

90-Hour Lesson Plan

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 8 1/2 x 11 white paper and ask them to "create" something that flies. Responses will vary greatly.
	Pre-assessment Activity	Pre/post Survey	p.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.
2	<i>Career Choices</i> , pp. 10-14; <i>Workbook</i> , pp. 5-6	Vision + Energy = Success; Envisioning	p. 4/4-4/6, Presentation suggestions	
3	<i>Career Choices</i> , pp. 10-13; <i>Workbook</i> , p. 5	(Visualizer activity)	p. 4/7	Divide students into group of three to develop, design, and build their Visualizer. Have groups "model" and explain their Visualizers for the rest of the class. Leave Visualizers hanging in the room with permission to use if needed at any time.
4	<i>Possibilities</i> , p. 24; Video Book Club	"Dreams" by Langston Hughes; <i>October Sky</i>	p. 6/41, 6/45	Read Hughes' poem to class then discuss the questions in the Journal entry on p. 24.
5	Video Book Club (continued)	<i>October Sky</i>	p. 6/41, 6/45	
6	<i>Career Choices</i> , pp. 15-21; <i>Workbook</i> , pp. 7-9	Why People Work; Everybody Works; Defining Success	p. 4/8-4/10, Presentation suggestions	
7	<i>Career Choices</i> , pp. 18-21; <i>Workbook</i> , p. 9	Defining Success (continued); Making Career Choices	p. 4/10, Activities; 4/13, Presentation suggestions	Have students brainstorm what they think well known individuals would define success
8	<i>Career Choices</i> , p. 24	(James and Letitia)		Choose three students who are able to confidently read aloud to be (1) a narrator; (2) James and (3) Letitia. Their story is told throughout chapter 2 of <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; <i>Workbook</i> , p. 11	(Your Personal Profile); (Bull's Eye Chart)	p. 4/16, Presentation suggestions	Have students try to complete their own bulls eye chart
9	<i>Career Choices</i> , p. 28	(James and Letitia)		Dramatic Reading
	<i>Career Choices</i> , pp. 28-29; <i>Workbook</i> , p. 12	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities	Ask students to share their passions. Begin brainstorming possible careers that address their passions.
10	<i>Career Choices</i> , p. 30	(James and Letitia)		Dramatic Reading
	<i>Career Choices</i> , pp. 31-37; <i>Workbook</i> , pp. 13-16	Work Values Survey	p. 4/20, Presentation suggestions	Review the survey together, discuss any words or concepts they don't understand. Be non-judgmental about statements read. Students take and score the survey. They must take it alone, not in groups. Note: Follow-up suggestion on p. 4/21 of Instructor's Guide. Review each values category.

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11	<i>Career Choices</i> , pp. 31-37; <i>Workbook</i> , pp. 13-16	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.
12	<i>Career Choices</i> , p. 38	(James and Letitia)		Dramatic reading
	<i>Career Choices</i> , pp. 38-42; <i>Workbook</i> , pp. 17-19	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.
13	<i>Career Choices</i> , pp. 43-45; <i>Workbook</i> , p. 20	(How personality impacts career choices); Your Strengths; (Developing your strengths)	pp. 4/22-4/24, Presentation suggestions	Discussion of styles. Brainstorm the types of careers in which each style might be happiest.
15	<i>Career Choices</i> , p. 46	(James and Letitia)		Dramatic reading
	<i>Career Choices</i> , pp. 46-48; <i>Workbook</i> , p. 21	Skills and Aptitudes, Name That Skill	p. 4/27, Presentation suggestions	
16	<i>Career Choices</i> , p. 48-49; <i>Workbook</i> , p. 22	Skills Identification; Roles, Occupations, and Vocations	pp. 4/28-4/30, Presentation suggestions, Activities; p. 4/31, Chapter Follow-up	You may want to break into small groups to brainstorm and then ask each group to report out. 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 project. 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.
17	<i>Possibilities</i> , pp. 61-62; <i>Career Choices</i> , pp. 50-53; <i>Workbook</i> , pp. 125-126	"Life" by Nan Terrell Reed	p. 4/32, Activity; pp. 4/13-4/14	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. Review what a career portfolio is and how it is used.
18	<i>Workbook</i> , pp. 125-126	Career Portfolio	pp. 4/13-4/14	Have students make their tabs for sections and set up their portfolio.
19	<i>Career Choices</i> , pp. 56-63; <i>Workbook</i> , p. 28	(Maslow's Triangle), Where Are You Now?; Your Lifestyle, Components of Lifestyle	pp. 4/38-4/42, Presentation suggestions, Activities	

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20	<i>Career Choices</i> , pp. 60-61; <i>Possibilities</i> , pp. 69-70	How Do You Want to be Remembered?; "Growing Older" by R.G. Wells	p. 4/39, Presentation suggestions; p. 4/41, Looking into the Future	Ask students to complete Mission Statement over the next two or three days. After reading the poem aloud and discussing questions, follow 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 87).
21	<i>Career Choices</i> , pp. 64-71; <i>Workbook</i> , p. 30	Happiness is a Balanced Lifestyle, The Modified Maslow Triangle, What About Your Life	p. 4/43-4/45, Presentation suggestions, Activity	Extra credit assignment: read "Having our Say: The Delany Sister's First 100 years"
22	<i>Career Choices</i> , pp. 74-77; <i>Lifestyle Math</i> , p. 12	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 in <i>Lifestyle Math</i> . Then have them share their plans with the class.
23	<i>Career Choices</i> , p. 78; www.careerchoices.com , p. 78	Housing Budget; Mortgage interest rates; Calculating your monthly mortgage payment	p. 4/55; <i>Teacher Lesson Plan Online</i> , 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 chose the housing (own or rent) they envision for themselves at age 29. As a class, figure at least one fictional example of a mortgage using steps on pp. 18-19 of <i>Lifestyle Math</i> . Use calculators if necessary. Or, 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.
24	www.careerchoices.com p. 78	Property Taxes, Estimate the cost of Homeowners Insurance; Homeowner's Association Fees, Utilities, Telephone	p. 4/55; <i>Teacher Lesson Plan Online</i> , 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.
25	<i>Career Choices</i> p. 80; 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; <i>Teacher Lesson Plan Online</i> : Directions, Discussion	Using classified or online resources, have students choose a car. Calculate car payments on chosen car. Break into triads and make a list of the pros and cons of purchasing a used over a new car. Share with class.

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26	<i>www.careerchoices.com</i> , p. 80	Planning Monthly Gasoline Costs, Figuring Automobile Operating Costs, Insurance and Maintenance, Public transportation options	<i>Teacher Lesson Plans Online</i> : Directions	Ask students to break into pairs and make a weekly and monthly log detailing the mileage they think they'll travel on average. Use these headings: Weekly Trips - type of trip, how many times per week, how many miles per trip; Monthly Trips - type of trip, how many times per month, how many miles per trip. After they multiply their weekly trips by 4 and add their monthly trips, they'll have the miles per month they plan to travel. See p. 36 in <i>Lifestyle Math</i> for ideas. 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 saving by doing your own tune-ups.
27	<i>Career Choices</i> , p. 82; <i>www.careerchoices.com</i> , p. 83	Yearly Clothing Budget	p. 4/57, <i>Teacher Lesson Plans Online</i> : Extension Idea	Students may have to complete as homework if they projected several children. Students could create an Excel spreadsheet similar to the one on pp. 44-47 of <i>Lifestyle Math</i> .
28	<i>Career Choices</i> , pp. 84-85	Find Your Weekly Grocery Costs, Sundries	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> . <i>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 Career Choices</i>
29	<i>Career Choices</i> , pp. 86-87	Monthly Entertainment Budget; Saving and Planning for a Vacation	p. 4/59, Activity	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. 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.
30	<i>Career Choices</i> , 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.
31		(Raising a Child on Your Own)		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.

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32	<i>Career Choices</i> , pp. 89-90; <i>www.careerchoices.com</i> , p. 89	Health Care Budget, Furnishing Expenses, Saving for the Long Term, Saving for Retirement, Miscellaneous Expenses	pp. 4/60-4/62	Discuss health insurance and the different ways to obtain it. Use the chart in <i>Career Choices</i> or go online to a major insurance company, such as Blue Cross, to get sample costs. Have merchandise catalogs or go online for various costs. Remind students to declare an annual budget amount and then divide by 12 for the monthly budget they are working on. Review each line item and, as a class, brainstorm how much is appropriate for each. Explain retirement plans and IRA's and have student's experience with different age strategies for starting their retirement funding. See page 100 of <i>Lifestyle Math</i> for ideas. After completing their Miscellaneous line item, have students enter their different line items amounts in the appropriate space on page 92.
33	<i>Career Choices</i> , p. 92 - 93	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 want to share copies of payroll stubs (from your older students) so they can see what is taken out of a paycheck. Check on the computer.
	<i>www.careerchoices.com</i> , p. 93	Calculating Take-home pay	Teacher Lesson Plans online: Directions	
34		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.
	<i>www.careerchoices.com</i> , p. 93	Employment and Wage Data	Teacher Lesson Plans online: Directions, Extension	Go online and use the link on <i>careerchoices.com</i> to explore the wages and salaries of hundreds of jobs.
35	<i>Career Choices</i> , pp. 95-96 <i>Workbook</i> , 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.
	<i>Career Choices</i> , pp 97-101	Some Sample Budgets	p. 4/66, Presentation Suggestions	Divide the class into groups as noted in the Instructor's Guide
	<i>Workbook</i> p 44 - 45			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.
36	<i>Career Choices</i> , p. 102-103	A Few Words About Poverty	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.
	<i>Workbook</i> , p. 46	Could You Become a Poverty Statistic?		
	<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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37	<i>Workbook</i> , 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 first read the story, discuss the questions following each story and then report on their conclusions. Do class members have anything to add?
	<i>Career Choices</i> , 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 <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.
	<i>Workbook</i> , pp. 49 -50	After-Hours Rewards	pp. 4/73-73, Presentation suggestions	
				Break students into triads and brainstorm how the workers on page 113 might meet the work values not clearly met in their jobs
38	<i>Career Choices</i> , pp. 116-117	An Investment in Education ...Yields Dividends for a	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.
	<i>Workbook</i> , pp. 51			
	<i>Career Choices</i> pp. 118 - 119, <i>Workbook</i> p. 52-53	Beginning of the planning process	p. 4/75, Presentation, p. 4/13-4/14, Start the Portfolio process	p. 118 and worksheet on p. 119 of <i>Career Choices</i> . Ask students to share their findings.
39	<i>Career Choices</i> , 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
	<i>Workbook</i> , p. 54			
	<i>Career Choices</i> , p. 121 <i>Workbook</i> , p. 55	Easier Said Than Done	p. 4/77, Presentation suggestions,	Assign completion of chart as noted on page 4/77 of Instructor's Guide. Before end of period, ask student to share their findings.
40	<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> .
	<i>Workbook</i> , pp. 57-62			
41	<i>Career Choices</i> , pp. 124-134	Your Ideal Career (<i>continued</i>)	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). If you have a career technician or
	<i>Workbook</i> , pp. 57-62			
42	<i>Career Choices</i> , pp. 135-137	Consider Your Options	p. 4/82, Presentation suggestions	
	<i>Workbook</i> , p. 63			
	<i>Career Choices</i> , pp. 138-139 <i>Workbook</i> , 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, someone in a structured job or someone who is
43	<i>Career Choices</i> , pp 140-141	What about Status	p 4/84, Presentation	Discuss the Mark Twain quote before reading the story. After reading this true story, discuss questions 1-6 and 9-11. Spend the most time on question 11. This is an important concept for students to
	<i>Possibilities</i> , pp. 118-123	"Lego" Discussion: Journal entry,	Read story to the class	

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44	<i>Career Choices</i> , p. 144-146	Career Interest Areas	p. 4/78, 4/86	
	<i>Career Choices</i> , p. 147	Bring In Your Identity	p. 4/88, Presentation suggestions	Use one students 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.
	<i>Workbook</i> , p. 67			
45	<i>Career Choices</i> , pp. 148-149	Career Research	p. 4/89, Presentation suggestions	Review text. Take a tour of the career center/library.
	<i>www.careerchoices.com</i> p. 149-150	Career Research online	Find careers with most promising future in your state and matches your interest area	
46	<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 or online at <i>www.careerchoices.com</i> p. 148-149, 150
	<i>Workbook</i> , pp. 68-73			
	<i>www.careerchoices.com</i> p. 150			
47	<i>Career Choices</i> , pp. 150-155	Career Interest Survey (continued)	p. 4/89, Presentation suggestions	
	<i>Workbook</i> , pp. 68-73			
	<i>www.careerchoices.com</i> p.150			
48	<i>Career Choices</i> , pp. 150-155	Career Interest Survey (continued)	p. 4/89, Presentation suggestions	
	<i>Workbook</i> , pp. 68-73			
	<i>www.careerchoices.com</i> p. 150			
49		Seeing in the Mind's Eye	pp. 4/92-93, Presentation	
	<i>Workbook</i> , pp. 73-74			
	<i>Career Choices</i> , pp. 158-159	The Shadow Program	pp. 4/94, Presentation suggestions	Long-term homework: Arrange for Shadow Experience.
	<i>Workbook</i> , p. 75			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> .
50	<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
	<i>Workbook</i> , p. 76			

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51	<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> .
	<i>Workbook</i> , pp. 77-78			
52	<i>Career Choices</i> , pp. 168-170	Identifying Choices	p. 4/108 109, Presentation suggestions, Activities,	
	<i>Workbook</i> , p. 80			
53	<i>Career Choices</i> , p. 171	Gathering Information	p. 4/110, Presentation suggestions	
	<i>Workbook</i> , p. 80			
54	<i>Career Choices</i> , 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> .
	<i>Workbook</i> , pp. 81-82			Report out before the end of the period
55	<i>Career Choices</i> , pp. 176-177	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 researched earlier as their choices.
	<i>Workbook</i> , pp. 82-83			
56	<i>Career Choices</i> , p. 178	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.
	<i>Workbook</i> , p. 84			
57	<i>Career Choices</i> , pp. 182-185	Tools for Solving Problems	pp. 4/118-119, Presentation suggestions, Activities	
	<i>Workbook</i> , p. 86			
58	<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
	<i>Workbook</i> , p. 86			
59	<i>Career Choices</i> , p. 190	Setting Goals and Objectives	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.
	<i>Workbook</i> , p. 86			
60	<i>Career Choices</i> , pp. 197-199	What's Your Excuse?	pp. 4/124-125, 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
	<i>Workbook</i> , p. 89	Taking Responsibility	p. 4/126, Presentation suggestions	
	<i>Career Choices</i> , p. 200			
	<i>Workbook</i> , p. 90			
61	<i>Career Choices</i> , pp. 201-202	Startling Statement Quiz	p. 4/127, Presentation suggestions, Activities,	
	<i>Workbook</i> , p. 91			
61	<i>Career Choices</i> , pp. 203-206	Detours and Roadblocks	p. 4/128, Presentation suggestions, Activities	

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	<i>Workbook</i> , pp. 92-93	Roadblocks	suggestions, Activities	
62	<i>Career Choices</i> , p. 207	Is It Worth Staying In School?	p. 4/129, Presentation suggestions, Activities	
	<i>Workbook</i> , p. 94			
63	<i>Career Choices</i> , pp. 208-209	Economics of Bad Habits	p. 4/130, Presentation suggestions,	
	<i>Workbook</i> , p. 95			
	www.careerchoices.com p. 209	Retirement calculator	p. 4/130, Activities, online calculators	Have students factor their own savings over a lifetime and what it would mean in a retirement account
64	<i>Career Choices</i> , pp. 211-213	If You're a Woman	pp. 4/132-133, Presentation suggestions, Activities	
	<i>Workbook</i> , pp. 96-98			
65	<i>Career Choices</i> , p. 215	Before You Give Up Your Dream	p. 4/134, Presentation suggestions	Read Dream Deferred by Langston Hughs, Possibilities, p. 212
	<i>Workbook</i> , p. 99			
	<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.
	<i>Workbook</i> , p. 100			
66	<i>Career Choices</i> , pp. 218-221	One Step at a Time	p. 4/136, Presentation suggestions	
	<i>Workbook</i> , p. 101			
67	<i>Career Choices</i> , pp. 222-223	Yorik's Story	p. 4/137, Presentation suggestions	Have students/teams present their plans for Yorik.
	<i>Workbook</i> , p. 102			
68	<i>Career Choices</i> , pp. 224-225	Taking Risks	p. 4/138, Presentation suggestions, Activities	
	<i>Career Choices</i> , 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.
69	www.careerchoices.com, p. 150	Alternative Career Ladder (cont.)	p. 4/139 and the Occupational Outlook Handbook	Go online to gather data for chart on p. 227
70		Re-evaluate salary requirements, 30 year time line	p. 4/140	Brainstorm what a person can do if their career does not pay enough. Have student create the 30 year old timeline.
	www.careerchoices.com p. 78	How Much Home Can you Afford		Use this online calculator to help students focus on how salary will impact their living quarters. This will help them to raise their educational goals.
	<i>Career Choices</i> , pp. 230-231	Affirmations	P. 4/142, Presentation suggestions, Activities	
	<i>Workbook</i> , p. 104			

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71	<i>Career Choices</i> , pp. 232-235	The Six E's of Excellence	p. 4/143, Presentation suggestions,	
	<i>Career Choices</i> , pp. 236-237	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities	
	<i>Workbook</i> , p. 104			
72	<i>Career Choices</i> , pp. 238-241	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.
	<i>Workbook</i> , pp. 105-107			
73	<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.
	<i>Workbook</i> , pp. 108-109			
74	<i>Career Choices</i> , p. 246	Managing Change	p. 4/150, Presentation, Activities	
	<i>Workbook</i> p. 109	Transferable Skills Chart	p. 4/150, Updating Career Portfolio	Have students create a transferable skills chart
75	<i>Career Choices</i> , pp. 250-251	Your Resume	p. 4/152, Presentation suggestions	Review what is included in a resume
	<i>Workbook</i> , p. 111			
76	<i>Career Choices</i> , p. 254 - 255	Finding a Job....	p. 4/155, Presentation suggestions	
	www.careerchoices.com p. 254	Finding a job online	Use the databases listed to explore job opportunities	
77	<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.
	<i>Workbook</i> , p. 112			
	<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 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.
<i>Workbook</i> , p. 113				
78	www.careerchoices.com p. 258	Interactive job interview	Virtual Job interview online	
	<i>Career Choices</i> pp. 260-261	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions	
79	<i>Career Choices</i> , pp. 262-263	Making Connections	p. 4/159, Presentation suggestions,	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> .
	<i>Workbook</i> , p. 114			

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	<i>Possibilities</i> , p. 262			into pairs and answer questions on p. 263 of <i>Career Choices</i> .
80	<i>Video Book Club</i>	Finding Forrester	p. 6/41, 6/43	
81	<i>Video Book Club</i>	Finding Forrester		
82	<i>Career Choices</i> , pp 267-269	Getting the Education or Training you Need	p. 4/162 Presentation	
	<i>www.careerchoices.com</i> pp. 267 - 269	Online resources of available education and training		Have students spend a period reviewing the variety of online resources that can help the fine tune their education and training plan.
83	<i>Career Choices</i> , pp. 270-273	Where is it You Want to Go?	p. 4/164, Presentation suggestions,	Hang their charts around the room once completed.
	<i>Workbook</i> , pp. 116-118			
84	<i>Possibilities</i> , pp. 270-271	"If" by Rudyard Kipling		Open the class by reading "If" aloud.
	<i>Career Choices</i> , pp. 274-275	Delaying Gratification	p. 4/165, Presentation suggestions	
	<i>Workbook</i> , pp. 119-120			
	<i>Possibilities</i> , pp. 252-253	"Be the Best of Whatever You Are" by Douglas Malloch		At beginning of class, read poem on p. 252 of <i>Possibilities</i> aloud to class.
	<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.
	<i>Workbook</i> , pp. 120-121			
85	<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
	<i>Workbook</i> , pp. 121-123			
86	<i>Career Choices</i> , pp. 278-281	Your Plan (continued)	p. 4/166, Presentation suggestions	
	<i>Workbook</i> , pp. 121-123			
87		Letters Remembering your dreams and goals	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. See detailed plan on page 4/168 of Instructor's Guide

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88	<i>Career Choices</i> , p. 282	(A mission in life)	p. 4/167, Presentation suggestions	You may want to share the art pieces at the next school staff meeting or even the next school board meeting.
	<i>Workbook</i> , p. 124	Course wrap-up	p. 4/12, Energizer	
	<i>Possibilities</i> , p. 283	"We Are a Success..." by Robert Louis Stevenson		
89	<i>Post Class Survey</i>		p. 6/15	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
90	Graduation party	<i>Oh! The Places You'll Go</i> by Dr. Seuss	p. 4/169	Have a spaghetti dinner potluck using recipes from <i>Lifestyle Math</i> , p. 60. Read Dr. Seuss book aloud.