

Tips for Using This Semester 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

www.careerchoices.com/lounge/cupboard_lessonguides.html

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.

Semester 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 only scheduled 80 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	Section 14	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	Introduction	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	p. 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.
	Career Choices Series, pp. 10-13; Workbook, p. 5	Vision + Energy = Success	pp. 4/4-4/6, Presentation suggestions	Brainstorm answers for the charts on page 13. Explain the rules of brainstorming (see Section 11 of the Instructor's Guide).
	Career Choices Series, p. 14; Workbook, p. 6	Envisioning Your Future		Follow directions in the Instructor's Guide. Keep in mind that students will rewrite this at the end of the course.
3	Career Choices Series, pp. 15-20; Workbook, pp. 7-9	Why People Work; Everybody Works; Defining Success	pp. 4/8-4/10, Presentation suggestions, Activities	Have students brainstorm how they think well-known individuals would define success.
	Career Choices Series, p. 20; Workbook, p. 9	Your Definition of Success		Students will be updating this statement throughout the course.
	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.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
CHAPTER 2				
4	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.
5	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.
6	Career Choices Series, p. 29; Workbook, p. 12			Ask for volunteers to share. As a class, begin brainstorming possible careers that address each student's passions.
	Career Choices Series, p. 30	(James and Letitia)		Dramatic reading
	Career Choices Series, pp. 31-37; Workbook, pp. 13-16			Review each values category. Check to see that each student scored it correctly.
7	Career Choices Series, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (continued)		As a class, brainstorm careers for each student volunteer, given his or her top three work values. Write the 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 teacher support. You might invite two or three other individuals (career counselor, guidance counselor, principal, etc.) to help brainstorm.
8	Career Choices Series, pp. 38-42; Workbook, pp. 17-19	Strengths and Personality	p. 4/22, Presentation suggestions	As the instructor, please preview the activities in the Career Choices Series text on pp. 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 choice); Your Strengths	p. 4/24, Activities	
9	Teamwork Energizer	Class Energizer	pp. 4/25-4/26	Try to divide the class into teams with at least three of the personality styles represented on each team. 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.
10	Career Choices Series, p. 46	(James and Letitia)		Dramatic reading
	Career Choices Series, pp. 46-48	Skills and Aptitudes	pp. 4/27-4/28, Presentation suggestions, Activities	Brainstorm skills for a couple of student volunteers. Break into groups of three and brainstorm career options in these smaller groups.
	Career Choices Series, p. 47; Workbook, p. 21	Name That Skill		
	Career Choices Series, p. 49	Roles and Occupations	p. 4/30, Presentation suggestions	
	Chapter Recap	(Update bulls eye chart)	p. 4/31	Update the bulls eye chart now that students have discovered new information about themselves.
	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.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
CHAPTER 3				
11	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 up 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. 56-62	(Maslow's Triangle), Where Are You Now?; Your Lifestyle	pp. 4/38-4/41, Presentation suggestions, Activities	
	Career Choices Series, pp. 60-61	How Do You Want to be Remembered?	p. 4/39, Presentation suggestions	
12	Career Choices Series, p. 63; Workbook, p. 28	Components of Lifestyle	p. 4/42, Presentation suggestions, Activities	
	Career Choices Series, pp. 64-65	Happiness is a Balanced Lifestyle	p. 4/43, Presentation suggestions, Gender equity activity	
13	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	Brainstorm issues at the bottom of the page.
14		Looking into the Future	p. 4/41, Looking into the Future	Follow the directions for this guided writing assignment.
	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	
15	Career Choices Series, 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 .
	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.
16	For Chapters 1, 2, & 3: Provide students with the opportunity to enter information from the KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
CHAPTER 4				
17	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. 74-76	Ivy Elm's story	pp. 4/48-4/53	Overview of the budget process. Read and discuss Ivy's story.
	Career Choices Series, p. 77; Workbook, p. 32	Family Profile	p. 4/54	Have students complete their own family profile individually. Then have them share their profiles with the class.
18		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.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
19	Career Choices Series, p. 78; Workbook, p. 33	Housing	p. 4/55	Hand out classified ads and real estate booklets. Have students choose the housing (own or rent) they envision for themselves at age 29. As a class, calculate at least one fictional mortgage.
	www.careerchoices.com, p. 78	Mortgage Interest Rates; Calculating Your Monthly Mortgage Payment	Teacher Lesson Plan Online: include a discussion of the various types of mortgages	Ask students to bring in copies of utility bills from home.
20	www.careerchoices.com, p. 78	Property Taxes, Homeowners Insurance, Association Fees, Utilities, Telephone	Teacher Lesson Plan Online: directions for insurance calculator	Find out ahead how your state calculates property taxes. Explain each of these "hidden costs" of owning a home.
21	www.careerchoices.com, p. 78	Owning Versus Renting; How Much Will It Cost to Move In?	Teacher Lesson Plan Online: directions for data needed for the calculator	Brainstorm pros/cons of renting. Explain move-in deposits and terms.
22	Career Choices Series, p. 80; Workbook, p. 34	Transportation	p. 4/56	Using classified or online resources, have students choose a car. Calculate operational costs and car payments on chosen car.
	www.careerchoices.com, p. 80	Finding the Value of a Car, Interest Rates and Calculating Monthly Payments	Teacher Lesson Plan Online: directions, discussion	Break into triads. Make a list of the pros and cons of purchasing a new vs. used car.
23	Career Choices Series, p. 82; Workbook, p. 36	Clothing	p. 4/57	Students may have to complete as homework if they projected several children.
	www.careerchoices.com, p. 83		Teacher Lesson Plan Online: extension idea	
24	Career Choices Series, pp. 84-85; Workbook, p. 36	Food, Sundries		
	Career Choices Series, pp. 86-87; Workbook, pp. 37-38	Entertainment and Recreation, Vacations	p. 4/59	Review this chart before assigning it as homework. Be sure to advise students they don't need a figure in each line item. Newspaper entertainment sections, catalogs, and brochures for health clubs would be good to have as resources. Complete these budget categories as homework. Ask students with younger siblings to bring in their childcare costs.
25	Career Choices Series, p. 88; Workbook, p. 39	Child Care	p. 4/60	Divide into groups of three to research costs and brainstorm other child care options. Ask students with younger siblings to share childcare costs.
	Career Choices Series, pp. 89-90; Workbook, pp. 40-41	Health Care, Furnishings, Savings, Miscellaneous	pp. 4/60-4/62	Introduce these topics at the end of class. Discuss health insurance and the different ways to obtain it. Use the chart in Career Choices & Changes or go online to a major insurance company to get sample costs. Have merchandise catalogs or online retail sites students could visit.
26	Guest speaker panel	(Raising a Child on Your Own)		Invite a panel of single mothers (from teen to adult) to present the challenges of single motherhood. One (widowed or divorced) should be successful due to education and career planning. (Video tape the panel for use in subsequent classes, if getting speakers is difficult.)
27	Career Choices Series, pp. 86-90	Help Students Finalize Any Outstanding Budget Items		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.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
28	Career Choices Series, pp. 92-93; Workbook, p. 42	Your Budget Profile; What Salary Will Support This Lifestyle?	pp. 4/63-4/64, Presentation	You'll want to talk briefly about payroll deductions and gross pay vs. 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.
29	Workbook, p. 43	What Careers Support Your Lifestyle?	p. 4/64, Activity	The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.
	www.careerchoices.com , p. 93	Employment and Wage Data	Teacher Lesson Plan Online: directions, extension	Go online and use the link on careerchoices.com to explore the wages and salaries of hundreds of jobs.
30	Workbook, p. 43	What Careers Support Your Lifestyle? (continued)	p. 4/64, Activity	The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.
	www.careerchoices.com , p. 93	Employment and Wage Data	Teacher Lesson Plan Online: directions, extension	Go online and use the link on careerchoices.com to explore the wages and salaries of hundreds of jobs.
31	Career Choices Series, 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 benefits 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.
	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.
32	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	
	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.
33	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. 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.
	Workbook, pp. 49 -50	After-Hours Rewards	p. 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	Ask students to study the chart on p. 116 and interpret what it demonstrates. Then ask them to individually complete computations on p. 117.
34	Career Choices Series, pp. 118-119; Workbook, pp. 52-53	Beginning of the Planning Process	p. 4/75, Presentation suggestions	Help students as they work to complete their bar graphs on p. 118 and p. 119. Ask students to share their findings.
	Career Choices Series, p. 120; Workbook, p. 54	Ask Someone Who's Been There	p. 76, Presentation, Career Resource File	Review interviewing etiquette and strategies. Assign students to create a 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.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
35	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. See pp. 4/80-4/81 in Instructor's Guide for possible homework.
	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				
37	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	Physical Settings, Working Conditions, Relationships at Work, Psychological Rewards of Working, Mixing Career and Family, Financial Rewards, Job Skills	pp. 4/80-4/81, Presentation suggestions	Ask students to share some of their findings from their homework on pp.124-134. You'll want to follow procedure outlined in the Instructor's Guide.
	Career Choices Series, pp. 124-134; Workbook, pp. 57-62	My Ideal Job	pp. 4/80-4/81, Energizer	After students have completed their charts, begin brainstorming possible careers that meet their essential career characteristics (see Instructor's Guide, p. 4/80). If you have a career technician or counselor, you might ask him/her to attend this class to assist. See pp. 4/82-4/83 in Instructor's Guide for possible homework.
38	Career Choices Series, pp. 135-137; Workbook, p. 63	Job Characteristics	p. 4/82, Presentation suggestions	Discuss the text points on pp. 135-137. Review findings from their homework assignment.
	Career Choices Series, pp. 138-139; Workbook, pp. 64-65	Employee or Employer?	p. 4/83, Presentation suggestions	After completing the activity as homework, review topics as outlined in Instructor's Guide. You may want to debate the question "Which worker would have the most options for parenting: someone in a structured job or someone who is self-employed?"
	Career Choices Series, pp. 140-141; Workbook, p. 65	What About Status?	p. 4/84, Presentation	
39	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				
40	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 Clusters	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 charts and brainstorm as a class. Then break into groups of four or five and have each student present their charts listed on page 4/88 and have the group brainstorm possible careers.
41	Career Choices Series, pp. 148-149	Career Research	p. 4/89, Presentation suggestions	Read and review with your students the steps of career research.
	Career Choices Series, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey		Students are now ready to choose three careers to research.
42	Career Choices Series, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey (continued)	p. 4/89, Presentation suggestions	You'll want to recruit the assistance of your career librarian or career technician and spend time in the library or career center or online at www.careerchoices.com .

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43	Career Choices Series, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey (continued)		
44	Career Choices Series, pp. 156-157; Workbook, pp. 73-74	Seeing in the Mind's Eye, Imagining a Typical Day	pp. 4/92-4/93, Presentation suggestions	Choosing one of the careers each student researched, complete the activity "Seeing in the Mind's Eye."
	Career Choices Series, pp. 160-161; Workbook, p. 76	Involve Me and I Understand, Critique Your Experience	p. 4/101, Presentation suggestions	
45	Career Choices Series, pp. 162-165; Workbook, pp. 77-78	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. Brainstorm careers that match the student's profiles.
46	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				
47	Chapter Intro Video	Chapter 7: Decision Making	The Teachers' Lounge	Dain illuminates 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	pp. 4/108-4/109, Presentation suggestions, Activities, Brainstorm	Brainstorm choices teens make that are not conducive to a productive and satisfying future. Brainstorm some long-term choices on p. 4/109.
	Career Choices Series, p. 171; Workbook, p. 80	Gathering Information	p. 4/110, Presentation suggestions	
48	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 pp. 173-174. Report out before the end of the period.
49	Career Choices Series, p. 176; Workbook, p. 82	Gloria's Chart	p. 4/113, Presentation suggestions, Activity	As a class, discuss and vote on Gloria's choice.
	Career Choices Series, p. 177; Workbook, p. 83	Decision-Making Rubric		Have each student complete the chart on p. 177, using the three careers researched earlier as their choices. This is where they determine the career they'll use for the balance of the course as their chosen career.
	Career Choices Series, p. 178; Workbook, p. 84	Make a Decision	p. 4/114, Presentation suggestions	Discuss decision-making styles and a review of the terms on p. 178, ask each student to complete the chart at the bottom of p. 178. Discuss the topic on p. 179.
50	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				
51	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	Solving Problems	pp. 4/118-4/119, 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.
		Apollo 13	pp. 11/23-11/25	This movie includes excellent examples of problem solving and teamwork.

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52		Apollo 13	pp. 11/23-11/25	Finish watching the movie and have the class discuss it as a group.
	Career Choices Series, pp. 186-189; Workbook, p. 86	Setting Goals and Objectives	pp. 4/120-4/121, Presentation suggestions	Review the steps of setting goals and objectives. Complete activities in workbook. Review homework assignment directions. This skill is important to the 10-year plan. See pp. 4/120-4/121 in Instructor's Guide for possible homework.
53	Career Choices Series, pp. 186-189; Workbook, p. 86	Setting Goals and Objectives (continued)	pp. 4/120-4/121, Activity	This looks at short-term and long-term goals. Once students complete their goals and objectives for the next two weeks, brainstorm long- and short-term goals for reaching each student's educational goals.
	Career Choices Series, p. 190; Workbook, p. 87	Your Lifestyle Goals		Have students diagram long-term and short-term goals and objectives that will help them reach their educational goals.
54	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®.			
CHAPTER 9				
55	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. 89-91	What's Your Excuse?, Taking Responsibility, Startling Statement Quiz	pp. 4/124-4/127, Presentation suggestions, Activity, Energizer	
56	Career Choices Series, pp. 203-206; Workbook, pp. 92-93	Detours and Roadblocks: Dana and Miko, Josie and Juan -- Judy and Joe, Sam and Janice	p. 4/128, Presentation suggestions, Activities	Break into groups of three and assign each group one of the problems to discuss for 10 minutes. Have each group share their conclusions.
	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?
57	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 by using the "Everyday Savings" activity on www.careerchoices.com.
	www.careerchoices.com, pp. 208-209	Retirement Calculators		Have students factor their life savings using the money associated with their "bad habit" savings. Encourage students 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!
58	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?
	Career Choices Series, p. 215; Workbook, p. 99	Before You Give Up	p. 4/134, Presentation suggestions	
59	Career Choices Series, pp. 216-221; Workbook, pp. 100-101	Conquering Your Fears, Your Courage Action Plan	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 situations that make them anxious. Using a volunteer's list, as a class write a guided visualization to help them envision success in those pursuits. In class, ask students to write their own script for helping them move ahead of their fears. You might want to invite the guidance counselor in to assist with questions.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
60	Career Choices Series, pp. 222-223; Workbook, p. 102	Yorik's Story	p. 4/137, Presentation suggestions	Have teams complete the activity and present their plans for Yorik.
	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.
61	Career Choices Series, p. 226	Getting Back on Track If You've Derailed; Re-evaluate Salary Requirements; 30-year Timeline	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. Brainstorm what a person can do if their career does not pay enough. Have students create the 30-year timeline. Optional assignment: Students volunteer at a social service agency (soup kitchen, daycare facility for homeless children, hospital, etc.).
62	Career Choices Series, pp. 226-227; Workbook, p. 101	Alternative Career Ladder	pp. 4/139-4/140, Presentation suggestions	Ask students to share their career alternatives for the industry they've chosen. Ask students to indicate which jobs meet their salary requirements (p. 93). Brainstorm what can be done if it does not.
63	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				
64	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. 232-235	The Six E's of Excellence	pp. 4/143-4/144, 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	
65	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.
66	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. You may want to ask the class to vote for the best idea.
	Career Choices Series, p. 246	Managing Change	p. 4/150, Presentation, Activities	In small groups, have students brainstorm the positive and negative aspects of a societal change. You might want to list these and let each group pull a topic out of a hat.
67	Workbook, p.109	Transferable Skills Chart	p. 4/150	Have students outline a Transferable Skills Chart similar to the example outlined in the Workbook (p. 109), but using three of the careers they have researched.
68	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®.			

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
CHAPTER 11 (Career Choices) or CHAPTER 14 (Career Choices & Changes)				
69	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. 250-253; Career Choices & Changes, pp. 310-315; Workbook, p. 111	Your Resume	pp. 4/152-4/153, Presentation suggestions	Review what is included in a resume. Assign the creation of a draft resume. Using a career they've researched, have students draft a resume imagining they have five years' experience in that field already.
	Career Choices, 254; Career Choices & Changes, pp. 320-324	Finding a Job....	p. 4/155, Presentation suggestions	
70	Career Choices, pp. 256-257; Career Choices & Changes, p. 330; Workbook, p. 112	Job Applications	p. 4/156, Presentation suggestions, Activities	Review the basic information that is generally requested on job applications. Have students make an initial attempt at completing page 112 of the Workbook. Ask them to have a parent/guardian verify the information and help them complete the rest.
	Career Choices, pp. 258-259; Career Choices & Changes, pp. 326-329; Workbook, p. 113	The Job Interview	p. 4/157, Presentation suggestions, Energizer	The Job Interview Night described on p. 126 is an excellent year-end project.
71	www.careerchoices.com, p. 258	The Virtual Job Interview		
	Career Choices, pp. 260-261; Career Choices & Changes pp. 332-333	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions	
72	Career Choices, pp. 262-263; Career Choices & Changes, pp 334-335, Workbook, p. 114	Making Connections	p. 4/159, Presentation suggestions, Activities	After discussing the text, ask students to break into pairs and answer the questions.
73	Workbook, p. 138	Checkpoints: Chapter 11		Students complete a series of "I" statements as a self-assessment of mastery of key concepts from the chapter they have completed.
	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)				
74	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 continue to update.
	Career Choices, pp. 267-269; Career Choices & Changes, pp. 338-341	Getting the Education or Training You Need	p. 4/162, Presentation suggestions	
75	Career Choices, pp. 270-271; Career Choices & Changes, p. 346; Workbook, p. 116	What Is Your Commitment to Your Education?	p. 4/164, Presentation suggestions	Hang their charts around the room once completed.
76	Career Choices, pp. 272-273; Career Choices & Changes, pp. 348-349; Workbook, p. 118	Life-Long Learning Graph	p. 4/165, Presentation suggestions	Review and make sure that everyone completed it and understood the purpose.
	Career Choices, pp. 274-275; Career Choices & Changes, pp. 350-351; Workbook, pp. 119-120	Delaying Gratification	p. 4/165, Presentation suggestions	
	Career Choices, pp. 276-277; Career Choices & Changes, pp. 352-353; Workbook, pp. 120-121	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	If students have built up their level of trust, ask some to share their concerns and their goals.

Session # (50 mins.)	Textbook and Workbook	Lesson	Instructor's Guide	Special Directions (beyond those in the Instructor's Guide)
77	Career Choices, pp. 278-280; Career Choices & Changes, pp. 354-356; Workbook, pp. 122-123	Your Action Plan for the Next 10 Years	p. 4/166, Presentation suggestions	Everything they have been doing in this class leads to this 10-year plan. Include a copy in their school folder. Better yet use www.my10yearplan.com so students and teachers have access to their plans throughout high school.
78	Career Choices, pp. 281-282; Career Choices & Changes, pp. 357-359; Workbook p. 124	Supporters of My Plan, My Mission in Life (updated) & My Definition of Success	pp. 4/167-4/168, Presentation suggestions	Ask students to reflect on the Mission in Life and Definition of Success they drafted at the beginning of this process. Has their thinking changed?
	Workbook, p. 139	Checkpoints: Chapter 12		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®.			
79	Provide students with the opportunity to enter information from this chapter's KEYSTONE activities and Checkpoints into My10yearPlan.com®.			
80	Post-assessment Activity	Pre-/Post-Survey	Section 14	See Section 14 of the Instructor's Guide for additional information on evaluating the success of your program.
	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 Workbooks 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.
<p>* This semester pacing guide outlines only 80 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.</p> <p>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 <i>Instructor's and Administrator's Guide for Career Choices and My10yearPlan.com</i>® will yield a wealth of ideas, activities, guidance, and homework opportunities not covered in this lesson plan.</p>				