

Tips for Using This Yearlong Pacing Guide Template

Planning Resources:

Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com®

www.careerchoices.com/lounge/cupboard_lessonguides.html

Keep these basic steps in mind as you work through your lesson planning:

1. Outline your vision and course parameters

Begin with the end in mind: Every student develops a meaningful 10-year Plan through a course that provides ____ hours of instruction following the *Career Choices* series text's scope and sequence.

2. Consider your curriculum enhancement options

Review Section 4 of the *Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com®*, flagging suggestions and group activities you may want to implement. You may have time to incorporate some additional academic content (using *Possibilities* or *Lifestyle Math*) or some of the online enhancements available through CareerChoices.com. You may also have some district or state requirements to address.

3. Choose the lesson pacing template that most closely matches your needs and time constraints

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Using one of the pacing guide templates as a starting point will save planning time and ensure that students benefit from the textbook's scope and sequence. We generally recommend planning for slightly fewer hours than your course requires. This provides some flexibility in case additional time is needed for some of the more challenging content or for the inclusion of other topics that your school or district may require.

4. Edit the template to create a customized pacing guide that will meet your program goals and empower students to develop a personalized 10-year Plan

Let the fun begin! Using the structure of the *Career Choices* series, you can add your own creative energy and provide your students with a rich, active learning experience that will change their lives—by changing their attitudes about education and their future.

Yearlong Pacing Guide for Secondary Schools

We recommend pacing this course in a way that ensures students complete the development of a 10-year Plan. As a result, we have scheduled about 145 hours of instruction.*

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
1	Pre-assessment Activity	Pre-/Post-Survey	p. 14/11	Have students complete the pre-survey. Save these for comparison at the end of the course. This survey measures attitudinal change toward the value of education and students' expectations for their future. Hand out the parent letter and the Visualizer activity sheet.
	Chapter Intro Video		The Teachers' Lounge	Show this video narrated by Olympic Gold Medalist Dain Blanton to your class to fuel their excitement for the course and help them to understand the real-life importance of what they will learn. Cover any "housekeeping" items. Be sure to share a sample completed 10-year Plan Summary page so students see what they'll learn from this course. If you don't have time to complete your own, request a populated demo account. For extra credit, you might allow student to bring something that flies for the next class period.
	Workbook, p. 4	(Vocabulary)	p. 11/26	To help with mastery of the vocabulary for each chapter, there are quizzes and crossword puzzles available through The Teachers' Lounge. Vocabulary for each chapter could be assigned as homework.
CHAPTER 1				
2	Career Choices, pp. 6-7	Introduction	pp. 4/1- 4/2, Presentation suggestions	Have students report out on what they brought that flies. In reading the opening 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.
	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.
3	Career Choices Series, pp. 10-14; Workbook, pp. 5-6	Vision + Energy = Success; Envisioning Your Future	pp. 4/4-4/6, Presentation suggestions	Brainstorm as a class the charts on page 13. Explain the rules of brainstorming (see Section 11 of Instructor's Guide).
	Possibilities, p. 24	"Dreams" by Langston Hughes	p. 4/6	Read Hughes' poem to the class. (Each piece in Possibilities is bookended by prompts for discussion or writing assignments.)
	Possibilities, pp. 27-32	"I Have a Dream..." by Dr. Martin Luther King, Jr	p. 4/6	Read Dr. King's speech to the class. (Each piece in Possibilities is bookended by prompts for discussion or writing assignments.)
4	Possibilities, pp. 11-17	"Secret Life of Walter Mitty" by James Thurber	Read in class (silent or aloud)	Use question 5 to launch class discussion. Ask students to write the dialogue described in question 6. Students then "edit" page 6 of Workbook with their new information as per question 7. As a class discuss question 8.
5	Career Choices Series, pp. 10-13; Workbook, p. 5	(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.
6	Video Book Club	October Sky	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies. Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
7	Video Book Club	October Sky (continued)	pp. 11/23-11/25	

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8	Career Choices Series, pp. 15-21; Workbook, pp. 7-9	Why People Work; Everybody Works; Defining Success	p. 4/8-4/9, Presentation suggestions p. 4/10, Activity	Have students brainstorm how they think well-known individuals would define success. Students will be updating their Defining Success statement throughout the course.
	Possibilities, pp. 37-39	"Richard Cory" by Edwin Arlington Robinson	p. 4/11	Use the journal entry prompt on page 37 to generate some discussion before reading the piece. After reading the poem, use questions 5 and 8.
9	Possibilities, pp. 40-42	Excerpt from "Sonnets from the Portuguese" by Elizabeth Barrett Browning	p. 4/19, Activity	Discussion topic: Second paragraph of journal entry in Possibilities, page 37, use this as a lead in to the activity in the next class session. Give students time to edit and update their definitions of success. Then ask for volunteers to share their definitions of success (so far). Remind students these will grow and change over the course.
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.
CHAPTER 2				
11	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.
	Career Choices Series, p. 24	(James and Letitia)		Choose three students who are confident readers: (1) narrator, (2) James, and (3) Letitia. Their story is told throughout Chapter 2. Each time the class encounters their story, ask the "actors" to read.
	Career Choices Series, 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.
12	Career Choices Series, p. 28	(James and Letitia)		Dramatic Reading
	Career Choices Series, p. 29; Workbook, p. 12	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities	
	Career Choices Series, 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 they don't understand. Be non-judgmental about the statements read.
13	Review homework: Workbook, p. 12			Ask for volunteers to share their passions. As a class begin brainstorming possible careers that address each student's passions.
	Career Choices Series, p. 30	(James and Letitia)		Dramatic Reading
	Review homework: Workbook, pp. 13-16			Review each values category. Check to see that each student scored it correctly.
14	Career Choices Series, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (continued)	p. 4/20, Presentation suggestions	As a class, brainstorm careers for each student volunteer, given his or her top three work values. Ask each student to write his or her top three values on the board. Open the discussion up to the floor so classmates can make suggestions. This is an introductory activity and will need a lot of support from teachers and adults. You might even invite two or three other individuals (career counselor, guidance counselor, principal, etc.) to help
15	Video Book Club	Dave	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies.
16	Video Book Club	Dave (continued)	pp. 11/23-11/25	Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
17	Review homework: Career Choices Series, pp. 38-42; Workbook, pp. 17-19	Strengths and Personality	p. 4/22, Presentation suggestions	Complete activity described on page 4/22. As the instructor, please preview the activities in Career Choices on pages 162-165 so you understand how this will be used later. You'll want to allude to this now.
	Career Choices Series, pp. 44-45; Workbook, p. 20	(How personality impacts career choices); Your Strengths; (Developing your strengths)	p. 4/24, Activities	

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18	Teamwork Energizer	Class Exercise	pp. 4/25-4/26	Try to divide the class into teams with at least 3 of the personality styles. 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.
19	Career Choices Series, p. 46	(James and Letitia)		Dramatic reading
	Review homework: Career Choices Series, pp. 46-48; Workbook, p. 21	Skills and Aptitudes, Name That Skill	p. 4/27 and 4/28, Presentation suggestions, Activities	Brainstorm skills for a couple of student volunteers as a class, then break into groups of three and have the students practice brainstorming career options in this smaller group.
	Career Choices Series, p. 49	Roles and Occupations	p. 4/30, Presentation	
20	Chapter Follow-Up	Update bulls eye chart	p. 4/31	Update the bulls eye chart now that students have discovered new information about themselves.
	Possibilities, pp. 43-45	Acrostic Poem from "Alice's Adventures in Wonderland" by Lewis Carroll	p. 4/25	As a class answer questions 1 and 2 on page 44 of Possibilities. 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.
21	Possibilities, pp. 47-53	"My Name is Margaret" by Maya Angelou	pp. 4/34-4/35	Read the story aloud, or have students read silently. Using the Character Analysis Worksheet on page 4/35 in the Instructor's Guide, ask teams of students to complete one for Maya Angelou.
22	Possibilities, pp. 61-62; Career Choices Series, pp. 50-53; Workbook, pp. 125-126	"Life" by Nan Terrell Reed	p. 4/32, Activity	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.
23	Video Book Club	Bend It Like Beckham	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies.
24	Video Book Club	Bend It Like Beckham (continued)	pp. 11/23-11/25	Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
25	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.
CHAPTER 3				
26	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.
	Career Choices Series, 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.
	Career Choices Series, pp. 64-65	Happiness is a Balanced Lifestyle	4/43, Presentation suggestions, Gender equity	
27	Career Choices Series, 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.
	Career Choices Series, 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.
28	Career Choices Series, pp. 60 - 61	How Do You Want to be Remembered?	p. 4/39, Presentation suggestions	
	Career Choices Series, pp. 56-63	(Maslow's Triangle), Where Are You Now?; Your Lifestyle	pp. 4/38-4/41, Presentation suggestions, Activities	
	Workbook, p. 28	Components of Lifestyle		
	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.

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29	Instructor's Guide	Looking into the Future	p. 4/41, Looking into the Future	Follow the directions on page 4/41 of the Instructor's Guide for a guided writing assignment. Make copies of the letters to be used in a later lesson.
	Career Choices Series, 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	
30	Career Choices Series, p. 62	Your Lifestyle	p. 4/42, Presentation Suggestions, Debate	Consider the optional writing assignment described in the Instructor's Guide.
	Possibilities, pp. 72-73	"I Shall Not Pass This Way Again"		Use question 3 to launch discussion. Have students (either alone or in editorial teams of two) rewrite the poem as noted in question 6.
31	Video Book Club	Mr. Holland's Opus	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies.
32	Video Book Club	Mr. Holland's Opus (continued)	pp. 11/23-11/25	Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
33	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.
	For Chapters 1, 2, & 3: Provide students with the opportunity to enter information from the KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 4				
34	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.
	Career Choices Series, pp. 74-77; Workbook, p. 32	Ivy Elm's story, Family Profile	pp. 4/48-4/54	Overview of the budget process. Read and discuss Ivy's story. Have students complete their own family profile individually. Then have them share their profiles with the class.
35	Class Activity/Brainstorm	Create a "composite family" budget	p. 4/48	As a class create a fictional family profile. Then 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 on their budget items.
36	Lifestyle Math, pp. 10-11	Glossary		Have students review the financial terms they will encounter as they work through the book.
	Lifestyle Math, p. 12 (Career Choices Series, p. 77; Workbook, p. 32)	Family Profile	p. 4/54	Students complete the family profile for what they envision their life to be like at age 29. It's important to remember throughout the budgeting activities that students should be encouraged to DREAM. They are developing and IDEAL budget, not necessarily a realistic budget.
	Lifestyle Math, pp. 14-15			Summarize the information for the class. Point out that page 13 is the tally sheet for all of the line items of their budget. They'll be coming back to that one later.
37	Lifestyle Math, p. 16	Housing Descriptions	p. 4/55	Complete the housing descriptions. Bring in local real estate listing magazines to help students get started.
38	Lifestyle Math, pp. 18-31 (Career Choices Series, p. 78; Workbook, p. 33)	Housing Budget	p. 4/55	Complete using the figures given or by researching actual costs online, using newspapers or real estate magazines.
39	Lifestyle Math, pp. 18-31 (Career Choices Series, p. 78; Workbook, p. 33)	Housing Budget (continued)	p. 4/55	Continue working through the housing budget line items.

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40	Lifestyle Math, pp. 32-42 (Career Choices Series, p. 80; Workbook, p. 34)	Transportation Budget	p. 4/56	Instructor may want to bring in a copy of the local classifieds to allow students to review. Students can also research online if time permits. You may need to have students complete pages 37, 38, and 42 on their own, due to time constraints.
41	CareerChoices.com, p. 80	Blue Book		Have students choose a new car and a used car to use when factoring their data.
42	CareerChoices.com, p. 80	Planning Monthly Gasoline Costs, Figuring Automobile Operating Costs, Public transportation options	Teacher Lesson Plans Online: Directions	Ask students to break into pairs and make a weekly and monthly log for estimated average miles driven. Use these headings: Weekly Trips - type of trip, trips per week, miles per trip; Monthly Trips - type of trip, trips per month, miles per trip. After multiplying weekly trips by 4 and adding monthly trips, they'll have the miles per month they plan to travel. See page 36 in Lifestyle Math for ideas. Ask students to interview parents to find monthly maintenance budget of their cars. Good chance for discussion of saving by doing your own tune-ups.
43	Lifestyle Math, pp. 43-47 (Career Choices Series, p. 82; Workbook, p. 36)	Clothing Budget	p. 4/57, Teacher Lesson Plans Online: Extension Idea	Have students complete the clothing budget for their "family." If they have a spouse and several children, this may take more than an hour. They can research clothing costs online if time permits.
44	Lifestyle Math, pp. 48-57 (Career Choices Series, pp. 84-85; Workbook, p. 36)	Food Budget	p. 4/58	Instructor may want to bring in grocery ads from several local markets. You may have to help students with some of the line items (e.g., Sundries).
45	Lifestyle Math, pp. 64-65 (Career Choices Series, p. 86; Workbook, p. 37)	Entertainment Budget	p. 4/59	Be sure to advise students they don't need a figure in each line item. Newspaper entertainment sections, catalogs, and brochures for health clubs would be good to have as resources.
46	Lifestyle Math, pp. 68-69 (Career Choices Series, p. 87; Workbook, p. 38)	Vacation Budget	p. 4/59	Have students complete. They can research travel using web sites like Expedia or Travelocity if time permits.
47	Lifestyle Math, p. 70	Creative Planning		Have students complete the vacation plan using no more than \$120. This one will be a little difficult, but they should come up with some good ideas. You might want to break them into small groups and have them complete this activity in teams. Ask students with younger siblings to bring in their childcare costs for next class.
48	Lifestyle Math, pp. 71-73 (Career Choices Series, p. 88; Workbook, p. 39)	Child Care Budget	p. 4/60	Make sure students are thinking beyond having grandma babysit. They need to look at the real costs of child care. Divide into groups of three to research costs and brainstorm other child care options.
49	Lifestyle Math, pp. 74-75 (Career Choices Series, p. 89; Workbook, p. 40)	Healthcare Budget	p. 4/60	Discuss health insurance and the different ways to obtain it. Use the chart in Career Choices or go online to a major insurance company, such as Blue Cross, to get sample costs.
50	Lifestyle Math, pp. 76-79 (Career Choices Series, p. 89; Workbook, p. 40)	Furnishings Budget and Depreciation	p. 4/61	If you have a local furniture store that has a weekly circular, you might want to pick up several copies for the class to use as a reference point. The depreciation exercise is valuable, but you might not have time to get through all of it.

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51	Lifestyle Math, pp. 80-82 (Career Choices Series, p. 89; Workbook, p. 40)	Savings Budget	p. 4/61	This is a very important line item of the budget. Many students will think this is optional. It's important to emphasize that it is REQUIRED. Explain retirement plans and IRA's and have students experiment with different age strategies for starting their retirement funding.
52	Lifestyle Math, p. 84 (Career Choices Series, p. 90; Workbook, p. 41)	Miscellaneous Budget Items	p. 4/62	
53	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.
54	Lifestyle Math, p. 85	Add it all up!		Students will need to refer back to their earlier work and fill in the line items on page 13. Then they should total it all up and carry the total forward to page 85.
55	Career Choices Series, pp. 86-90	Review homework and help students finalize their numbers		Use this time to help students finalize their numbers for their individual budgets. While the activity is meant to be individualized, pair students who are comfortable with numbers with those struggling to help finalize their budgets.
56	Lifestyle Math, p. 86 (Career Choices Series, pp. 92-93; Workbook, p. 42)	Your Total 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. 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.
57	Lifestyle Math, pp. 88-92 (Career Choices Series, pp. 92-93; Workbook, p. 42)	Find a Salary That Will Support Your Lifestyle	p. 4/64	The best resources for this type of activity are found on the Internet. Use CareerChoices.com or assign as homework.
58	Lifestyle Math, p. 89	Group Discussion		Discuss with students how to quickly compute average salaries in their head. This will be helpful as they research different careers.
	Lifestyle Math, pp. 90-91	Numbers to Memorize		More information to make estimating annual salary levels easy.
59	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.
	Career Choices Series, pp. 92-93; Workbook, p. 42	Find a Salary That Will Support Your Lifestyle	p. 4/64	The best resources for this type of activity are found on the Internet. Use CareerChoices.com or assign as homework.
60	Possibilities, pp. 80-86	"The Savings Book" by Gary Soto		Before reading the story, discuss the journal questions. Read the story aloud or silently. Discuss questions 1, 2, and 3.
61	Possibilities, pp. 85			Have students divide into triads and choose between activity A or B on page 85 of Possibilities. Ask each group to report out.
62	Career Choices, pp. 95-96; Workbook, p. 43	In Over Your Head?, Hard Times Budget	p. 4/65, Presentation suggestions	You'll need to research ahead of time the amount for AFDC and unemployment in your state. Complete this activity either in small groups or as a class. Discuss what the impact of a subsistence budget will have on their ideal lifestyle. How would their life change?
	Career Choices Series, 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.

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63	Lifestyle Math, pp. 93-94	Hard Times Budget		This will take some thinking and a lot of re-calculating as students try to cover all of the line items with a limited amount of money. This could take up the whole hour.
64	Career Choices Series, pp. 102-103	A Few Words About Poverty; Could You Become a Poverty Statistic?	pp. 4/67-4/68, 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.
	Possibilities, pp. 87-89	"Miss Rosie" by Lucille Clifton		Ask a student to do a dramatic reading of the poem, after discussing the journal question in small groups. As a class brainstorm questions 5 and 6.
65	Possibilities, pp. 90-94	"Christmas Day in the Workhouse" by George R. Simms		As a class brainstorm, the journal entry, then read the poem. In small groups, complete questions 4 and 5, and then share results with the class.
	Career Choices Series, pp. 104-110	Money Isn't Everything	p. 4/69, Presentation suggestions	
	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?
66	Career Choices Series, pp. 111-113	You Win Some, You Lose Some	p. 4/71, Presentation suggestions, Activities	As a class, brainstorm the possibilities on p. 111 of Career Choices. Break into groups of three and have each group help its members list the rewards and sacrifices of one or two careers each student is considering. Break students into triads and brainstorm how the workers on page 113 might meet the work values not clearly met in their jobs.
	Workbook, pp. 49 -50	After-Hours Rewards	pp. 4/72-4/73, Presentation suggestions	
	Career Choices Series, 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.
67	Lifestyle Math, pp. 98-99	Group Project - What is Your Math Education Worth to You?		Divide students into groups for completing this group project. They will need access to online resources or the career center in your library in order to research the math education needed for certain careers.
68	Lifestyle Math, pp. 98-99	Group Project - What is Your Math Education Worth to You?		
	CareerChoices.com	How much do people make?		A fun activity on CareerChoices.com is the calculator that shows you how much some very notable people earn.
69	Career Choices Series, pp. 118-119; Workbook, p. 52-53	Beginning of the planning process	p. 4/75, Presentation suggestions p. 4/13-4/14, Start the portfolio process	Help students as they individually complete their bar graphs on pages 118 and 119 of Career Choices. Ask students to share their findings.
	Career Choices Series, p. 120; Workbook, p. 54	Ask Someone Who's Been There	p. 4/76, Presentation suggestions, Career Resource File	Assign as homework: Review interviewing etiquette and strategies. Assign students to create Resource File.
	Career Choices Series, 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.
70	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
71	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			

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CHAPTER 5				
72	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.
	Career Choices Series, pp. 124-134; Workbook, pp. 57-62	Your Ideal Career	pp. 4/80-4/81, Presentation suggestions	Ask students to share some of their findings from their homework on pages 124-134 in Career Choices. You'll want to follow procedure outlined in the Instructor's Guide.
	Career Choices Series, pp. 124-134; Workbook, pp. 57-62	Your Ideal Career	pp. 4/80-4/81, Energizer	After students have completed their charts, begin brainstorming possible careers that meet their essential career characteristics. If you have a career technician or counselor, you might ask him/her to attend this class to assist.
73	Possibilities, pp. 112-117	"The Boys' Ambition" excerpt from Life on the Mississippi by Mark Twain		After reading the piece as a class, use questions 3 and 4 to launch a discussion. As a class, brainstorm question 5 and then break students into groups of three or four to complete the activity for question 5.
74	Career Choices Series, pp. 135-137; Workbook, p. 63	Consider Your Options	p. 4/82, Presentation suggestions	Discuss the text points on pages 135-137 of the Career Choices series text. Review findings from their homework assignment.
	Career Choices Series, pp. 138-139; Workbook, pp. 64-65	Employee or Employer?	pp. 4/83, Presentation suggestions	After completing the activity as homework, review topics 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?"
	Career Choices Series, pp. 140-141	What about Status?	p. 4/84, Presentation	
75	Possibilities, pp. 118-123	"Lego" from The New Yorker		Discuss the Mark Twain quote before reading the story. After reading this true story, discuss question 4 in small groups. As a class, discuss questions 9 and 11. The info in 11 is important for analyzing career options. Then individually have students complete the writing assignment either in class or as homework. Find time for students to share their stories. Perhaps a formal presentation to share their fantasy jobs.
76	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 6				
77	Chapter Intro Video	Chapter 6: Career Research	The Teachers' Lounge	Dain stresses the importance of doing thorough research before selecting a career.
	Career Choices Series, pp. 144-146; Workbook, p. 67	Career Interest Areas	pp. 4/85, 4/86	
	Career Choices Series, p. 147; Workbook, p. 67	Bring In Your Identity	p. 4/88, Presentation suggestions	Use one student's chart as an example and brainstorm as a class. Then break into groups of four or five. Have each student present their charts to their group and have the group brainstorm possible careers.
78	Career Choices Series, pp. 148-149, 156, 160-161	Career Research	p. 4/89, Presentation suggestions	Read and review with your students the Steps of Career Research.
	Workbook, pp. 68-73	Choose three careers		Students are now ready to choose three careers to research. Fill in each job title on page 68, 70, 72 of their Workbook.
	Career Choices Series, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey	p. 4/89, Presentation suggestions	Recruit your career librarian or career technician to help with the career research process. You will need to book time in the library or career center, or make sure students have access to CareerChoices.com.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
79	CareerChoices.com, p. 150 (optional)	Career Research online	Find careers with most promising future in your state and that match your interest area	In a computer lab, complete their research online for each of the careers they've chosen to research. Students can use print material, but online sources are much more efficient and comprehensive. This is an important skill to teach students, so they don't have to rely on "packaged" career search software. The Department of Labor has developed very sophisticated tools for this process.
80	CareerChoices.com, p. 150 (optional)	Career Research online	Find careers with most promising future in your state and that match your interest area	
81	Career Choices Series, pp. 156-157; Workbook, pp. 73-74	Seeing in the Mind's Eye	pp. 4/92-4/93, Presentation suggestions	Choosing one of the careers each student researched, complete the activity "Seeing in the Minds Eye."
	Career Choices Series, pp. 160-161; Workbook, p. 76	Involve Me and I Understand	p. 4/101, Presentation suggestions	
82	Career Choices Series, pp. 162-165; Workbook, pp. 77-78	The Chemistry Test	p. 4/102, Presentation suggestions	Read the story on page 162 aloud. After discussing the topic as a class, work through the questions on pages 163-164 together. Ask students to individually answer the questions on page 165 of Career Choices. Brainstorm careers that match students' profiles.
83	Possibilities, pp. 124-126	"I Hear America Singing" by Walt Whitman		Have students brainstorm a list of the careers they have been researching. Then break into groups of three or four and have students work on rewriting Whitman's poem to incorporate modern job titles.
	Career Choices Series, pp. 158-159; Workbook, p. 75	The Shadow Program	p. 4/94, Presentation suggestions	Optional long-term project: Arrange for shadowing experiences. This project requires a good deal of organizational work on your part (either finding job shadowing placements or a Director of Mentors), but the added effort is well worth it. See pages 4/94-4/100 in the Instructor's Guide.
84	Career Choices Series, pp. 162-165; Workbook, pp. 77-78	The Chemistry Test (continued)	pp. 4/102-4/105, Energizer	This energizer can take from one or two class periods, depending on the depth you go into it. Although it seems very sophisticated, by now students can handle this because of the skills they learned previously in class.
85	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 7				
86	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.
	Career Choices Series, 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.
	Career Choices Series, p. 171; Workbook, p. 80	Gathering Information	p. 4/110, Presentation suggestions	
87	Career Choices Series, 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 pages 173-174 of Career Choices. Report out before the end of the period.
88	Career Choices Series, pp. 176-177; Workbook, pp. 82-83	Gloria's Chart/Decision-Making Rubric	p. 4/113, Presentation suggestions, Activity	As a class, discuss and vote on Gloria's choice. Then have each student complete the chart on page 177 of Career Choices, using the three careers researched earlier as their choices.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
89	Career Choices Series, 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 page 178 of Career Choices, ask each student to complete the chart at the bottom of the page. Discuss the topic on page 179.
	Possibilities, pp. 127-135	"The Monkey's Paw" by W.W. Jacobs		You'll start the play today, but you'll need to finish it up next class. Assign parts to students ahead of time for the reading in class. After discussing question 4 from Possibilities as a class, ask students to write their dialogue and then share it (as noted).
90	Possibilities, pp. 127-135	"The Monkey's Paw" by W.W. Jacobs (continued)		
91	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 8				
92	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.
	Career Choices Series, pp. 182-185; Workbook, p. 86	Tools for Solving Problems	pp. 4/118-4/119, Presentation suggestions, Activities	As a class, brainstorm the scenarios and the responses to the questions on page 4/118 of the Instructor's Guide.
	Possibilities, pp. 182-185	"The Myth of Sisyphus" by Albert Camus		Read the piece individually or as a class. Use questions 2, 3, and 4 as the starting point for your class discussion.
93	Video Book Club	Apollo 13	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies. Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
94	Video Book Club	Apollo 13 (continued)	pp. 11/23-11/25	
	Career Choices Series, pp. 186-190; 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.
95	Career Choices Series, pp. 186-190; 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. Have students begin a page of long-term and short-term goals and objectives that will help them reach their educational goals.
96	Lifestyle Math, pp. 102-106	Group Brainstorm - Buying a Car		Time to put your newly-acquired understanding of the goal-setting process to the test. Divide students into groups of three or four and have them develop a detailed plan for buying a car.
97	Lifestyle Math, pp. 102-106	Group Brainstorm - Buying a Car		Have student groups present their plans to the class. As a class, critique each plan, making sure that it is following the format for measurable goals and objectives.
98	Possibilities, pp. 178-211	excerpt from "The Prince of Tides" by Pat Conroy		Read the piece individually or as a class.
99	Possibilities, pp. 178-211	excerpt from "The Prince of Tides" by Pat Conroy		Have students break into small groups and complete one of the two activities outlined on page 208 of Possibilities.
100	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
CHAPTER 9				
101	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.
	Career Choices Series, pp. 197-199; Workbook, pp. 89, 90, 91	What's Your Excuse? Taking Responsibility, scoring Startling Statement Quiz	pp. 4/124-4/127, Presentation suggestions	
	Career Choices Series, pp. 203-206; Workbook, pp. 92-93	Detours and Roadblocks	p. 4/128, Presentation suggestions, Activities	Break into groups of three students each and assign each group one of the problems to discuss for 10 minutes. Come back together and get groups to share their conclusions.
102	Career Choices Series, 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?
	Career Choices Series, pp. 201-202; Workbook, p. 90	Startling Statement Quiz	P. 4/127, Activity, Energizer	
103	Possibilities, p. 221	"Over the Hill to the Poor-house" by Will M. Carleton		Discuss the journal entry prompt before reading the poem. Follow up with discussion of questions 1 to 7.
104	Career Choices Series, 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.
	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!
105	Career Choices Series, 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?
106	Career Choices Series, p. 215; Workbook, p. 99	Before You Give Up Your Dream	p. 4/134, Presentation suggestions	
	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	After reading "Dream Deferred" aloud, launch your class discussion using question 6. Pause your discussion to read "Mother to Son," and then continue your discussion with questions 3 and 8-10.
107	Career Choices Series, pp. 216-221; Workbook, pp. 100-101	Developing Anxiety Tolerance, One Step at a Time	pp. 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 see themselves successful in those pursuits. In class, ask students to write their own script for helping them move ahead of their fears. You might want to invite the guidance counselor in to assist with questions.
108	Career Choices Series, 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.
109	Career Choices Series, 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.
110	Career Choices Series, pp. 226-227; Workbook, p. 101	Career Alternatives	pp. 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).
	CareerChoices.com		Use the online version of the Occupational Outlook Handbook	

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
111	Career Choices Series, pp. 226-227; Workbook, p. 101	Career Alternatives (continued)	pp. 4/139-4/140, Presentation suggestions	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.
112	Career Choices Series, pp. 226-227; Workbook, p. 101	Career Alternatives (continued)	pp. 4/139-4/140, Presentation suggestions	
113	Video Book Club	Hoop Dreams	pp. 11/23-11/25	A great documentary to trigger discussion on the issues of chapter 9. Running time: 171 minutes.
114	Video Book Club	Hoop Dreams (continued)	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies.
115	Video Book Club	Hoop Dreams (continued)	pp. 11/23-11/25	Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
116	Career Choices Series, pp. 226	Getting Back on Track If You've Derailed	pp. 4/139-4/140, 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).
		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.
117	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 10				
118	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.
	Career Choices Series, pp. 230-231; Workbook, p. 104	Affirmations	p. 4/142, Presentation suggestions, Activities	
	Career Choices Series, pp. 236-237; Workbook, p. 104	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities	
	Possibilities, pp. 249-251	"To Be of Use" by Marge Piercy		After reading the poem aloud, use the journal entry prompt on page 249 as a starting point for your disucssion.
	Career Choices Series, pp. 232-235	The Six E's of Excellence	p. 4/143-4/144, Presentation suggestions, Activities	
119	Career Choices Series, 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, and then diagram their objectives.
120	Career Choices Series, 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.
	Workbook, p.109	Transferable Skills Chart	Review the process for developing a transferable skills chart	

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
121	Career Choices Series, 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.
	Workbook, p.109	Transferable Skills Chart	p. 4/150, Updating Career Portfolio	Have students share what they learned from their transferable skills chart.
	Video Book Club	Dave	pp. 11/23-11/25	Revisit the viewing guide for Dave. Now that students have completed the discussion of transferable skills, they will have some new insights into the transferable skills exhibited by characters in the movie.
122	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.
	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 11 (Career Choices) or CHAPTER 14 (Career Choices & Changes)				
123	Chapter Intro Video	Chapter 11 (or 14): 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.
	Career Choices, pp. 250-251; Career Choices and Changes, pp. 310-315; Workbook, p. 111	Your Resume	p. 4/152-4/153, 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 imaging they have 5 years experience in that career already.
	Career Choices, pp. 254-255; Career Choices and Changes, pp. 320-324	Finding a Job....	p. 4/155, Presentation suggestions	
	CareerChoices.com p. 254; Career Choices and Changes, p. 320	Finding a job online	Use the databases listed to explore job opportunities	
124	Career Choices, p. 256; Career Choices and Changes, p. 330; Workbook, p. 112	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.
	Career Choices, pp. 258-259; Career Choices and Changes, pp. 326-329; Workbook, p. 113	The Job Interview	p. 4/157, Presentation suggestions, Energizer	The Job Interview Night described on page 13/9 of the Instructor's Guide is an excellent year-end project.
125	CareerChoices.com, p. 258; Career Choices and Changes, p. 326	The Virtual Job Interview		
	Career Choices pp. 260-261; Career Choices and Changes, pp. 332-333	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions	
126	Guest speaker panel	Interview practice	pp. 4/157 and 13/9	You can also conduct a Job Interview Night in class. You'll want to line up several local business people for each class period and have them conduct mock interviews with students.
127	Career Choices, pp 262-263; Career Choices and Changes, pp. 334-335; Workbook, p. 114	Making Connections	p. 4/159, Presentation suggestions, Activities	After discussing text on page 262 (or 334), ask students to break into pairs and answer questions on page 263 (or 335).
128	Possibilities, pp. 262-263	"The Bridge Builder" by Will Allen Dromgoole		As a class discuss journal entry and questions 1-5. 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.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
129	Video Book Club	Finding Forrester	pp. 11/23-11/25	Please preview all videos to ensure the message supports the goals of your classroom and adheres with your particular school/district policies. Viewing guide available on The Teachers' Lounge web site (http://www.careerchoices.com/lounge/cupboard_viewing.html).
130	Video Book Club	Finding Forrester (continued)	pp. 11/23-11/25	Ask students to revisit their thank you letter. Once they've viewed the film ask them to rewrite or edit their letter. Did the affective experience of the film provide the experience to write a more meaningful letter?
131	Possibilities, pp. 273 - 275	"The Ex-Basketball Player" by John Updike		As a class, discuss the journal entry prompt and question 4. Then divide into editorial teams of 3 and ask students to work in class to complete the writing assignment. Help teams as needed. This is the warm-up for their own 10-year plan.
132	Workbook, p. 138	Checkpoints: Chapter 11(or 14)		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.
Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.				
CHAPTER 12 (Career Choices) or CHAPTER 15 (Career Choices & Changes)				
133	Chapter Intro Video	Chapter 12 (or 15): 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.
	Career Choices, pp. 267-269; Career Choices and Changes, pp. 338-341	Getting the Education or Training you Need	p. 4/162, Presentation suggestions	
	CareerChoices.com, pp. 267-269; Career Choices and Changes, pp. 338-341	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.
	Possibilities, pp. 270-271	"If" by Rudyard Kipling	p. 4/164	
134	Career Choices, pp. 270-273; Career Choices and Changes, pp. 346-347; Workbook, pp. 116-118	Where is it You Want to Go?	p. 4/164, Presentation suggestions	Hang their charts around the room once completed.
135	Possibilities, pp. 277-283	"25th High School Reunion" by Linda Pastan		Discuss the journal entry prompt before reading the poem. After discussion of questions 2, 5, and 6, ask each student to write their contribution to their booklet for their 25th high school reunion. Make into a booklet for high school archives or bury as a time capsule to be unearthed by the group the day before their 25th reunion.
136 to 137				Optional project: If you still have time, consider the FINAL CLASS PROJECT detailed on pages 279 to 283 of Possibilities. Depending on the depth you go into it, it could take from 2 to 3 class periods. You'll find your students have a lot of enthusiasm for this project. If all freshman are completing this course, the booklet you create include each class' bios. This will build community and also accountability among classmates.
138	Possibilities, pp. 252-253	"Be the Best of Whatever You Are" by Douglas Malloch		At beginning of class, read the poem aloud to class.
	Career Choices, pp. 274-275; Career Choices and Changes, pp. 350-351; Workbook, pp. 119-120	Delaying Gratification	p. 4/165, Presentation suggestions	

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
	Career Choices, pp. 276-277; Career Choices and Changes, pp. 352-353; Workbook, pp. 120-121	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	Ask students to individually complete pages 276 and 277 in Career Choices. If students have built up their level of trust, ask some to share their concerns and their goals.
139	Career Choices, pp. 278-281; Career Choices and Changes, pp. 354-357; Workbook, pp. 121-123	Your Plan	p. 4/166, Presentation suggestions	Everything they have been doing in this class leads to this 10-year plan. Include a copy in their school folder. Also provide a copy for the student's next year's academic teacher. Better yet use www.my10yearplan.com so students and teachers have access to their plans throughout high school.
140	Career Choices, pp. 278-281; Career Choices and Changes, pp. 354-357; Workbook, pp. 121-123	Your Plan	p. 4/166, Presentation suggestions	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, what living arrangements and finances (3 minutes each student). Grade the 10-year plans as their final project for the class.
141	Career Choices, pp. 282-283, Career Choices and Changes, pp. 358-359; Workbook p. 124	Letters Remembering your dreams and goals	p. 4/168	Students may need to take this assignment home to complete. 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.
142	Workbook, p. 138	Checkpoints: Chapter 11 (or 15)		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.
Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.				
PRESENTATION OF FINAL EXAM PROJECTS				
143 to 148	Presentations of 10-year plans	5 students per day		Allowing each student 10 minutes, have students make a presentation to the class, outlining their goals and objectives for the next 10 years. Encourage students to use "props" for their presentations. Suggest they dress as if they were going to a college or job interview. If you have access to an LCD, encourage the use of a PowerPoint-type presentation.
	Presentations of 10-year plans	5 students per day		
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149	Career Choices, p. 282; Career Choices and Changes, p. 358; Workbook, p. 124	(A mission in life); Course wrap-up	p. 4/167, Presentation suggestions; p. 4/11, Energizer	You may want to share the art pieces at the next school staff meeting or even the next school board meeting.
	Possibilities, p. 283	"We Are a Success..." by Robert Louis Stevenson		
150	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 of the Instructor's Guide for evaluation suggestions. Gather data from guidance counselors and other teachers, noted on pages 14/15 and 14/16.
	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 10-year Plan as they make decisions throughout their lives.
	Graduation party	Oh! The Places You'll Go by Dr. Seuss	p. 4/169	Read Dr. Seuss book aloud.
* This yearlong pacing guide outlines about 145 hours of instruction. This allows additional time to be focused on particular content as needed and provides some flexibility for the inclusion of other topics that your school or district may require.				
As you customize this pacing guide for your own use, including appropriate homework assignments will allow you to maintain the rigor of your course while maximizing the use of in-class time for discussion and group activities. A thorough review of Section 4 of the Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com® will yield a wealth of ideas, activities, guidance, and homework opportunities not covered in this lesson plan.				
These cells identify KEYSTONE activities and Checkpoints that students will need the opportunity to enter the information into My10yearPlan.com®.				