

UPDATING THE EXCEL SPREADSHEET PACING GUIDE

Here's an example.

Let's say you have a semester course (90 50-minute sessions).

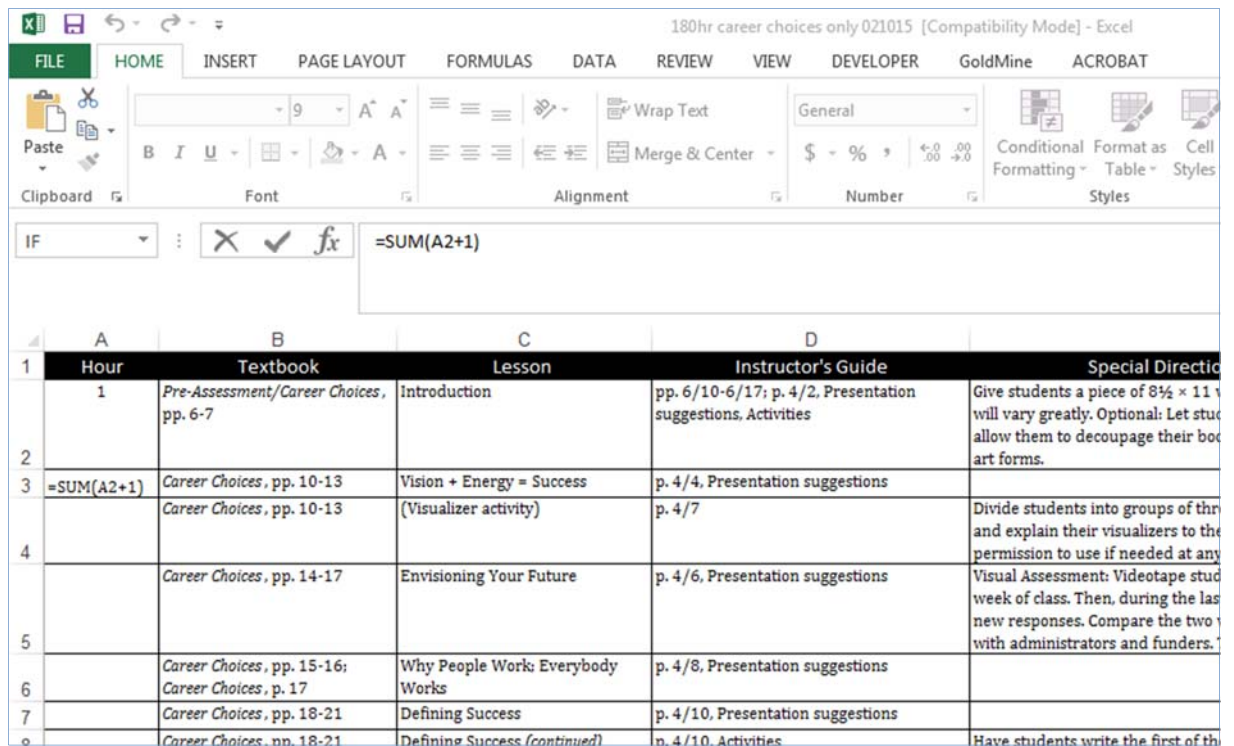
You've decided you want to include some more readings from *Possibilities* and some online work using CareerChoices.com and My10yearPlan.com®.

You are comfortable adding in specific lessons using the **Insert Row** functionality in Microsoft Excel. But you'd like to get those pesky session numbers in the far left column to update automatically.

Here are two different methods. You'll need to determine which is most appropriate depending on how your pacing guide is formatted.

Method #1 – If you are working with a pacing guide spreadsheet that **does not have any merged cells**. (This method only works if you have one row per class session, so no merged cells.)

- 1) Label the first session as "1" (in the first cell under the header in the column, probably A2)
- 2) In the second cell in the column, create a formula that reads **=SUM(A2+1)**
- 3) **Copy** the second cell in the column (Ctrl-C)
- 4) Now **highlight all of the cells below the second cell** that you want the formula applied to and **Paste** (Ctrl-V)

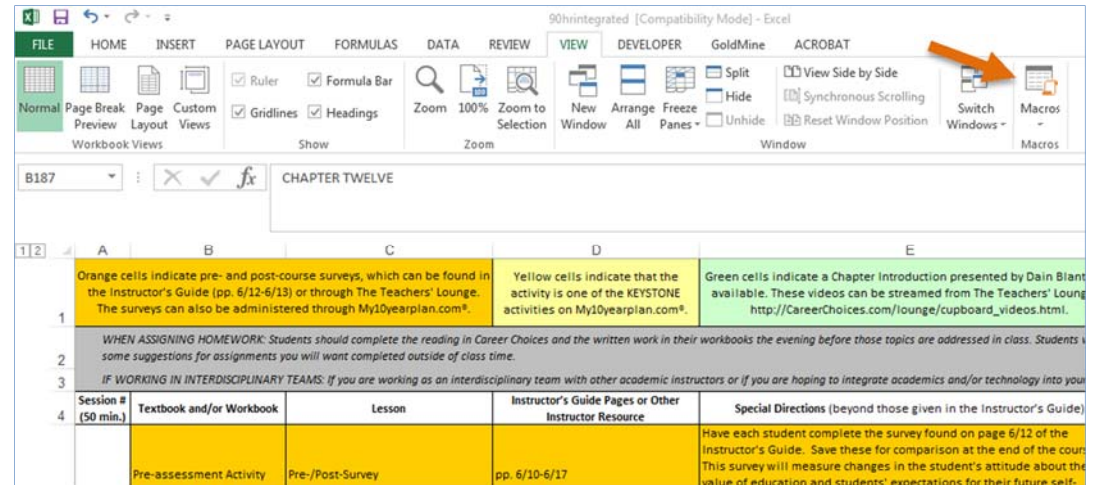


The screenshot shows the Microsoft Excel interface with the following data table visible:

	A	B	C	D	E
1	Hour	Textbook	Lesson	Instructor's Guide	Special Directio
	1	Pre-Assessment/Career Choices, pp. 6-7	Introduction	pp. 6/10-6/17; p. 4/2, Presentation suggestions, Activities	Give students a piece of 8½ × 11 v
2					will vary greatly. Optional: Let stud
3	=SUM(A2+1)	Career Choices, pp. 10-13	Vision + Energy = Success (Visualizer activity)	p. 4/4, Presentation suggestions	allow them to decoupage their bo
4		Career Choices, pp. 10-13		p. 4/7	art forms.
5		Career Choices, pp. 14-17	Envisioning Your Future	p. 4/6, Presentation suggestions	Divide students into groups of thr
6		Career Choices, pp. 15-16; Career Choices, p. 17	Why People Work: Everybody Works	p. 4/8, Presentation suggestions	and explain their visualizers to the
7		Career Choices, pp. 18-21	Defining Success	p. 4/10, Presentation suggestions	permission to use if needed at any
8		Career Choices, pp. 18-21	Defining Success (continued)	p. 4/10, Activities	Visual Assessment: Videotape stud
9					week of class. Then, during the las
10					new responses. Compare the two
11					with administrators and funders.

Method #2 – If you are working with a pacing guide spreadsheet that **does have merged cells** in your numbering column, you can create and run a macro to number the sessions using the steps below.

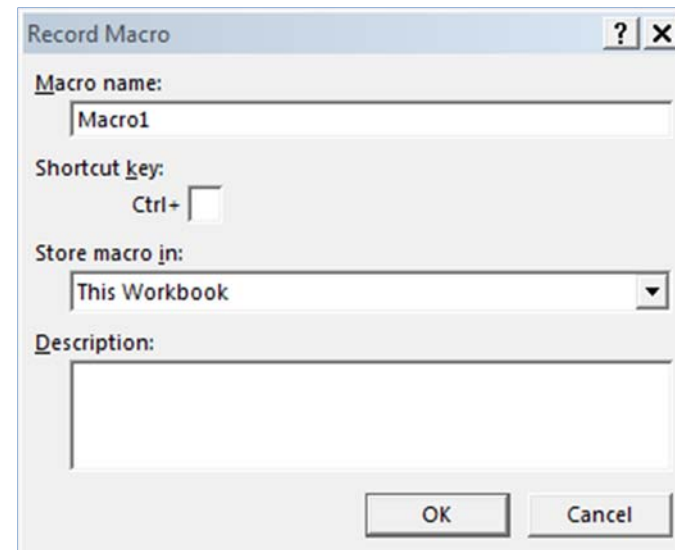
1) Go to **View --> Macros** and click **Record Macro**



2) Give the macro a name (anything will do for now) and click **Ok**

3) Click **Macros --> Stop Recording**

4) Click **Macros --> View Macros**

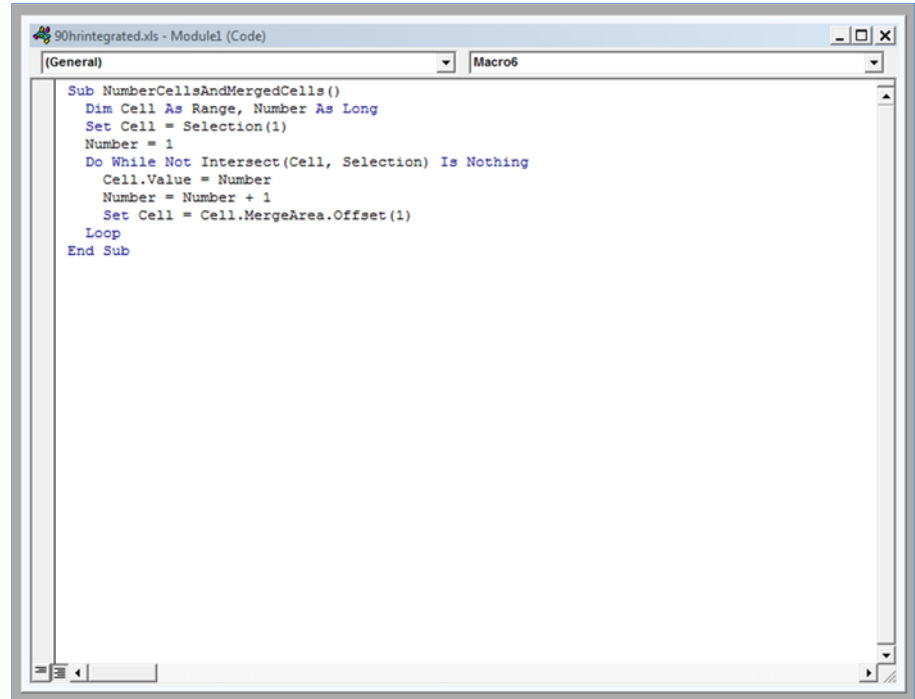
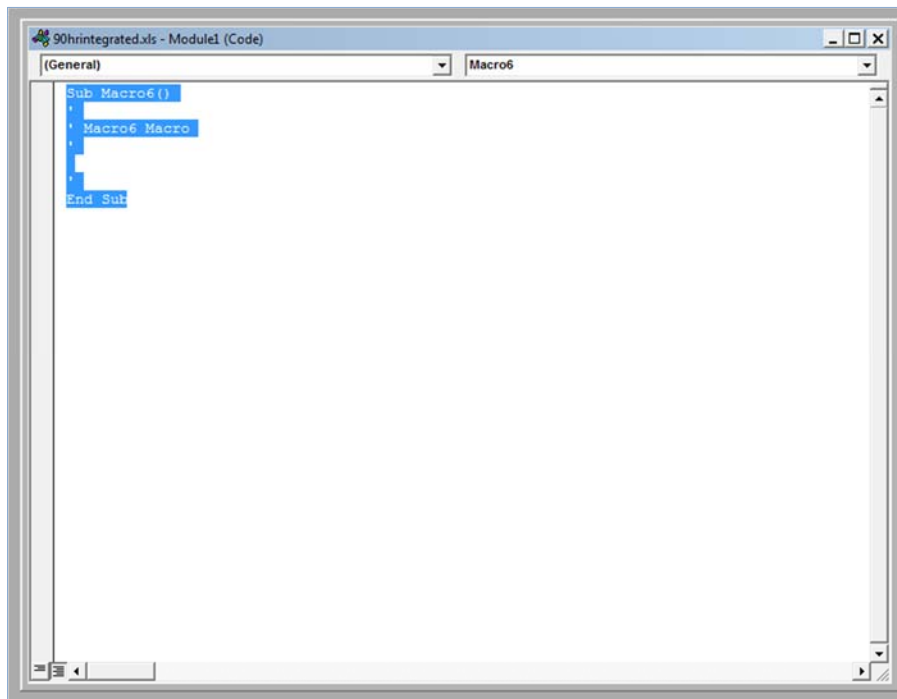
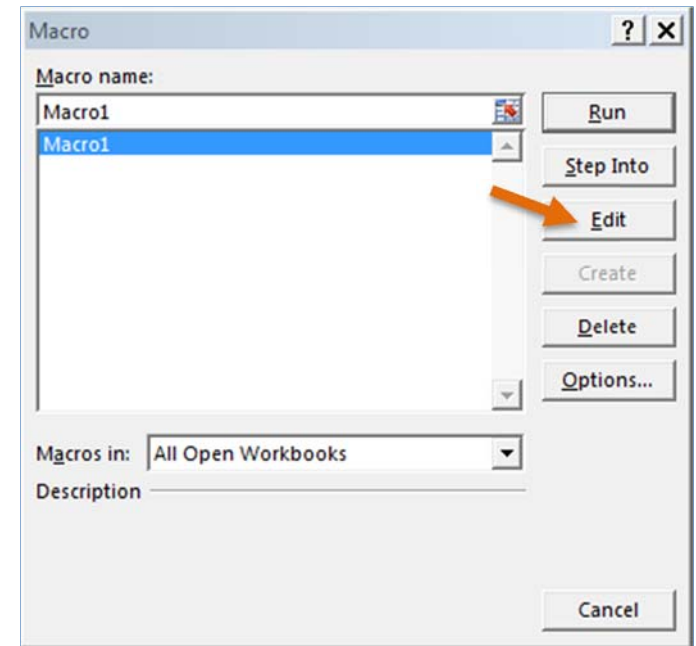


5) **Select the macro** you created and click **Edit** (which will open a Visual Basic window)

6) **Highlight and copy the text below:**

```
Sub NumberCellsAndMergedCells()  
    Dim Cell As Range, Number As Long  
    Set Cell = Selection(1)  
    Number = 1  
    Do While Not Intersect(Cell, Selection) Is Nothing  
        Cell.Value = Number  
        Number = Number + 1  
        Set Cell = Cell.MergeArea.Offset(1)  
    Loop  
End Sub
```

7) Now highlight all of the text in your Visual Basic macro window and **paste in the text from above to replace it**



- 8) **Close** the Visual Basic window
- 9) **Highlight the cells in the column** that you want numbered

10) Click **Macros --> View Macros**

11) Select the macro called **NumberCellsAndMergedCells** and click **Run**

	A	B	C	D	E
193		Discuss homework: Career Choices, pp. 272-273; Workbook, p. 118	Life-Long Learning Graph		Review and make sure that everyone completed it and understood the purpose.
194		Possibilities, pp. 252-253	"Be the Best of Whatever You Are" by Douglas Malloch		At beginning of class, read poem on p. 252 of Possibilities aloud to class.
195		Career Choices, pp. 274-275; Workbook, pp. 119-120	Delaying Gratification	p. 4/165, Presentation suggestions	
196		Career Choices, pp. 276-277; Workbook, pp. 120-121	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	Ask students to complete pp. 276 and 277 in Career Choices. If students have built up their level of trust, ask some to share their concerns and their goals.
197		Career Choices, pp. 278-281; Workbook, pp. 122-123	Your Action Plan for the Next 10 Years	p. 4/166, Presentation suggestions	Everything they have been doing in this class leads to this 10-year plan. Use My10yearPlan.com [®] so students and teachers have access to plan throughout high school for a variety of counseling and advising functions.
198		Career Choices, pp. 281-283; Workbook p. 124	Supporters of My Plan, My Mission in Life (updated)	p. 4/167-4/168, Presentation suggestions	
199		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.
200					Provide students with the opportunity to enter information from this chapter's KEYSTONE activities.
201		Post-assessment Activity	Pre-/Post-Survey	p.6/10 - 6/17	Compare the pre- and post-surveys of each student. See pages 6/12 and 6/13 for evaluation suggestions. Gather data from guidance counselors and other teachers (see Instructor's Guide, pp. 6/16 and 6/17).
202		Chapter Intro Video	After Chapter 12 - Recap	The Teachers' Lounge	Dain reminds students that the decisions they make each day have the power to determine how happy they will be in life and that they should refer to their Career Choices Workbooks as they make decisions throughout their lives.
203		Possibilities, p. 283	"We Are a Success..." by Robert Louis Stevenson		
204		Graduation party	Oh! The Places You'll Go by Dr. Seuss	p. 4/169	Read Dr. Seuss book aloud.
205		PLEASE NOTE: We have not scheduled all sessions so you have flexibility to include other coursework that may be required by your school or district. This also allows you to spend more time			

