directions (beyond those given in the instructor's Guide) | Homework Assignment | Minutes | Interdisciplinary Opportunities |
| 13 | 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. | Assignment: Workbook pp. 23-24 | 35 | |
| 14 | 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. | Assignment: Workbook, p. 26 | 50 | |
| CHAPTER THREE | | | | | | | |
| 15 | Career Choices, pp. 56-69; Workbook p. 26 | Maslow's Triangle | pp. 4/36, 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 | |
| | 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 | |
| 16 | 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. | Assignment: Workbook, p. 30 | 20 | English/Language Arts: Instructor's Guide, p. 4/45, Composition |
| | 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 | |
| 17 | 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 | |
| 18 | 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 38). | | 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 | |
| 19 | 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. | Assignment: Workbook, pp. 27- 28. | 15 | |
| | 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 | |
| CHAPTER FOUR | | | | | | | |
| 20 | 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 | |
| 21 | 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 | 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 23. | 50 | |
| 22 | Career Choices, p. 78; www.careerchoices.com, p. 78 | Housing Budget: Mortgage interest rates; Calculating your monthly mortgage payment | p. 4/55; Teacher Lesson Plan Online; include a discussion of the various types of mortgages | Hand out copies of classified ads and real estate booklets. Be sure to have scissors and glue. Have students choose the housing (own or rent) they envision for themselves at age 29. As a class, figure at least one fictional example of a mortgage. Use cal | Math: www.careerchoices.com, p. 78. Review the "numbers" of payments. | 50 | |
| 23 | www.careerchoices.com, p. 78 | Property Taxes. Estimate the cost of Homeowners Insurance; Homeowner's Association Fees, Utilities, Telephone | p. 4/55; Teacher Lesson Plan Online; directions for insurance calculator | 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. Ask students to bring in copies of utility bills from home. | Assignment: Study the car ads in the newspaper or online. Choose a vehicle that you would like to own at age 29. Consider purchasing a used car as well as a new car. | 50 | |
| 24 | www.careerchoices.com, p. 78 | Owning versus renting: How Much will it Cost to Move In? | Teacher Lesson Plan Online; directions for data needed for the calculator | Brainstorm pros and cons of renting. Explain move-in deposits and terms. If using the online calculator, review the necessary data with students before going online. | | 50 | |
| 25 | Career Choices, p. 80; Workbook, p. 34; www.careerchoices.com, p. 80 | Transportation - Buying a Car. Finding the value of a car, interest rates and calculating monthly payments. Pros and cons of purchasing a new versus used car | p. 4/56; Teacher Lesson Plan Online; Directions, Discussion | Using classified or online resources, have students choose a car. Using charts on page 81 of Career Choices, calculate operational costs for their car. Calculate car payments on chosen car. Break into triads and make a list of the pros and cons of purcha | 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 | 50 | |
| 26 | Career Choices, p. 82; Workbook, p. 36; optional: www.careerchoices.com, p. 83 | Yearly Clothing Budget | p. 4/57, Teacher Lesson Plans Online; Extension idea | Students may have to complete as homework if they projected several children. Students could create an Excel spreadsheet to track expenses for each family member. | | 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 |
| 27 | Discuss homework: Career Choices, pp. 84-85 | Find Your Weekly Grocery Costs, Subtleties | | | 25 | 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. | |
| | Career Choices, pp. 86-87 | Monthly Entertainment Budget: Saving and Planning for a Vacation | p. 4/59 | Review this chart before assigning it as homework. 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 | 25 | Assignment: Workbook, pp. 37-38. Finalize their figures | Social Studies: Instructor's Guide, p. 4/61, Furnishings Activity; Math: Instructor's Guide, p. 6/1, Savings Activity |
| | Career Choices, p. 88 | 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. | 30 | Assignment: Workbook, p. 39. Finalize their figures | |
| 28 | Career Choices, pp. 89-90; www.careerchoices.com, p. 89 | Health Care Budget, Furnishing Expenses, Saving for the Long Term, Saving for Retirement, Miscellaneous Expenses | pp. 4/60-4/62 | Introduce these topics at the end of class. 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. Have merchandise catalogs or g | 20 | Assignment: Workbook, pp. 40-41. Make estimates. | |
| 29 | 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. | |
| 30 | 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 | |
| 31 | 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 | 50 | | English/Language Arts: Instructor's Guide, p. 4/63, Composition: Budget Narrative |
| 32 | 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. |
| 33 | 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 | Assignment: Workbook, p. 43. | |
| 34 | Possibilities, pp. 80-86 | "The Savings Book" by Gary Soto | Discussion: Journal Entry, Questions 1, 2, 3 | Before reading the story, discuss the homework questions. Read the story aloud or silently. Discuss questions 1, 2, 3. | 50 | Assignment: Question C, p. 86, Possibilities | |
| 35 | 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 | 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 | | |
| | 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. | 20 | Assignment: Workbook, pp. 46, 49-50, Could You Become a Poverty Statistic? | English/Language Arts: Instructor's Guide, p. 4/68, Composition |
| 36 | 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 | | |
| 37 | Career Choices, pp. 111-113 | You Win Some, You Lose Some | p. 4/71, Presentation suggestions, Activities | As a class, brainstorm 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 | 20 | | |
| | Workbook, pp. 49-50 | After-Hours Rewards | pp. 4/73-73; 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. | 10 | Assignment: Workbook, pp. 51, 52-53, 55 | |
| | Career Choices, pp. 116-117; Workbook, p. 51 | An Investment in Education | p. 4/74, Presentation suggestions | Help students as they individually complete their bar graphs on p. 118 and p. 119 of Career Choices. Ask students to share their findings. | 20 | | Math: Create a graph that depicts the numbers of this activity. |
| 38 | 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 | Assign as homework: Review interviewing etiquette and strategies. Assign student to create Resource File. | 40 | | |
| | Career Choices, p. 120; Workbook, p. 54 | Ask Someone Who's Been There | p. 7/6, Presentation, Career Resource File | Assign completion of chart as noted on page 4/77 of Instructor's Guide. Discuss long range planning and goal setting. | 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 | | 5 | Assignment: Workbook, pp. 57-62 | |
| CHAPTER FIVE | | | | | | | |
| | Career Choices, pp. 124-134; Workbook, pp. 57-62 | Your Ideal Career | pp. 4/60-61; 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 | | |

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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 |
| 39 | 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. 4/60). 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 | |
| 40 | 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 | | |
| 41 | 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 | | |
| | 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 | | | | | | | |
| 42 | Career Choices, pp. 144-146 | Career Interest Areas | p. 4/85, 4/86 | 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 4/85 and leave the group brainstorm possible careers. | 10 | | |
| | Career Choices, p. 147; Workbook, p. 67 | Bring in Your Identity | p. 4/86, Presentation suggestions | | 40 | | |
| | Career Choices, pp. 148-149; Workbook, p. 68-73 | Career Research | p. 4/88, Presentation suggestions | Read and review with your students the Steps of Career Research. | 20 | | |
| 43 | | 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 | | |
| 44 | 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 "backstage" 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. | |
| 45 | 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 Mind's Eye." | 25 | Assignment: Workbook, p. 76 | |
| | Career Choices, pp. 160-161; Workbook, p. 76 | Involve Me and I Understand | p. 4/101, Presentation suggestions | | 25 | | |
| 46 | 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. | |
| CHAPTER SEVEN | | | | | | | |
| 47 | 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 | |
| 48 | 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. | |
| 49 | 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. | 30 | English/Language Arts: Instructor's Guide, p. 4/114, Write a fictional story | |
| | 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. | 20 | Social Studies: Instructor's Guide, p. 4/115, Career Fair Project | |
| CHAPTER EIGHT | | | | | | | |
| 50 | 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 | | |
| 51 | Video Book Club | Apollo 13 | pp. 6/41-42 | This movie includes excellent examples of problem solving and teamwork. | 50 | | |
| | Video Book Club | Apollo 13 | pp. 6/41-42 | Finish watching the movie and have the class discuss it as a group. | 30 | | |

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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 |
| 52 | 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 |
| 53 | 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 | | |
| CHAPTER NINE | | | | | | | |
| 54 | Career Choices, pp. 197-199; Workbook, pp. 89, 90, 91 | Review of homework. What's Your Excuse? Taking Responsibility and Scoring Starling Statement Quiz | pp. 4/124-127, Presentation suggestions | 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 | | |
| 55 | 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 | Starling Statement Quiz | p. 4/127, Activity, Energizer | | 25 | | |
| | 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 |
| 56 | 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 activate 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. |
| 57 | 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 | | |
| 58 | 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 | | |
| 59 | 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. | |
| 60 | 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 | | |
| 61 | 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 | |
| 62 | 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. 99). 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. | | | |
| 63 | Career Choices, pp. 226 | Getting Back on Track if You've Derailed | pp. 4/139-140, Presentation suggestions | Invite a guest 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 | | | | | | | |
| | 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 | | |
| 64 | 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 | |
| 65 | 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 |

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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 |
| 66 | Career Choices, pp. 242-245; Workbook, pp. 108-109 | The Employees 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 |
| 67 | Career Choices, p. 246 Workbook, p. 109 | Transferable Skills Chart Managing Change | Review the process for developing a transferable skills chart p. 4/150, Presentation, Activities | Provide extra credit for those students who complete their chart using a digital spreadsheet, such as EXCEL. 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. Have students share what they learned from their transferable skills chart. | 20 | Assignment: Workbook, pp. 112, 113, 114 Social Studies: Instructor's Guide, p. 4/149, International Perspective Social Studies: Instructor's Guide, p. 4/150, Activity, pro and cons of societal change. |
| CHAPTER ELEVEN | | | | | | |
| 68 | Career Choices, pp. 250-251; Workbook, p. 111 Career Choices, pp. 254-255 www.careerchoices.com p. 254 | Your Resume Finding a Job.... Finding a job online | p. 4/152-153, Presentation suggestions p. 4/155, Presentation suggestions Use the databases listed to explore job opportunities | 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. |
| 69 | Career Choices, p. 256; Workbook, p. 112 Career Choices, pp. 258-259; Workbook, p. 113 www.careerchoices.com, p. 258 | Job Applications The Job Interview The Virtual Job Interview | p. 4/156, Presentation suggestions, Activities p. 4/157, Presentation suggestions, Energizer | As outlined in the activity section, you'll need to arrange to get copies of actual resume/application forms prior to this class. If you want to expand this into a community project, see pp. 102-5 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. |
| 70 | Career Choices pp. 260-261 Career Choices, pp. 262-263; Workbook, p. 114 | Dealing with Rejection, Accepting a Job Making Connections | p. 4/158, Presentation suggestions p. 4/159, Presentation suggestions, Activities | | 30 | |
| 71 | Possibilities, pp. 262-263 | "The Bridge Builder" by Will Allen Dromgoole | Journal Entry, Questions 1-5 | 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. 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 | English Language Arts: Instructor's Guide, p. 4/159, Reading Assignment |
| CHAPTER TWELVE | | | | | | |
| 73 | Career Choices, pp. 267-269 optional: www.careerchoices.com, pp. 267-269 Possibilities, pp. 270-271 | Getting the Education or Training You Need Online resources of available education and training "If by Rudyard Kipling" | p. 4/162, Presentation suggestions | Have students spend a period reviewing the variety of online resources that can help the fine tune their education and training plan. | 30 | Social Studies: Instructor's Guide, p. 4/162, Activity |
| 74 | Career Choices, pp. 270-273; Workbook, pp. 116-118 Possibilities, pp. 252-253 | Where is it You Want to Go? Are by Douglas Malloch | p. 4/164, Presentation suggestions | Hang their charts around the room once completed. | 15 | |
| 75 | Career Choices, pp. 274-275; Workbook, pp. 119-120 Career Choices, pp. 276-277; Workbook, pp. 120-121 | Delaying Gratification Facing Fears and Anxieties | p. 4/165, Presentation suggestions p. 4/165, Presentation suggestions | At beginning of class, read poem on p. 256 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. | 50 | Assignment: Workbook, pp. 118-119 |
| 76 | 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. | 20 | Assignment: Complete "Your Plan." |
| 77 | 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. | 20 | Assignment: Complete "Your Plan." |
| FINAL EXAM PROJECT | | | | | | |
| 78 | 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. |
| 79 | 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. |
| 80 | 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. |

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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, 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 | | | | | |
| 82 | 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 | | |
| <p>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.</p> | | | | | | | |