

Career Choices Lesson Plan
(Semester Plan - 90-Minute Block)

Orange cells indicate the activity is mandatory for all students.				Blue cells indicate the activity is from Possibilities, the literature anthology that corresponds with the Career Choices activities.	Green cells indicate that the activity is from Lifestyle Math, the math supplement that expands the Career Choices activities from Chapter 4.		
Class	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
1	Pre-assessment Activity	Pre-/Post-Survey	p. 14/9-14/15	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 is in addition to the one found in your Freshman Transition manual. This survey will measure attitudinal change toward the value of education and students' expectations for their future self-sufficiency and productivity.	20		
	Career Choices, pp. 6-7	Introduction	p. 4/2, Presentation suggestions,	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.	20		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, 2/8- 2/14, 6/3-6/6, 6/55-6/61, 7/2-7/5, 9/27-9/34
2	Career Choices, pp. 10-13	(Visualizer activity)	p. 4/7, Instructor brings items	Divide students into groups 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.	50		
		(Visualizer activity)		Have student groups develop a instruction manual for their visualizer and ask them to come up with an idea for marketing their visualizer to the public.	45		
	Career Choices, pp. 10-14	Vision + Energy = Success; Envisioning Your Future	p. 4/4, Presentation suggestions; Review text and assign homework	Brainstorm as a class the first of the charts on page 13. Explain the rules of brainstorming (see page 11/7 of Instructor's Guide). Have students complete the charts on page 13. Also, review the directions on page 14; students may have time to start this in class but will need to complete the assignment as homework.	45	Assignment: Complete the Envisioning Your Future writing assignment on page 14 of Career Choices.	
3	Report out on homework.			Have student volunteers share what they've written for the Envisioning Your Future assignment.	20		
	Possibilities, p. 24	Dreams by Langston Hughes	pp. 11/23-11/5	Read Hughes' poem to the class and then discuss the questions in the journal entry on page 24.	25		
	Video Book Club	October Sky	pp. 11/23-11/5	Show first half of the movie, October Sky. (108 minutes)	45		
4	Video Book Club	October Sky	pp. 11/23-11/5	Finish movie and discuss the students dreams and challenges.	60	Extra credit option: http://www.homerhickam.com/ . Choose books from this website to suggest as extra reading for students. Because they've just seen Hickman's story, they might get excited about reading his books.	
	Discussion: Career Choices, pp. 15-21	Why People Work; Everybody Works; Defining Success	p. 4/8-4/10, Presentation suggestions; p. 4/10, Activity (1st half)	Have students brainstorm how they think well-known individuals would define success.	30	Writing assignment: Students are to start writing their definition of success.	
	Possibilities, pp. 37-39	Richard Cory by Edwin Arlington Robinson	Journal entry; read poem aloud to class	If you can find it, you might want to play the Simon & Garfunkel song "Richard Cory" for the class. Once you've read the piece, have students discuss their journal entries and respond to question #5 in Possibilities. This is a "bummer" of a piece, so try to end the class on a happy note.	20		
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.	5		
	Career Choices, p 27	The 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.	30		
	Career Choices, p. 28	(James and Letitia)		Dramatic Reading	5		
	Career Choices, p 29	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities		10	Assignment: Students are to start identifying their passions at home.	English/Language Arts: Write an essay describing a student's ideal day, Instructor's Guide, p. 4/18
	Career Choices, p. 30	(James and Letitia)		Dramatic Reading	5		
	Career Choices, pp. 31-37	Work Values Survey (introduction)	p. 4/20, Presentation suggestions	Review the survey together and discuss any words or concepts they don't understand. Be non-judgmental about the statements read. Have student begin working on the Work Values Survey. They will complete it tomorrow.	15		
6	Career Choices, pp. 31-37	Work Values Survey (continued)		Have students complete and grade the Work Values Survey. 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.	45		
	Career Choices, p. 38	(James and Letitia)		Dramatic reading	5		
	Career Choices, pp. 38-42	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.	40		

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7	Video Book Club	Dave		See the viewing guide available in the Users Only area of www.academicinnovations.com	90		
8	Career Choices, pp. 44-45	(How personality impacts career choices); Your Strengths; (Developing your strengths)	p. 4/24, Activities		30		
	Teamwork Energizer	Class Exercise	pp. 4/25-4/26	Try to divide the class into teams where there is 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.	60	Assignment: Students are to begin a list of skills they've mastered for page 47 of Career Choices.	
9	Career Choices, p. 46	(James and Letitia)		Dramatic reading	5		
	Review homework: Career Choices, pp. 46-48	Skills and Aptitudes, Name That Skill	pp. 4/27 and 4/28, Presentation suggestions and Activities	Brainstorm 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.	30		
	Career Choices, p. 49	Roles and Occupations	p. 4/30, Presentation suggestions		10		
	Chapter Follow-Up	Update Bulls Eye Chart	p. 4/31	Update the bulls eye chart now that student's have discovered new information about themselves.	15		
	Possibilities, pp. 43-45	Acrostic Poem		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.	30	Assignment: Finalize Acrostic Poems at home	
10	Career Choices, pp. 50-53	The Message Center	p. 4/32, Activity	Ask for volunteers to share their completed Acrostic Poems before they turn them in for grading. Discuss the messages society gives individuals based on their gender, race, age, physical appearance, physical ability, social status, intellectual capacity, educational achievement, and so forth	45		
	Possibilities, pp. 64-68	excerpt from "Self-Reliance" by Ralph Waldo Emerson	Read the piece aloud in class.	Focus your discussion on questions #9-#11.	45	Assignment: Have students complete the Composition suggested on page 67 of Possibilities.	
11	Possibilities, pp. 47-56	excerpt from "I Know Why the Caged Bird Sings" by Maya Angelou	Read the piece aloud in class.	Begin with the journal entry and follow the reading of the piece with a brief discussion of students' journal entries. Have students write an Autobiographical Incident as outlined.	90		
12	Possibilities, pp. 61-62	"Life" by Nan Terrell Reed		Start with the journal entry on page 61 of Possibilities and then read the piece aloud in class. Follow up with the discussion questions on page 62.	45		English/Language Arts: Instructor's Guide, p. 4/32, Composition
	Career Portfolio		pp. 4/13-4/14	Introduce the concept of a Career Portfolio. Depending on if you will use 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.	45		
13	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.	20		
	Career Choices, pp. 56-63	(Maslow's Triangle), Where Are You Now?; Your Lifestyle, Components of Lifestyle	pp. 4/38-4/42, Presentation suggestions, Activities		40		
	Possibilities, pp. 69-70	"Growing Older" by R.G. Wells		Ask students to complete a Mission Statement over the next two or three days, after reading the poem aloud and discussing questions/topics.	30	Assignment: Have students begin drafting their Mission Statement.	
14	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".	30		
	Possibilities, pp. 72-73	"I Shall Not Pass This Way Again"; Discussion: Questions 3 & 6	Read the poem to class and discuss.	Ask students to complete question #6 using their mission statement as inspiration. Include a copy of their poem in their Career Portfolio.	15	Assignment: Using their Mission Statement as inspiration, have students respond to question #6 at home.	
	Career Choices, pp. 64-71	Happiness is a Balanced Lifestyle, The Modified Maslow Triangle, What About Your Life	pp. 4/43-4/45, Presentation suggestions, Activity	Extra credit assignment: read "Having our Say: The Delany Sister's First 100 years"	25		English/Language Arts: Instructor's Guide, p. 4/45, Composition
	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 .	20		English/Language Arts: Instructor's Guide, p. 4/42, Composition
15	Career Choices, pp. 74-76	Ivy Elm's story	pp. 4/48-54	Read and discuss Ivy's story.	15		
	Lifestyle Math, pp. 10-12	Glossary; Family Profile		Review the financial terms that students will encounter as they work through the book. Have students complete their own family profile individually. Then have them share their profiles with the class.	30		
	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 (see page 13 of Lifestyle Math), brainstorming costs and demonstrating what each line item entails. This example is important to do as a class, before having the student work individually on their own budgets. (The budget exercise is an individual exercise. It is not a good idea to do it in teams.)	45	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.	

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16	Lifestyle Math, pp. 14-16	Housing Descriptions	p. 4/55; Teacher Lesson Plan	Have students complete the housing descriptions. The instructor may want to bring in local real estate magazines and copies of the classified section of the paper to help students get started.	60		Math: www.careerchoices.com, p. 78, Review the numbers of life. Study how interest rates impact monthly mortgage payments.
	Lifestyle Math, pp. 18-31	Housing Budget		You'll start by helping students calculate mortgage payments for the different housing options.	30	Assignment: Ask students to discuss utilities with a parent or another adult and see if any of them are willing to share copies of their utility bills for use in class. Also, have students ask about the other "hidden costs" associated with housing. For example, who takes care of the garbage pick-up and how much does it cost?	
17	Lifestyle Math, pp. 18-31	Housing Budget (continued)		Continue the mortgage calculations if necessary. Explain each of these "hidden costs" associated with housing.	90	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.	
18	Lifestyle Math, pp. 32-42	Transportation Budget	p. 4/56; Teacher Lesson Plan	The instructor may want to bring in copies of the local classified section to allow students to review as they 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 used over a new car. Share with the class.	90		Math: www.careerchoices.com, p. 78, 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 web sites found on www.careerchoices.com.
19	Lifestyle Math, pp. 32-42	Transportation Budget (continued)		Continue with the transportation budget. If time permits, have students work in teams to complete the Group Think on page 38 of Lifestyle Math. This would also be a good time to invite a local insurance agent to class to discuss the cost of car insurance with your students.	90		
20	Lifestyle Math, pp. 43-47	Yearly Clothing Budget	p. 4/57; Teacher Lesson Plan	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.	90	Assignment: Interview a parent or another adult to get input on food costs for a family the size they envision for themselves at age 29.	
21	Lifestyle Math, pp. 48-57	Food Budget		Students will begin by outlining a balanced menu. From there, students will be developing a shopping list and then calculating costs. The instructor may want to bring in grocery ads from several local markets. Students may need help with some of the line items (e.g., Sundries).	90		
22	Lifestyle Math, pp. 64-70	Entertainment Budget; Saving and Planning for a Vacation	p. 4/59	Be sure to advise students they don't need a figure in each line item of the Entertainment Budget. 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. When you move on to the Saving and Planning for a Vacation section, the Sunday Travel section of the paper might come in handy. If students have similar destinations, suggest they form research teams to figure costs.	90	Assignment: Have students finalize their figures for these two categories as homework; also have students complete the Creative Planning activity on page 70 of Lifestyle Math.	Optional: There are many different travel-related web sites that students can use to get estimates on the cost of traveling to different destinations. Suggest they stick with widely-known sites like Expedia, Travelocity, or Orbitz.
23	Lifestyle Math, pp. 70-73	Creative Planning; Child Care Budget	p. 4/60	Begin by letting students report out on the results of their Creative Planning activity. If you have phone access available in class, you may want to have student volunteers call a few local day care centers to get actual weekly costs for children of different ages. Do the day care centers offer flexible schedules and what hours are they open? Do they offer discounts for families that send multiple children to their facility? Divide students into groups of three to brainstorm other child care options. Ask students with younger siblings to bring in their childcare costs.	90	Assignment: Interview a parent or another adult to get input on health care cost for a family the size they envision for themselves at age 29. Make sure students ask if their employer provides health care benefits and, if so, how much help is provided. Have students review the list on page 74 so they can ask about some specific expenses.	
24	Lifestyle Math, pp. 74-79	Health Care Budget, Furnishing Expenses, Depreciation Brainstorm	pp. 4/60-4/62	Discuss health insurance and the different ways to obtain it. Poll your students to find out what they discovered from their interviews. Have students factor their estimated health care costs. The instructor might want to have catalogs available for students to use for researching their furnishing costs. Remind students to declare an annual budget amount and then divide by 12 for the monthly budget they are working on.	90		Social Studies: Instructor's Guide, p. 4/61, Furnishings activity; Math: Instructor's Guide, p. 4/61, Savings activity
25	Lifestyle Math, pp. 80-84	Savings; Miscellaneous Expenses		Review each line item and, as a class, brainstorm how much is appropriate for each. Explain retirement plans and IRA's and have students experiment with different age strategies for starting their retirement funding. Complete the figures for the Miscellaneous Expenses.	60	Assignment: Have students finalize their figures for any categories that remain incomplete. Then, have them calculate their total monthly budget (pp. 13, 85)	Optional: There are several saving calculators available at www.careerchoices.com to help students experiment with different savings rates and terms.
	Possibilities, pp. 80-86	"The Savings Book" by Gary Soto	Read the piece aloud in class.	This piece will be especially effective after students have completed the savings portion of their budget. There probably won't be much time for discussion, but it's a fun piece.	30		
26	Lifestyle Math, pp. 13, 85-87	Your Total Budget Profile; What Ends Up In Your Pocket; Your Annual Salary Requirement	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 copies of payroll stubs (from your older students/identity removed) so they can see what is taken out of a paycheck. Check on the computer.	45		English/Language Arts: Instructor's Guide, p. 4/63, Composition (budget narrative); Math: The numbers of life. Explore what "take-home pay" really is and how taxes impact what you have left to spend; resources available at www.careerchoices.com

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	Lifestyle Math, pp. 88-92	Find a Salary That Will Support Your Lifestyle; Group Discussion; Numbers to Memorize		The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.	45	Assignment (or for extra credit): Have the students complete the Group Think on page 92 of Lifestyle Math, comparing their budget to the national average for certain expenditures.	
27	Career Choices, pp. 95-96; Lifestyle Math, p. 93-94	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 change?	45		
	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.	45	If you are working with a population at high risk of teen age pregnancy, this is a very important class session.	
28	Career Choices, pp. 97-101	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 out their suggestions to the class. Have the class critique their projections for each line item.	30		
	Possibilities, pp. 87-89	"Miss Rosie" by Lucille Clifton; Discussion: Journal entry, Questions 4 & 5	Read poem to the class and discuss.	Before reading the poem, discuss the journal entry on page 87. Break into small groups and ask each group to describe Miss Rosie's life at age 15 (question 4) and then report of their ideas. As a class, discuss question 5.	30	Assignment: Write a first-person narrative of a day in the life of a homeless person.	
	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.	30		English/Language Arts: Instructor's Guide, p. 4/68, Composition
29	Career Choices, pp. 104-110	Money Isn't Everything	p. 4/69, Presentation suggestions		30		
	Possibilities, pp. 95-102	"The Gift of the Magi" by O. Henry	Read the piece aloud in class.	Begin with the journal entry, read the piece, and then follow up with the discussion questions on page 101.	30		
		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?	30		
30	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 each of the careers each student is considering. Break students into triads and brainstorm how the workers on page 113 might meet the work values not clearly met in their jobs.	45		
		After-Hours Rewards	pp. 4/73-73, Presentation suggestions		45		
31	Career Choices, pp. 116-117	An Investment in Education ...Yields Dividends for a Lifetime	p. 4/74, Presentation suggestions	Ask students to study the chart on p. 116 of Career Choices and interpret what it demonstrates. Then ask them to individually complete computations on p. 117.	30		Math: Create a graph that depicts the numbers of this activity
	Career Choices, pp. 118-119	Beginning of the planning process	p. 4/75, Presentation, p. 4/13-4/14, Start the Portfolio process	Complete p. 118 and p. 119 of Career Choices. Ask students to share their findings.	40		
	Career Choices, p. 120	Ask Someone Who's Been There	p. 4/76, Presentation, Career Resource File	Assign as homework, review interviewing etiquette and strategies. Assign students to create Resource File	10	Assignment: Complete the interview assignment on page 120 of Career Choices -- Ask Someone Who's Been There.	
	Career Choices, p. 121	Easier Said Than Done	p. 4/77, Presentation suggestions,	Assign completion of chart as noted on page 4/77 of Instructor's Guide.	10	Assignment: Have students complete the chart as noted on page 4/77 of Instructor's Guide.	
32	Career Choices, pp. 124-134	Your Ideal Career	pp. 4/80-81, Presentation suggestions	Ask students to complete the charts on these pages. You'll want to follow procedure outlined in the Instructor's Guide.	45		
	Career Choices, pp. 124-134	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. 4/80). If you have a career technician or counselor, you might ask him/her to attend this class to assist. The first 30 minutes brainstorm as a class. Then break into triads and ask smaller groups to brainstorm their team members options	45		

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33	Career Choices, pp. 135-137	Consider Your Options	p. 4/82, Presentation suggestions	Discuss the text points in Career Choices, pp. 135 - 137. Students will complete the chart on page 137.	25		
	Career Choices, pp. 138-139	Employee or Employer?	p. 4/83, Presentation suggestions	Complete the activity and then 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?"	25		
	Career Choices, pp. 140-141	What about Status?	p. 4/84, Presentation		10		
	Possibilities, pp. 118-123	"Lego": Discussion; Journal entry	Read the story to the class	Discuss the Mark Twain quote before reading the story. After reading this true story, discuss question 11. This is an important concept for students to understand. Have students share their fantasy jobs.	30	Assignment: Share with your parent or another adult, your bulls eye chart, projected budget, and Your Chart from page 134. Brainstorm careers that match your personality and goals.	
34	Career Choices, pp. 144-146	Career Interest Areas	pp. 4/85, 4/86		15		
	Career Choices, 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.	45		
	Career Choices, pp. 148-149, 156, 160-161	Career Research	p. 4/89, Presentation suggestions	Read and review with your students the Steps of Career Research.	30		
		Choose three careers		Students are now ready to choose three careers to research for pages 150, 152, and 154 of Career Choices.		Assignment: At home respond to items 4 and 5 for each of the three surveys. Encourage students to make notes on any of the other items, based on their perception of the career.	
35	Career Choices, 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 time in the library or career center or online at www.careerchoices.com , pp. 148-149, 150.	90		
	www.careerchoices.com , p. 150 optional	Career Research online	Find careers with most promising future in your state and matches 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 "packaged" career search software. The Department of Labor has developed very sophisticated tools for this process.		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.	
36	Career Choices, 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 time in the library or career center or online at www.careerchoices.com , pp. 148-149, 150.	90		
	www.careerchoices.com , p. 150 optional	Career Research online	Find careers with most promising future in your state and matches 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 "packaged" career search software. The Department of Labor has developed very sophisticated tools for this process.		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.	
37		Seeing in the Mind's Eye	pp. 4/92-93, Presentation suggestions	Choosing one of the careers each student research, complete the activity "Seeing in the Minds Eye."	30		
	Career Choices, pp. 160-161	Involve Me and I Understand	p. 4/101, Presentation suggestions		30	Assignment: Complete the chart from page 160 at home.	
	Career Choices, pp. 162-165	The Chemistry Test	p. 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.	30	Assignment: Thinking about their own preferred behavior style, make a list of 10 careers/jobs that they think match their style.	English/Language Arts: Instructor's Guide, p. 4/104, Write a job description
	Career Choices, pp. 158-159	The Shadow Program	p. 4/94, Presentation suggestions	Long-term homework: Arrange for Shadow Experience (Optional). This project will be completed over a period of time and require outside work on your part (either finding job shadowing placements or better yet, a Director of Mentors), but the added effort is well worth it. This is an impressive activity for a high school student! See pp. 4/94-100 in the Instructor's Guide.			English/Language Arts: Instructor's Guide, pp. 4/94-4/95, Write a business letter
38	Career Research Paper			Choosing one of the careers each student researched, complete a career research paper. Most of the research was done on pages 150-155, so they just need to draft the paper. (Career Research Paper outline available in the Users Only area of www.academicinnovations.com .)	90		
39	Career Research Paper			Choosing one of the careers each student researched, complete a career research paper. Most of the research was done on pages 150-155, so they just need to draft the paper. (Career Research Paper outline available in the Users Only area of www.academicinnovations.com .)	90		

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40	Career Choices, pp. 168-170	Identifying Choices	pp. 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	Gathering Information	p. 4/110, Presentation suggestions		20		Social Studies: Instructor's Guide, p. 4/110, Sharon Hurwitz example of gathering and analyzing data
	Career Choices, pp. 172-174	Evaluating Choices	pp. 4/111-112, Presentation suggestions, Activities	After the class has worked through Joyce's example, break into groups of three to consider Jessica and John's stories and complete their charts on pp. 173-174 of Career Choices. Report out before the end of the period.	40	Assignment: Using the model on page 173 of Career Choices, 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.	
41	Video Book Club	Apollo 13	pp. 11/23-11/5	A great movie for problem solving and evaluating choices.	90		
42	Career Choices, pp. 176-177	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.	60		
	Career Choices, 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 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.	30	Assignment: Write a one page paper in response to question 7 on page 140 of Possibilities.	English/Language Arts: Instructor's Guide, p. 4/114, Write a fictional story
43	Career Choices, pp. 182-185	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.	30		
	Career Choices, pp. 186-190	Setting Goals and Objectives	pp. 4/120-121, Presentation suggestions	Review step of setting goals and objectives. Complete activities.	60		English/Language Arts: Instructor's Guide, p. 4/120, Activity and follow-up over the whole year
44	Lifestyle Math, pp. 102-106	Developing an Action Plan; Buying a Car (Group Brainstorm)			45		
	Career Choices, pp. 197-199	What's Your Excuse? Taking Responsibility and scoring Startling Statement Quiz	pp. 4/124-127, Presentation suggestions,		45		Social Studies: Instructor's Guide, p. 4/127, Energizer
45	Career Choices, pp. 203-206	Detours and Roadblocks	p. 4/128, Presentation suggestions, Activities	Break into groups of three students each and assign each group on of the problems to discuss for 10 minutes. Come back together and get groups to share their conclusions.	25		
	Career Choices, p. 207	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		
	Career Choices, pp. 208-209	Economics of Bad Habits	p. 4/130, Presentation suggestions,		40		Math: Instructor's Guide, p. 4/130-4/131, use online calculators at www.careerchoices.com
46	Career Choices, pp. 211-213	If You're a Woman	pp. 4/132-133, Presentation suggestions, Activities	Have students complete these activities and then review their findings. What did they learn about the theme.	20		
	Career Choices, pp. 214-215	Before You Give Up Your Dream	p. 4/134, Presentation suggestions	Discuss the text in Career Choices. Have students complete the activity. Read Dream Deferred by Langston Hughes, Possibilities, p. 212	30		
	Career Choices, pp. 216-221	One Step at a Time	pp. 4/135-136, Presentation suggestions		40		
47	Career Choices, pp. 222-223	Yorik's Story	p. 4/137, Presentation suggestions	Have students/teams complete the activity and present their plans for Yorik.	45		
	Career Choices, pp. 224-225	Taking Risks	p. 4/138, Presentation suggestions, Activities		20		
	Career Choices, pp. 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 should begin thinking about an interest area or industry and you might ask them to tentatively fill in the job titles for their choice. They will continue their research tomorrow.	25		
48	Career Choices, pp. 226-227	Career Alternatives		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. 226-227	Career Alternatives	pp. 4/139-140, Presentation suggestions	Ask students to share their career alternatives and 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).	30		
49		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.	60		
	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.	30		

Career Choices Lesson Plan
(Semester Plan - 90-Minute Block)

Class	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
50	Career Choices, pp. 230-231	Affirmations	p. 4/142, Presentation suggestions, Activities		15		
	Career Choices, pp. 232-235	The Six E's of Excellence	pp. 4/143-4/144 presentation and Activities		30		
	Possibilities, pp. 228-239	"The Necklace" by Guy de Maupassant	Read the piece aloud in class.	Follow up the reading with a discussion of questions 3 and 4.	45		
51	Career Choices, pp. 236-237	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities		15		
	Career Choices, 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.	45		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	Read the piece aloud in class.	Begin with the journal entry, read the piece, and then follow up with a discussion of students' journal entries.	30	Assignment: Ask students to follow the instructions for #7 on page 251 of Possibilities.	
52	Career Choices, 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.	45		English/Language Arts: Instructor's Guide, p. 4/148, Energizer and writing activity
	Possibilities, pp. 240-248	"Tonia the Tree" by Sandy Stryker	Read the piece aloud in class.	Begin the discussion with the prompts on page 246.	45	Assignment: Respond to questions 7 and 8 in writing.	
53	Career Choices, p. 246	Managing Change	p. 4/150, Presentation, Activities	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.	30		Social Studies; Instructor's Guide, p. 4/150, Activity, pros and cons of societal change
		Transferable Skills Chart	p. 4/150, Updating Career Portfolio	Have students share what they learned from their transferable skills chart.	30		
	Career Choices, pp. 250-251	Your Resume	p. 4/152-153, Presentation suggestions	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.	English/Language Arts: Instructor's Guide, p. 4/153, Fictional resume and research
54	Career Choices, pp. 254-255	Finding a Job...	p. 4/155, Presentation suggestions		15		
	www.careerchoices.com, p. 254	Finding a job online	Use the databases listed to explore job opportunities		30		
	Career Choices, 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. (A job application worksheet is available in the Users Only area of www.academicinnovations.com.)	45	Assignment: Complete your job application worksheet at home, if necessary. You may need to consult a parent or other adult on some of the information.	
55	Career Choices, 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 Instructor's Guide. The Job Interview Night described on p. 126 is an excellent year-end project.			
	Possibilities, pp. 254-261	"Looking for Work" by Gary Soto	Read the piece aloud in class.	Follow up the reading with a discussion of question 9 and have students complete the writing assignment there.			
56	www.careerchoices.com, p. 258	Interactive job interview	Virtual Job interview online		45		
	Career Choices, pp. 260-261	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions		15		
	Career Choices, pp. 262-263 Possibilities, p. 262	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 Career Choices, ask students to break into pairs and answer questions on p. 263 of Career Choices.	30		English/Language Arts: Instructor's Guide, p. 4/159, reading assignment
57	Video Book Club	Finding Forrester	pp. 11/23-11/5		90		
58	Career Choices, pp. 267-269	Getting the Education or Training you Need	p. 4/162 Presentation				Social Studies: Instructor's Guide, p. 4/162, activity
	optional: www.careerchoices.com, 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.	30		
	Career Choices, pp. 270-273	Where is it You Want to Go?	p. 4/164, Presentation suggestions,	Hang their charts around the room once completed.	45		
	Possibilities, pp. 270-271	"If" by Rudyard Kipling			15		
59	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.	20		

Career Choices Lesson Plan
(Semester Plan - 90-Minute Block)

Class	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities
60	Career Choices, pp. 274-275	Delaying Gratification	p. 4/165, Presentation suggestions		20		
	Career Choices, pp. 276-277	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	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.	10		
	Possibilities, pp. 273-275	"Ex-Basketball Player" by John Updike	Read the piece aloud in class.	Start with the journal entry on page 273 in Possibilities. After reading the piece to the class, follow up with a brief discussion and then ask students to complete the writing assignment on page 274. If time permits, have students continue on to the writing assignment on page 275. (This can also be completed as homework.)	60	Assignment: Complete the writing assignment on page 275 of Possibilities.	
61	Career Choices, 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 teacher. Better yet use www.my10yearplan.com so students and teachers have access to their plans throughout high school.	90		
62	Career Choices, pp. 278-281	Your Plan		Ask volunteers to present a synopsis of their 10 year plan. What will they be doing in 10 years: What education/training level, what employment, their living arrangements and finances (3 minutes each student) Grade the 10 year plans as their final.	90		
63	Possibilities, pp. 277-283	"25th High School Reunion"		After reading the poem aloud, ask students to write their "contribution" to the booklet for their 25th high school reunion. Compile the poems and create a booklet for the high school archives or bury as a time capsule to be unearthed by the group the day before their 25th reunion.	90		
	Career Choices, pp. 282-283	Letters Remembering your dreams and goals	p. 4/168	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.		Take home final assignment: Include the scoring of this within their final exam grade (combined with their portfolio -- online or notebook).	
64	Career Portfolio		pp. 4/13-4/14	Students will spend two days building their Career Portfolio notebook. See pp. 4/13-4/14 of Instructor's Guide.	90		
65	Career Portfolio		pp. 4/13-4/14	Students will spend two days building their Career Portfolio notebook. See pp. 4/13-4/14 of Instructor's Guide.	90		
66	Career Choices, p. 282	(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					
	Post-assessment Activity	Pre-/Post-Survey	p. 14/9-14/15	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		
	Graduation party	Oh! The Places You'll Go by Dr. Seuss	p. 4/169	Read Dr. Seuss book aloud.	30		
*** PLEASE NOTE*** If you find that you are running behind, the sessions marked with asterisks can be either assigned as homework, modified, or deleted without impacting student learning or 10-year plans.							