

Orange cells indicate pre- and post-course surveys, which can be found in the Instructor's Guide (pp. 6/12-6/13) or through The Teachers' Lounge. The surveys can also be administered through My10yearplan.com®.		Yellow cells indicate that the activity is one of the KEYSTONE activities on My10yearplan.com®.		Green cells indicate a Chapter Introduction presented by Dain Blanton is available. These videos can be streamed from The Teachers' Lounge at http://CareerChoices.com/lounge/cupboard_videos.html.		Red cells indicate the chapter Checkpoints should be completed, providing students with an opportunity to assess their own understanding of the key concepts from the chapter.		Blue cells indicate the activity is from Possibilities, the literature anthology that corresponds with the Career Choices activities.	
WHEN ASSIGNING HOMEWORK: Students should complete the reading in Career Choices and the written work in their workbooks the evening before those topics are addressed in class. Students will then come to class prepared for the activities and discussions noted in this guide. The "Homework Assignment" column provides some suggestions for assignments you will want completed outside of class time.									
IF WORKING IN INTERDISCIPLINARY TEAMS: If you are working as an interdisciplinary team with other academic instructors or if you are hoping to integrate academics and/or technology into your class, make note of opportunities to share assignments and activities in the "Interdisciplinary/Technology Opportunities" column.									
Session # (50 min.)	Textbook and/or Workbook	Lesson	Instructor's Guide Pages or Other Instructor Resource	Special Directions (beyond those given in the Instructor's Guide)	Approx. Minutes	Homework Assignment	Interdisciplinary/Technology Opportunities		
1	Pre-assessment Activity	Pre-/Post-Survey	p. 14/9-14/14	Have each student complete the survey found on page 14/11 of the Instructor's Guide. Save these for comparison at the end of the course. This survey will measure changes in the student's attitude about 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.	15	Bring something that flies (for Introduction, Career Choices, p. 6-7).	Review the following pages in the Instructor's Guide: pp. 3/14-3/16; Math: pp. 2/15- 2/20; English/Language Arts: pp. 3/5, 3/9-3/11, 2/2/14, 6/3-6/6, 6/55-6/61, 7/2-7/5, 9/27-9/34		
	Chapter Intro Video	Introduction to Career Choices	The Teachers' Lounge	Olympic Gold Medalist Dain Blanton introduces your class to the course, fuels their excitement for the topics, and helps them to understand the real-life importance of what they will learn.	10				
	Course introduction			Review the syllabus, course disclosure, and any other "housekeeping" items that need to be taken care of at the start of the course. Be sure to share an example of a completed 10-year Plan Summary page (in My10yearplan.com®) so your students can see what they'll create in this course. If you don't have time to complete your own sample 10-year Plan, request a populated sample account code from Academic Innovations.					
	Workbook, p. 4	(Vocabulary)	pp. 6/49-6/54	To help with student mastery of the vocabulary for each chapter, there are quizzes and crossword puzzles available through The Teachers' Lounge at http://CareerChoices.com/lounge/cupboard_list.html.		Vocabulary should be assigned as homework due to time constraints in the classroom. Consider teaming with your English department to cover this aspect of the course.			
CHAPTER ONE									
2	Career Choices, pp. 6-7	Introduction	p. 4/2, Presentation suggestions	Have students report out on what they brought that flies. In reading the introductory material, emphasize the last paragraph of the introduction. It is not the purpose of this course to make a final career choice. Students will, however, learn a process for making rewarding life choices in the future.	10				
	Chapter Intro Video	Chapter 1: Envisioning Your Future	The Teachers' Lounge	Dain discusses how having a plan and following that plan were essential to his success.	5				
	Career Choices, pp. 10-13; Workbook, p. 5	Vision + Energy = Success	pp. 4/4-4/6, Presentation suggestions	Brainstorm as a class the charts on page 13. Explain the rules of brainstorming (see page 11/7 of Instructor's Guide).	15				
	Possibilities, p. 24	"Dreams" by Langston Hughes		Read Hughes' poem to the class.	5	Compare and contrast the tone of Hughes poem and Dr. King's speech.			
Possibilities, pp. 27-32	"I Have a Dream..." by Dr. Martin Luther King, Jr		If you have time, read Dr. King's speech to the class or assign as homework.	15					
3	Career Choices, p. 14; Workbook, p. 6	Envisioning Your Future	Follow directions in the Instructor's Guide. Keep in mind that students will rewrite this at the end of the course.		10				
	Possibilities, pp. 11-17	"Secret Life of Walter Mitty" by James Thurber	Read in class (silent or aloud) or assign as homework.	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.	40	Assignment: Edit Envisioning Your Future assignment (p. 6, Workbook) from the previous evening after learning more about themselves.			
4	Career Choices, pp. 15-20; Workbook, pp. 7-9	Why People Work; Everybody Works; Defining Success	pp. 4/8-4/10, Presentation suggestions; Activity, p. 4/10, Activity (1st half)	Have students brainstorm how they think well-known individuals would define success.	25				
	Career Choices, p. 20; Workbook, p. 9	Your Definition of Success		Students will be updating this statement throughout the course.					
	Possibilities, pp. 37-39	"Richard Cory" by Edwin Arlington Robinson	p. 4/11, Writing the last page of Richard Cory's diary	Pre-reading discussion topic: Journal entry, p. 37. Post-reading discussion: Questions 5, 8.	25	Assignment: Question 7, Possibilities, p. 39			
5	Discussion of homework				10				
	Workbook, p. 132	Checkpoints: Chapter 1		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.		
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.								
CHAPTER TWO									
6	Chapter Intro Video	Chapter 2: Your Personal Profile	The Teachers' Lounge	Dain outlines the process for learning more about yourself and creating the personal profile.	5				
	Career Choices, p. 24	(James and Letitia)		Choose three students who are able to confidently read aloud to be (1) a narrator, (2) James, and (3) Letitia. Their story is told throughout chapter 2 of Career Choices (pp. 24-50). Each time the class arrives at a portion of their story, ask the "actors" to read their parts.	10				
	Career Choices, p 27; Workbook, p. 11	(Your Personal Profile); (Bulls Eye Chart)	p. 4/16, Presentation suggestions	Have students try to complete their own bulls eye chart in class. This is a preliminary attempt.	25				
7	Career Choices, p. 28	(James and Letitia)		Dramatic reading	5	Vocabulary can also be assigned as homework.			
	Career Choices, p 29; Workbook, p. 12	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities		30		English/Language Arts: Write an essay describing a student's ideal day (Instructor's Guide, p. 4/18).		
	Career Choices, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (introduction)	p. 4/20, Presentation suggestions	Review the survey together and discuss any words or concepts students don't understand. Be non-judgmental about the statements read.	15	Assignment: Workbook, pp. 12, 13-16			

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8	Review homework: Career Choices, p. 29; Workbook, p. 12			Ask for volunteers to share their passions. As a class begin brainstorming possible careers that address each student's passions.	20		
	Career Choices, p. 30	(James and Letitia)		Dramatic reading	5		
	Review homework: Career Choices, pp. 31-37; Workbook, pp. 13-16			Review each values category. Check to see that each student scored the Work Values Survey correctly.	25		
9	Career Choices, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (continued)		As a class, brainstorm careers for each student volunteer, given his or her top three work values. Ask each student to write his or her top three values on the board. Open the discussion up to the floor so classmates can make suggestions. This is an introductory activity and will need a lot of support from teachers and adults. You might even invite two or three other individuals (career counselor, guidance counselor, principal, etc.) to help brainstorm.	50	Assignment: Workbook, pp. 17-20	
10	Review homework: Career Choices, pp. 38-42; Workbook, pp. 17-19	Strengths and Personality	p. 4/22, Presentation suggestions	Complete activity described on page 4/22 under Presentations. As the instructor, please preview the activities in Career Choices on pp. 162-165 so you understand how this will be used later. You'll want to allude to this now.	30		
	Career Choices, pp. 44-45; Workbook, p. 20	(How personality impacts career choices); Your Strengths; (Developing your strengths)	p. 4/24, Activities		20		
11		Teamwork Energizer	pp. 4/25-4/26	Divide the class into teams with each team having at least 3 separate personality styles in the exercises (Career Choices, pp. 38-43) represented. It is easy to form those teams while the students are standing in each of the corners of the room at the beginning of the class.	50	Assignment: Workbook, pp. 21-22	
12	Career Choices, p. 46	(James and Letitia)		Dramatic reading	5		
	Review homework: Career Choices, pp. 46-48	Skills and Aptitudes	pp. 4/27-4/28, Presentation suggestions, Activities	As a class, brainstorm skills for a couple of student volunteers, then break into groups of three and have the students practice brainstorming career options in this smaller group.	20		
	Career Choices, p. 47; Workbook, p. 21	Name That Skill			10		
	Career Choices, p. 49	Roles and Occupations	p. 3/30, Presentation suggestions		15		
13	Chapter recap	(Update bulls eye chart)	p. 4/31	Update the bulls eye chart now that students have discovered new information about themselves.	15		
	Possibilities, pp. 43-45	Acrostic Poem from "Alice's Adventures in Wonderland" by Lewis Carroll		As a class answer questions 1 and 2 on page 44. Explain what an acrostic poem is and divide students into editorial teams to start on their poems, using the bulls eye chart as a prompt.	35	Assignment: Workbook, pp. 23-24	
14	Workbook, p. 133	Checkpoints: Chapter 2		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.						
CHAPTER THREE							
15	Chapter Intro Video	Chapter 3: Lifestyles of the Satisfied and Happy	The Teachers' Lounge	Dain discusses how essential it is to make decisions rather than leave things to chance and to make lifestyle choices before career choices.	5		
	Career Choices, pp. 56-59; Workbook p. 26	Maslow's Triangle	p. 4/38, Presentation suggestions	Have students use 2-column notes as they learn about Maslow's Triangle.	15		
	Career Choices, pp. 56-62	(Maslow's Triangle), Where Are You Now?; Your Lifestyle	pp. 4/38-4/41, Presentation suggestions, Activities		15		
	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.	15	Vocabulary can also be assigned as homework.	English/Language Arts: Instructor's Guide, p. 4/42, Composition
16	Career Choices, p. 63; Workbook, p. 28	Components of Lifestyle	p. 4/42, Presentation suggestions, Activities		30		
	Career Choices, pp. 64-65	Happiness is a Balanced Lifestyle	4/43, Presentation suggestions, Gender equity activity		20		
17	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.	20		
	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	English/Language Arts: Instructor's Guide, p. 4/45, 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		Looking into the Future	p. 4/41	Follow the directions on p. 4/41 of the Instructor's Guide for a guided writing assignment. Make copies of the letters to be used with lesson "Remembering Your Dreams and Plans" (Hour 36).	30		
	Career Choices, pp. 64-71; Workbook, p. 30	Happiness is a Balanced Lifestyle; The Modified Maslow Triangle; What About Your Life	pp. 4/43-4/45, Presentation suggestions, Activity		20		
19	Career Choices, p. 62	Your Lifestyle	p. 4/42, Components of Lifestyle	Discussion of lifestyle components.	15	Assignment: Workbook, pp. 27- 28.	
	Possibilities, pp. 72-73	"I Shall Not Pass This Way Again" by Anonymous		Discuss question 3. Have students (either alone or in editorial teams of two) rewrite the poem as noted in question 6.	35		

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20	Workbook, p. 134	Checkpoints: Chapter 3		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.							
CHAPTER FOUR							
21	Chapter Intro Video	Chapter 4: What Cost This Lifestyle?	The Teachers' Lounge	Dain prepares students to start thinking about how much it costs for their family to live and how much money they will need to make to support their future lifestyles.	5		
	Career Choices, pp. 74-76	Ivy Elm's story	pp. 4/48-53	Overview of the budget process. Read and discuss Ivy's story.	15	Vocabulary can also be assigned as homework.	
	Career Choices, p. 77; Workbook, p. 32	Family Profile	p. 4/54	Have students complete their own family profile individually. Then have them share their profiles with the class.	30		
22		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 students work individually.	50	Assignment: Read the classified section of the local newspaper for houses for rent and for sale. Come to class with an ad that describes the housing you envision for yourself at age 29.	
23	Career Choices, p. 78; Workbook, p. 33	Housing	p. 4/55	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.	50		
	CareerChoices.com, p. 78	Mortgage interest rates; Calculating your monthly mortgage payment	Teacher Lesson Plan Online: include a discussion of the various types of mortgages			Assignment: Ask students to bring in copies of utility bills from home if their parents are willing to share the information.	Math: Review the "numbers" of life. Study how interest rates impact monthly mortgage payments. Technology: CareerChoices.com, p. 78
24	CareerChoices.com, p. 78	Property taxes; Estimate the cost of homeowners insurance	Teacher Lesson Plan Online: directions for insurance calculator	Prior to class, research how your state/county calculate property taxes. Explain each of these "hidden costs" of owning a home. Check figures on computer.	50	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.	
25	CareerChoices.com, p. 78	Owning versus renting	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		
26	Career Choices, p. 80; Workbook, p. 34	Transportation	p. 4/56	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 purchasing a new car versus a used car.	50		Math: 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. Technology: Study the Blue Book websites found on CareerChoices.com
	CareerChoices.com, p. 80	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	Teacher Lesson Plan Online: directions and discussion				
27	Career Choices, p. 82; Workbook, p. 36	Clothing	p. 4/57	Students may have to complete as homework if they projected several children.	50	Assignment: Workbook, p. 36, Interview a parent 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.	Technology: Students could create an Excel spreadsheet to track expenses for each family member.
	CareerChoices.com, p. 83		Teacher Lesson Plans Online: extension idea				
28	Discuss homework: Career Choices, pp. 84-85; Workbook, p. 36	Food, Sundries			25		
	Career Choices, pp. 86-87; Workbook, pp. 37-38	Entertainment and Recreation, Vacations	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.	25	Assignment: Workbook, pp. 37-38 Finalize their figures	Social Studies: Instructor's Guide, p. 4/61, Furnishings Activity; Math: Instructor's Guide; p. 61, Savings Activity
28	Career Choices, p. 88; Workbook, p. 39	Child Care	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 child care costs.	30	Assignment: Workbook, p. 39, Finalize their figures	
	Career Choices, pp. 89-90; Workbook, pp. 40-41	Health Care, Furnishings, Savings, Miscellaneous	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 to get sample costs.	20	Assignment: Workbook, pp. 40-41	
	CareerChoices.com, p. 89			Teacher Lesson Plan Online: directions and discussion			
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 risk of teenage pregnancy, this is a very important class session.	
30	Review homework: Career Choices, pp. 86-90			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		
31	Career Choices, pp. 92-93; Workbook, p. 42	Your Budget Profile; What Salary Will Support This Lifestyle?	pp. 4/63-4/64, 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.	50		English/Language Arts: Instructor's Guide, p. 4/63, Composition: Budget Narrative
32	Workbook, p. 43	What Careers Support Your Lifestyle?	p. 4/64, Activity	The best resources for this type of activity are found on the Internet.	50		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.
	CareerChoices.com, p. 93	Employment and Wage Data	Teacher Lesson Plans online: directions, extension ideas	Go online to explore the wages and salaries of hundreds of jobs.			

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33	Workbook, p. 43	What Careers Support Your Lifestyle? (continued)	p. 4/64, Activity	The best resources for this type of activity are found on the Internet.	50		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.
	CareerChoices.com, p. 93	Employment and Wage Data	Teacher Lesson Plans online: Directions, Extension	Go online to explore the wages and salaries of hundreds of jobs.			
34	Possibilities, pp. 80-86	"The Savings Book" by Gary Soto	Discussion: Journal Entry, Questions 1, 2, 3	Before reading the story, discuss the journal questions. Read the story aloud or silently. Discuss questions 1, 2, 3.	50	Assignment: Activity 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 the life they envision need to be different if their budget was limited to AFDC or unemployment amounts?	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		
36	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
	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.	20		
	Workbook, pp. 49 -50	After-Hours Rewards	pp. 4/73-73, Presentation suggestions		10	Assignment: Workbook, pp. 51, 52-53, 55	
	Career Choices, pp. 116-117; Workbook, p. 51	An Investment in Education ...Yields Dividends for a Lifetime	p. 4/74, Presentation suggestions	Discuss homework assignment: Ask students to study the chart on p. 116 of Career Choices and interpret what it demonstrates. Then ask them to individually complete computations on p. 117.	20		Math: Create a graph that depicts the numbers of this activity.
38	Career Choices, pp. 118-119; Workbook, p. 52-53	Beginning of the planning process	p. 4/75, Presentation, pp. 4/13-4/14, Start the portfolio process	Help students as they individually complete their bar graphs on p. 118 and p. 119 of Career Choices. Ask students to share their findings.	40		
	Career Choices, p. 120; Workbook, p. 54	Ask Someone Who's Been There	p. 76, Presentation, Career Resource File	Assign as homework: Review interviewing etiquette and strategies. Assign students to create Resource File.	5	Assignment: Ask Someone Whose Been There Interview, Workbook, p. 54	
	Career Choices, p. 121; Workbook, p. 55	Easier Said Than Done	p. 4/77, Presentation suggestions,	Assign completion of chart as noted on page 4/77 of Instructor's Guide. Discuss long range planning and goal setting.	5	Assignment: Workbook, pp. 57-62	
39	Workbook, p. 134	Checkpoints: Chapter 4		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
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CHAPTER FIVE							
41	Chapter Intro Video	Chapter 5: Your Ideal Career	The Teachers' Lounge	Dain prompts students to start thinking about all the characteristics they should consider in selecting a career.	5		
	Discuss homework: Career Choices, pp. 124-134; Workbook, pp. 57-62	Physical Settings, Working Conditions, Relationships at Work, Psychological Rewards of Working, Mixing Career and Family, Financial Rewards, Job Skills	pp. 4/80-4/81, Presentation suggestions	Ask students to share some of their findings from their homework on pp. 124-134 in Career Choices. You'll want to follow procedure outlined in the Instructor's Guide.	15		
	Career Choices, pp. 124-134; Workbook, pp. 57-62	My Ideal Job	pp. 4/80-4/81, Energizer	After students have completed their charts, begin brainstorming possible careers that meet their essential career characteristics (see Instructor's Guide, p. 4/80). If you have a career technician or counselor, you might ask him/her to attend this class to assist.	30	Assignment: Workbook, pp. 63-65; vocabulary can also be assigned as homework.	
42	Career Choices, pp. 135-137; Workbook, p. 63	Job Characteristics	p. 4/82, Presentation suggestions	Discuss the text points in Career Choices, pp. 135-137. Review findings from their homework assignment.	15		
	Career Choices, pp. 138-139; Workbook, pp. 64-65	Employee or Employer?	pp. 4/83, Presentation suggestions	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; Workbook, p. 65	What About Status?	p. 4/84, Presentation		15		
43	Possibilities, pp. 118-123	"Lego" excerpted from The New Yorker Magazine	Journal entry; Discussion: 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 information in 11 is important for analyzing career options. 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.	
44	Workbook, p. 135	Checkpoints: Chapter 5		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
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CHAPTER SIX							
45	Chapter Intro Video	Chapter 6: Career Research	The Teachers' Lounge	Dain stresses the importance of doing thorough research before selecting a career.	5		
	Career Choices, pp. 144-146; Workbook, p. 67	Career Clusters	p. 4/85, 4/86		10		
	Career Choices, p. 147; Workbook, p. 67	Bring In Your Identity	p. 4/88, Presentation suggestions	Use one student's charts and brainstorm as a class. Then break into groups of four or five. Have each student present their charts to the group and have the group brainstorm possible careers.	35	Vocabulary can also be assigned as homework.	

Session # (50 min.)	Textbook and/or Workbook	Lesson	Instructor's Guide Pages or Other Instructor Resource	Special Directions (beyond those given in the Instructor's Guide)	Approx. Minutes	Homework Assignment	Interdisciplinary/Technology Opportunities
46	Career Choices, pp. 148-149	Career Research	p. 4/89, Presentation suggestions	Read and review the steps in career research with your students.	20		Technology: In a computer lab, complete their research online for each of the careers they've chosen to research. Students can use print material, but online sources are much more efficient and comprehensive. This is an important skill to teach students, so they don't have to rely on "packaged" career search software. The Department of Labor has developed very sophisticated tools for this process. CareerChoices.com, p. 150
	Career Choices, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey		Students are now ready to choose three careers to research. Fill in each job title on page 68, 70, 72 of their Workbook.	30	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.	
47	Career Choices, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey (continued)	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.	50		
48	Career Choices, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey (continued)			50	Assignment: Continue completion of the three surveys. Students with online access, can work from home. For student without online access at home, try to make arrangements with the library or career center to provide access.	
49	Career Choices, pp. 156-157; Workbook, pp. 73-74	Seeing in the Mind's Eye, Imagining a Typical Day	pp. 4/92-4/93, Presentation suggestions	Choosing one of the careers each student researched, complete the activity "Seeing in the Minds Eye."	25		
	Career Choices, pp. 160-161; Workbook, p. 76	Involve Me and I Understand, Critique Your Experience	p. 4/101, Presentation suggestions		25	Assignment: Workbook, p. 76	
50	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.	
51	Workbook, p. 135	Checkpoints: Chapter 6		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.						
CHAPTER SEVEN							
52	Chapter Intro Video	Chapter 7: Decision Making	The Teachers' Lounge	Dain illustrates the decision-making process using his own considerations in choosing a college as an example.	5		
	Career Choices, pp. 168-170; Workbook, p. 80	Identifying Choices	p. 4/108-4/109, 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.	25		
	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
53	Career Choices, pp. 172-174; Workbook, pp. 81-82	Evaluating Choices	pp. 4/111-4/112, 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. Vocabulary can also be assigned as homework.	
54	Career Choices, p. 176; Workbook, p. 82	Gloria's Chart	p. 4/113, Presentation suggestions, Activity	As a class, discuss and vote on Gloria's choice.	15		English/Language Arts: Instructor's Guide, p. 4/114, Write a fictional story
	Career Choices, p. 177; Workbook, p. 83	Decision-Making Rubric		Have each student complete the chart on p. 177 of Career Choices, using the three careers researched earlier as their choices. This is where they determine the career they'll use for the balance of the course as their chosen career.	20		
	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 by reading "The Road Not Taken" by Robert Frost (Possibilities, pp. 139-140).	15	Assignment: Possibilities, p. 140, Question 7	Social Studies: Instructor's Guide, p. 4/115, Career Fair Project
55	Workbook, p. 136	Checkpoints: Chapter 7		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
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CHAPTER EIGHT							
56	Chapter Intro Video	Chapter 8: Setting Goals and Solving Problems	The Teachers' Lounge	Dain compares the practice of setting measurable goals and adjusting them when necessary to a volleyball match.	5		
	Career Choices, pp. 182-185; Workbook, p. 86	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.	15	Vocabulary can also be assigned as homework.	
	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 2-4 as the starting point for your class discussion.	30		
57	Video Book Club	Apollo 13	pp. 6/41-6/42	This movie includes excellent examples of problem solving and teamwork.	50		
58	Video Book Club	Apollo 13	pp. 6/41-6/42	Finish watching the movie and have the class discuss it as a group.	30		
	Career Choices, pp. 186-189; Workbook, p. 86	Setting Goals and Objectives	pp. 4/120-4/121, 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
59	Career Choices, pp. 186-189; Workbook, p. 86	Setting Goals and Objectives (continued)	pp. 4/120-4/121, 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.	15		
	Career Choices, p. 190; Workbook, p. 87	Your Lifestyle Goals		Have students diagram long-term and short-term goals and objectives that will help them reach their educational goals.	25	Assignment: Workbook, pp. 89-91	
60	Workbook, p. 137	Checkpoints: Chapter 8		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.						
CHAPTER NINE							
	Chapter Intro Video	Chapter 9: Avoiding Detours and Roadblocks	The Teachers' Lounge	Dain points out the necessity of being able to overcome obstacles in order to achieve a goal.	5		

Session # (50 min.)	Textbook and/or Workbook	Lesson	Instructor's Guide Pages or Other Instructor Resource	Special Directions (beyond those given in the Instructor's Guide)	Approx. Minutes	Homework Assignment	Interdisciplinary/Technology Opportunities
61	Discuss homework: Career Choices, pp. 197-199; Workbook, pp. 89, 90, 91	What's Your Excuse?, Taking Responsibility, Startling Statement Quiz	pp. 4/124-4/127, Presentation suggestions, Activity, Energizer		45	Vocabulary can also be assigned as homework.	Social Studies: Instructor's Guide, p. 4/127, Energizer
62	Career Choices, pp. 203-206; Workbook, pp. 92-93	Detours and Roadblocks: Dana and Miko, Josie and Juan -- Judy and Joe, Sam and Janice	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		
	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	
63	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 CareerChoices.com.	25		Technology: Online calculators, CareerChoices.com; Math: Instructor's Guide, p. 4/130-4/131
	CareerChoices.com, pp. 208-209	Retirement calculators		Have students factor their life savings using the money they've isolated from their "bad habit" savings. Encourage them to try "what if" calculations. What if I start saving at age 22? What if I wait until age 45? This is a real eye opener and you will cultivate a generation of savers!	25	Assignment: (optional) Continue working with online retirement calculators at home and bring in any surprising results to share with the class.	Math: How much do you have to save per year to have \$1,000,000 in retirement savings by the age of 65? Starting at age 22? Starting at age 32? Starting at age 42? Use the calculators found at CareerChoices.com to factor.
64	Career Choices, pp. 211-213; Workbook, pp. 96-98	If You're a Woman	pp. 4/132-4/133, Presentation suggestions, Activities	Review students' homework findings. What did they learn about the theme?	45		
65	Career Choices, p. 215; Workbook, p. 99	Before You Give Up	p. 4/134, Presentation suggestions		30		
	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		
66	Career Choices, pp. 216-221; Workbook, pp. 100-101	Conquering Your Fears, Your Courage Action Plan	p. 4/135-4/136, 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 visualize success 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.	
67	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.	35		
	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.	15		
68	Career Choices, pp. 226	Getting Back on Track If You've Derailed	pp. 4/139-140, Presentation suggestions	Invite a quest speaker who can review resources and services available in the community to help an individual get back on track. An optional homework assignment would be to have each student volunteer three or four hours at a social service agency (soup kitchen, daycare facility for homeless children, hospital, etc).	50		
		Re-evaluate salary requirements; 30-year timeline	p. 4/140	Brainstorm what a person can do if their career does not pay enough. Have students create the 30-year timeline.			
69	Career Choices, pp. 226-227; Workbook, p. 101	Alternative Career Ladder	p. 4/139-4/140, Presentation suggestions	Ask students to share their career alternatives for the industry they've chosen to diagram. Ask students to indicate which jobs meet their salary requirements (p. 93). Brainstorm what can be done if it does not (see page 4/140 for suggestions).	50		Technology: CareerChoices.com -- Using the Occupational Outlook Handbook online -- 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.
70	Workbook, p. 137	Checkpoints: Chapter 9		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.						
CHAPTER TEN							
71	Chapter Intro Video	Chapter 10: Attitude is Everything	The Teachers' Lounge	Dain describes the role of attitude and of associating with the right kind of people in achieving success.	5		
	Career Choices, pp. 230-231; Workbook, p. 104	Affirmations	p. 4/142, Presentation suggestions, Activities		10		
	Career Choices, pp. 232-235	The Six E's of Excellence	p. 4/143-4/144, Presentation suggestions, Activities		20		
	Career Choices, pp. 236-237; Workbook, p. 104	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities		15	Vocabulary can also be assigned as homework.	
72	Career Choices, pp. 238-241; Workbook, pp. 105-107	You're the Boss	pp. 4/146-4/147, 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. Diagram their objectives.	35		English/Language Arts: Instructor's Guide, p. 4/146-4/147, Interview and report
	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		
73	Career Choices, pp. 242-245; Workbook, pp. 108-109	The Employee of the Twenty-first Century	p. 4/148, Presentation suggestions, Activities	You will probably want to give each group inventing a new item or service a couple of days to think about their invention. Once presentations are made, you may want to ask the class to vote for the best idea.	30		English/Language Arts: Instructor's Guide, p. 4/148, Energizer and Writing Activity
	Career Choices, p. 246	Managing Change	p. 4/150, Presentation, Activities	In small groups, have students brainstorm the positive and negative aspects of a societal change. You might want to provide a list of these and let each group pull a topic out of a hat.	20		Social Studies: Instructor's Guide, p. 4/150, Activity -- Pro and cons of societal change
74	Workbook, p.109	Transferable Skills Chart	p. 4/150	Have students outline a Transferable Skills Chart similar to the example outlined in the Workbook (p. 109), but using three of the careers they have researched.	50		Technology: The draft Transferable Skills Chart could be outlined in a Microsoft Excel® spreadsheet. It will eventually be transferred to My10yearPlan.com®.
75	Workbook, p. 138	Checkpoints: Chapter 10		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
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CHAPTER ELEVEN							

Session # (50 min.)	Textbook and/or Workbook	Lesson	Instructor's Guide Pages or Other Instructor Resource	Special Directions (beyond those given in the Instructor's Guide)	Approx. Minutes	Homework Assignment	Interdisciplinary/Technology Opportunities
76	Chapter Intro Video	Chapter 11: Getting Experience	The Teachers' Lounge	This interview with Dain covers why students need to start behaving as professionals as early as possible and the importance of making a good impression.	20		
	Career Choices, pp. 250-251; Workbook, p. 111	Your Resume	p. 4/152-4/153, Presentation suggestions	Review what is included in a resume.	10	Assignment: Complete a resume they could use today to get a part-time job. You might also choose to have students create a first draft resume imagining they have 5 years experience in one of their three possible career choices.	English/Languages Arts: Instructor's Guide: p. 4/153, Fictional Resume and Research
	Career Choices, pp. 254-255	Finding a Job.....	p. 4/155, Presentation suggestions		15	Vocabulary can also be assigned as homework.	
77	Career Choices, p. 256; Workbook, p. 112	Job Applications	p. 4/156, Presentation suggestions, Activities	Review the basic information that is generally requested on job applications. Have students make an initial attempt at completing page 112 of the Workbook, then ask them to take it as homework so a parent/guardian can verify the information and help them complete the rest.	25		
	Career Choices, pp. 258-259; Workbook, p. 113	The Job Interview	p. 4/157, Presentation suggestions, Energizer	If you want to expand this into a community project, see pp. 10/2-10/5 of the Instructor's Guide. The Job Interview Night described on p. 126 is an excellent year-end project.	25	Assignment: Workbook, p. 112.	
78	CareerChoices.com, p. 258	The Virtual Job Interview			35		
	Career Choices pp. 260-261	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions		15		
79	Career Choices, pp 262-263, Workbook, p. 114	Making Connections	p. 4/159, Presentation suggestions, Activities	After discussing text on p. 262 of Career Choices, ask students to break into pairs and answer questions on p. 263 of Career Choices.	50		English/Language Arts: Instructor's Guide, p. 4/159, Reading Assignment
80	Possibilities, pp. 262-263	"The Bridge Builder" by Will Allen Dromgoole	Journal Entry, Questions 1-5	As a class, discuss journal entry and questions 1-3. Take 15 to 20 minutes for each student to write a thank you letter to someone who mentored them. Encourage them to send the letter.	50		
81	Workbook, p. 138	Checkpoints: Chapter 11		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.						
CHAPTER TWELVE							
82	Chapter Intro Video	Chapter 12: Where Do You Go From Here?	The Teachers' Lounge	Dain reminds students of all they have learned about themselves throughout the course and prepares them to write a plan that they will continually update.	5		
	Career Choices, pp. 267-269	Getting the Education or Training You Need	p. 4/162, Presentation suggestions		30	Vocabulary can also be assigned as homework.	Technology: CareerChoices.com -- Have students spend a period reviewing the variety of online resources that can help the fine tune their education and training plan; Social Studies: Instructor's Guide, p. 4/162, Activity
	Possibilities, pp. 270-271	"If" by Rudyard Kipling			15		
83	Career Choices, pp. 270-270; Workbook, p. 116	What Is Your Commitment to Your Education?	p. 4/164, Presentation suggestions	Hang their charts around the room once completed.	15		
	Career Choices, p. 271; Workbook, p. 117	Your Education and Training 10-Year Plan				Assignment: Workbook, pp. 118-119	
84	Discuss homework: Career Choices, pp. 272-273; Workbook, p. 118	Life-Long Learning Graph		Review and make sure that everyone completed it and understood the purpose.	15		
	Possibilities, pp. 252-253	"Be the Best of Whatever You Are" by Douglas Malloch		At beginning of class, read poem on p. 252 of Possibilities aloud to class.	10		
	Career Choices, pp. 274-275; Workbook, pp. 119-120	Delaying Gratification	p. 4/165, Presentation suggestions		15		
	Career Choices, pp. 276-277; Workbook, pp. 120-121	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	Ask students to complete pp. 276 and 277 in Career Choices. If students have built up their level of trust, ask some to share their concerns and their goals.	10		
85	Career Choices, pp. 278-281; Workbook, pp. 122-123	Your Action Plan for the Next 10 Years	p. 4/166, Presentation suggestions	Everything they have been doing in this class leads to this 10-year plan. Use My10yearPlan.com® so students and teachers have access to plans throughout high school for a variety of counseling and advising functions.	50	Assignment: Complete "Your Plan."	
86	Career Choices, pp. 281-283, Workbook p. 124	Supporters of My Plan, My Mission in Life (updated)	p. 4/167-4/168, Presentation suggestions		50		
	Workbook, p. 138	Checkpoints: Chapter 11		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.		Checkpoints could be assigned as homework.	Checkpoints for each chapter are available on My10yearPlan.com®.
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87	Post-assessment Activity	Pre-/Post-Survey	p. 14/9-14/14	Compare the pre and post surveys of each student. See pages 14/13 and 14/14 for evaluation suggestions. Gather data from Guidance Counselors and other teachers, noted on p. 14/15 and 14/16	15		
	Chapter Intro Video	After Chapter 12 - Recap	The Teachers' Lounge	Dain reminds students that the decisions they make each day have the power to determine how happy they will be in life and that they should refer to their Career Choices Workbooks as they make decisions throughout their lives.	5		
	Possibilities, p. 283	"We Are a Success..." by Robert Louis Stevenson			5		
	Graduation party	Oh! The Places You'll Go by Dr. Seuss	p. 4/169	Read Dr. Seuss book aloud.	25		
PLEASE NOTE: 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.							