

Career Choices Lesson Plan  
Year-Long Block Schedule incorporating The College Board's "It's Up to Me" as a Supplementary Text

Green: Information and activities found in the Duval Co. Schools' Keystone binder		Purple: Mandatory pre- and post-survey		Gray: Optional activities that enhance but may be cut if more time needed for other required activities or exercises	Yellow: Required for a student's 10-year plan, portfolio, final exam and www.my10yearplan.com	Blue: Activities from "It's Up to Me" from CollegeEd		
Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
1	Keystone Binder, pp. 18-23	Getting Acquainted		<ul style="list-style-type: none"><li>Take role and assign seats.</li><li>Begin rituals and routines.</li><li>Provide appropriate forms and documents: district student code of conduct, bell, and bus schedule, map of school, etc.</li><li>complete student information sheets and personal inventory.</li></ul>	90	Send home the Parents letter and have them get it signed		
2	Career Choices Pre-assessment Activity	Pre-/Post-Survey	p. 6/10-6/17	Have each student complete the survey found on page 6/12 of the Instructor's Guide. Save these for comparison at the end of the course. This survey is in addition to the one found in your Freshman Transition manual. This survey will measure attitudinal change toward the value of education and students' expectations for their future self-sufficiency and productivity.	15		Review the following pages in the Instructor's Guide: pp. 3/8 - 3/13 Math: pp. 2/15 - 2/20, English/Language Arts: pp. 3/5, 3/9-3/11, 2/8- 2/14, 6/3-6/6, 6/55-6/61, 7/2-7/5, 9/27-9/34	
	Keystone Binder, pp. 24-33	Understanding Keystone - do not do 7's 4 & 5 from the Warm-up activity		<ul style="list-style-type: none"><li>Practice rituals and routines.</li><li>Discuss course standards and overview with appropriate activities.</li><li>Introduce the use of the Keystone Learning Log</li><li>Administer pre-test on Unit I.</li></ul>	75	Assignment: Bring in 5 items from the Visualizer list		
3	Keystone Binder, pp. 34-35	Getting to Know Your School		<ul style="list-style-type: none"><li>Practice rituals and routines.</li><li>Tour the school (e.g., media center, guidance, lunch room, etc...) including "key players" (Administrators and staff that the students need to know).</li><li>Provide background/history of the school (e.g., alma mater, mascot, year founded, etc...).</li><li>Explain how to navigate school web site.</li></ul>	75			
	Keystone Binder, pp. 38-39	Getting to Know Your School		Handout copies of the school's mission statement, mascot, colors, alma mater, people to know and things to do documents	15			
CHAPTER ONE								
4	Career Choices, pp. 6-7	Introduction	p. 4/2, Presentation suggestions	Emphasize the last paragraph of the introduction. It is not the purpose of this course to make a final career choice. Students will, however, learn a process for making rewarding life choices in the future.	15			
	Career Choices, 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.	35			
	Read Career Choices, pp. 10-14		Review text and assign homework		10	Assignment: Workbook, pp. 5-6		
5	Possibilities, p. 11-17	"Secret Life of Walter Mitty" by James Thurber	Read in class (silent or aloud)		45			
	Possibilities, p. 17		Questions 5, 6, 7, 8	Discuss question 5 in class. Students write dialogue for question 6. Students then "edit" page 6 of Workbook with their new information as per question 7. A class discuss question 8.	45	Assignment: Edit Envisioning Your Future assignment (p. 6, Workbook) from the previous evening, after learning more about themselves.		
6	Discuss homework reading of Career Choices, 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 page 6/30 of Instructor's Guide).	30			Unit 2: Portfolio Component, Describe your dream career
	Possibilities, p. 24	"Dreams" by Langston Hughes		Read Hughes' poem to the class and then discuss the questions in the journal entry on page 24.	15			
	Video Book Club	October Sky	pp. 6/41, 6/46	Show first half of the movie, October Sky (~108 minutes).	45	Assignment: Workbook, pp. 7-9		
7	Video Book Club	October Sky	pp. 6/41, 6/46	Finish movie and discuss the students' dreams and challenges.	60	Writing assignment: Students are to start writing their definition of success. Workbook, p. 9		
	Discussion: Career Choices, pp. 15-21; Workbook, pp. 7-9	Why People Work; Everybody Works; Defining Success	p. 4/8-4/10, Presentation suggestions; Activity p. 4/10, Activity (1st half)	Have students brainstorm how they think well-known individuals would define success.	30	Extra credit option: <a href="http://www.homerhickam.com/">http://www.homerhickam.com/</a> . Choose books from this website to suggest as extra reading for students. Because they've just seen Hickman's story, they might get excited about reading his books.		
8	Keystone Binder, pp. 46-60	Understanding Your Academic Record		<ul style="list-style-type: none"><li>Practice rituals and routines.</li><li>Use How to Get the Most out of High School and resources from the guidance counselor to help students map out their course of study.</li><li>Review How to Get Good Grades first 15 pages; use core course textbook to practice study skills.</li><li>Emphasize Cornell Notes/Two-column notes (Project CRISS 3rd Edition p. 118, Project CRISS 2nd Edition p. 82).</li></ul>	90			
9	Possibilities, p. 37-39	"Richard Cory" by Edwin Arlington Robinson	p. 4/11, Writing the last page of Richard Cory's diary	Pre-reading discussion topic: Journal entry p. 37. After reading discussion: Questions 5, 8.	30	Assignment: Question 7, Possibilities, p. 39		Unit 3, Section 1: The meaning of success
	Possibilities, p. 40-42	Excerpt from "Sonnets from the Portuguese" by Elizabeth Barrett Browning	p. 4/18 Activity	Discussion topic: Second paragraph of Journal Entry in Possibilities, p. 37, use this as a lead in to the activity in the next class session.	30			
				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.	30			
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Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
10	Career Choices, p. 24	(James and Letitia)		Choose three students who are able to confidently read aloud to be (1) a narrator, (2) James, and (3) Letitia. Their story is told throughout chapter 2 of Career Choices (pp. 24-50). Each time the class arrives at a portion of their story, ask the "actors" to read their parts.	10			
	Discussion of homework				10		English/Language Arts: Write an Essay describing a student's ideal day. Instructor's Guide, p. 4/18	
	Career Choices, p. 27; Workbook, p. 11	(Your Personal Profile); (Bulls Eye Chart)	p. 4/16, Presentation suggestions	Have students try to complete their own bulls eye chart in class. This is a preliminary attempt.	20			
	Career Choices, p. 28	(James and Letitia)		Dramatic Reading	5			
	Career Choices, p. 29; Workbook, p. 12	Identifying Your Passions	p. 4/18, Presentation suggestions, Activities		20			
11	Career Choices, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (introduction)	p. 4/20, Presentation suggestions	Review the survey together and discuss any words or concepts they don't understand. Be non-judgmental about the statements read.	20	Assignment: Workbook, pp. 12, 13-16.		
	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.	20			
	Career Choices, p. 30	(James and Letitia)		Dramatic Reading	5			
	Review homework: Workbook, p. 13-16			Review each values category. Check to see that each student scored it correctly.	20			
	Career Choices, pp. 31-37; Workbook, pp. 13-16	Work Values Survey (continued)		As a class, brainstorm careers for each student volunteer, given his or her top three work values. Ask each student to write his or her top three values on the board. Open the discussion up to the floor so classmates can make suggestions. This is an introductory activity and will need a lot of support from teachers and adults. You might even invite two or three other individuals (career counselor, guidance counselor, principal, etc.) to help brainstorm.	45	Assignment: Workbook, pp. 17-20.		Unit 1, Section 1: Clarifying your Values
12	Review homework: Career Choices, pp. 38-42; Workbook, pp. 17-19	Strengths and Personality	p. 4/22, Presentation suggestions	Complete activity described on page 4/22 under Presentations. As the instructor, please preview the activities in Career Choices on pp. 162-165 so you understand how this will be used later. You'll want to allude to this now.	30			
	Career Choices, pp. 44-45; Workbook, p. 20	(How personality impacts career choices); Your Strengths; (Developing your strengths)	p. 4/24, Activities		20			
	Teamwork Energizer	Class Exercise	pp. 4/25-4/26	Try to divide the class into teams with at least 3 of the personality styles indicated in the exercises on Career Choices, pp. 38-43. It is easy to form those teams while the students are standing in each of the corners of the room at the beginning of the class.	40	Assignment: Workbook, pp. 21-22.		Unit 1, Section 2: Learn Your Personal Style
13	Keystone Binder, p. 64	Using Study Skills		<ul style="list-style-type: none"><li>Practice rituals and routines.</li><li>Use "How to get good grades" to review study skills (last 15 pages)</li><li>Use course textbook to practice study skills. (e.g.; science, social studies, English, etc...)</li><li>Emphasize Cornell Notes/Two-column notes (Project CRISS 3rd Edition p. 118, Project CRISS 2nd Edition p. 82).</li></ul>	90	Assignment: Add Personality and Strengths to Ring 4		
14	Career Choices, p. 46	(James and Letitia)		Dramatic reading	5			
	Review homework: Career Choices, 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.	30			Unit 1, Section 1: Assess your Interests and skills
	Career Choices, p. 49	Roles and Occupations	p. 3/30, Presentation suggestions		10		English/Language Arts: Possibilities, p. 54-56: Character Analysis Worksheet, Instructor's Guide, pp. 4/34-4/35	Unit 1, Section 1: Identify Experiences You Enjoy
	Chapter Follow-Up	Update bulls eye chart	p. 4/31	Update the bulls eye chart now that students have discovered new information about themselves.	15			
15	Possibilities, p. 43-45	Acrostic Poem from "Alice's Adventures in Wonderland" by Lewis Carroll		As a class answer questions 1 and 2 on page 44. Explain what an Acrostic Poem is and divide students into editorial teams to start on their poems, using the bulls eye chart as a prompt.	30	Assignment: Workbook pp. 23-24		
	Possibilities, p. 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 p. 4/35 in the Instructor's Guide, ask teams of students to complete one for Maya Angelou.	90			
				Suggest that the English Teachers assign an Autobiographical Incident Essay, asking students to use their Bulls Eye Chart and their work on Character Analysis as a prompt.			English/Language Arts: Instructor's Guide, p. 4/32, Composition	
16	Possibilities, pp. 61-62; Career Choices, 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.	30			
	Video Book Club: Bend It Like Beckham				60	Assignment: Workbook, p. 23		
17	(Continued): Bend It Like Beckham				45			
	Career Choices, pp 50-53; Workbook p. 23-24	Message Center	p. 4/32 Presentation suggestions, Activity #3, Debate	Introduce students to the rules of formal debate. If you need a refresher, Google "formal debate rules".	45			
18	Career Portfolio	Workbook, pp. 125-126	pp. 4/13-4/14	Introduce the concept of a Career Portfolio. Depending on if you will use an online portfolio (www.my10yearplan.com) or a notebook, introduce what it is and why it is important. Have students make their tabs for the three-ring binders if setting up notebooks. Go to computer lab and have students set up their account on www.my10yearplan.com if using the online portfolio.	90	Assignment: Workbook, p. 26		Unit 1, Section 2: Expand your options, Create your own success plan, What drives you to succeed, Unit 1: Portfolio Component
CHAPTER THREE								

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Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
19	Career Choices, pp. 56-59; Workbook p. 26	Maslow's Triangle	p. 4/38, Presentation suggestions	Have students use 2-column notes as they learn about Maslow's Triangle.	15		English/Language Arts: Instructor's Guide, p. 4/45, Composition	
	Career Choices, pp. 64-65	Happiness is a Balanced Lifestyle	4/43, Presentation suggestions, Gender equity activity		30			
	Career Choices, pp. 66-69; Workbook p. 29	The Modified Maslow Triangle	p. 4/44, Presentation suggestions	In small groups, discuss and complete the triangles for Emma and Isaac.	30			
	Career Choices, pp. 70-71; Workbook p. 30	What About Your Life	p. 4/45, Presentation suggestions	Provide an overview of homework. Brainstorm issues at the bottom of the page.	15	Assignment: Workbook, p. 30		
20	Career Choices, pp. 60 - 61	How Do You Want to be Remembered?	p. 4/39, Presentation suggestions	As a class, read the text on page 60-61 of Career Choices.	20			
	Career Choices, pp. 56-63; Workbook, p. 28	(Maslow's Triangle), Where Are You Now?; Your Lifestyle; Components of Lifestyle	pp. 4/38-4/42, Presentation suggestions, Activities				English/Language Arts: Instructor's Guide, p. 4/42, Composition	
	Possibilities, pp. 69-70	"Growing Older" by R.G. Wells	p. 4/40	After reading the poem aloud and discussing the questions/topics, ask students to complete a Mission Statement over the next two or three days.	20			
	Instructor's Guide	Looking into the Future	p. 4/41, Looking into the Future	Follow the directions on p. 4/41 of the Instructor's Guide for a guided writing assignment. Make copies of the letters to be used with lesson "Remembering Your Dreams and Plans" (Hour 36).	30			
	Career Choices, pp. 64-71; Workbook, p. 30	Happiness is a Balanced Lifestyle; The Modified Maslow Triangle; What About Your Life	p. 4/43-4/45, Presentation suggestions, Activity	Extra credit assignment: read "Having Our Say: The Delany Sister's First 100 Years".				
	Career Choices p.62	Your Lifestyle	p. 4/42, Components of Lifestyle	Discussion of lifestyle components. Activity on p. 28 of Workbook will be needed for www.my10yearplan.com.	20	Assignment: Workbook, pp. 27- 28.		
21	Possibilities, p. 72-73	"I Shall Not Pass This Way Again"	Discuss Question 3; Complete activity described in #6	Have students (either alone or in editorial teams of two) rewrite the poem as noted in question 6.	45			
	Video Book Club: Mr. Holland's Opus				45	Assign the poll described in question 6 on page 7 of Possibilities. Have each student interview at least 3 peers and 3 adults.		
22	Video Book Club: Mr. Holland's Opus, continued			For discussion questions, see www.academicinnovations.com/useonly.html	60		Math: www.careerchoices.com, p. 78, Review the "numbers" of life. Study how interest rates impact monthly mortgage payments.	
	Possibilities, p. 76-77	"The Mills of the Gods"	Questions 1, 4, 5; Discuss the quote at the bottom of page 79. Combine the data collected by the students for question 6.	Ask a student ahead of this class period to prepare to read the poem aloud.	30			
23	Keystone Binder, pp. 61-63	School Rituals and Routines		<ul style="list-style-type: none"><li>Practice rituals and routines.</li><li>Use How to Get the Most out of High School pamphlet and school code of conduct to cover: attendance/tardy policies and procedures; school rules; athletic eligibility.</li><li>Provide list of sports and activities offered at your school</li><li>Orient students to planner.</li><li>Identify important dates (special events, school calendar, birthdays, test dates, etc...) into planners.</li><li>How will you get involved in your school?</li></ul>	90			
CHAPTER FOUR								
24	Career Choices, pp. 74-77;	Ivy Elm's story, Family Profile	pp. 4/48-54	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.	30			
	Class Activity/Brainstorm	Create a "composite family" budget	p. 4/48	Have the class identify a fictional family profile. Then, as a class, go through the budget line items, brainstorming costs and demonstrating what each line item entails. This example is important to do as a class, before having the student work individually on their own budgets. <b>The budget exercise is an individual exercise. It is not a good idea to do it in teams.)</b>	60	Assignment: Read the classified section of the local newspaper for houses for rent and for sale. Come to class with an ad that describes the housing you envision for yourself at age 29.	Math: www.careerchoices.com, p. 80 Review the "numbers" of life. Why does it make sense to purchase a used car? What is the ideal age range to purchase, getting the highest drop in price. Study the Blue Book websites found on www.careerchoices.com	
25	Career Choices, p. 78; www.careerchoices.com, p. 78	Housing Budget; Mortgage interest rates; Calculating your monthly mortgage payment	p. 4/55; Teacher Lesson Plan Online: include a discussion of the various types of mortgages	Hand out copies of classified ads and real estate booklets. Be sure to have scissors and glue. Have students choose the housing (own or rent) they envision for themselves at age 29. As a class, figure at least one fictional example of a mortgage. Use calculators if necessary. Or, have students figure their own mortgage payment for house/condo chosen using calculators on www.careerchoices.com. Students will be fascinated to see how the term and interest rates impact their monthly payments. Encourage them to experiment.	60			
	www.careerchoices.com, p. 78	Property Taxes, Estimate the cost of Homeowners Insurance; Homeowner's Association Fees, Utilities, Telephone	p. 4/55; Teacher Lesson Plan Online: directions for insurance calculator	Find out ahead if your state has a special formula for property taxes. Explain each of these "hidden costs" of owning a home. Check figures on computer. Ask students to bring in copies of utility bills from home.	30	Assignment: Study the car ads in the newspaper or online. Choose a vehicle that you would like to own at age 29. Consider purchasing a used car as well as a new car.		
27	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 and cons of renting. Explain move-in deposits and terms. If using the online calculator, review the necessary data with students before going online.	60			
	www.careerchoices.com, p. 80	Blue Book		Have students choose a new car and a used car to use when factoring their data.	30			

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26	Keystone Binder, pp. 65-67	Getting to Know Your Community		• Practice rituals and routines. • Community awareness: What is unique to your community? Identify resources in your community. Identify elected officials that represent YOU on the school and community level. Conduct Jacksonville mapping activity.	90			
28	Career Choices, p. 80; Workbook, p. 34; www.careerchoices.com, p. 80	Transportation - Buying a Car, Finding the value of a car, interest rates and calculating monthly payments, Pros and cons of purchasing a new versus used car	p. 4/56; Teacher Lesson Plan Online: Directions, Discussion	Using classified or online resources, have students choose a car. Using charts on page 81 of Career Choices, calculate operational costs for their car. Calculate car payments on chosen car. Break into triads and make a list of the pros and cons of purchasing a used rather than a new car. Share with the class.	45		Social Studies: Instructor's Guide, p. 4/61, Furnishings Activity; Math: Instructor's Guide; p. 61, Savings Activity	
	Career Choices, p. 82; Workbook, p. 36; optional: www.careerchoices.com, p. 83	Yearly Clothing Budget	p. 4/57, Teacher Lesson Plan Online: Extension Idea	Students may have to complete as homework if they projected several children. Students could create an Excel spreadsheet to track expenses for each family member.	45	Assignment: Workbook, p. 36, Interview one of the parents or another adult to get input on food costs for a family the size they envision for themselves at age 29. They can also use charts found in Career Choices, as a default if time is limited.		
	www.careerchoices.com, p. 80	Planning Monthly Gasoline Costs, Figuring Automobile Operating Costs, Insurance and Maintenance, Public transportation options	Teacher Lesson Plans Online: Directions	Ask students to break into pairs and make a weekly and monthly log detailing the mileage they think they'll travel on average. Use these headings: Weekly Trips - type of trip, how many times per week, how many miles per trip; Monthly Trips - type of trip, how many times per month, how many miles per trip. After they multiply their weekly trips by 4 and add their monthly trips, they'll have the miles per month they plan to travel. See p. 36 in Lifestyle Math for ideas. Review terms in auto insurance. Review the insurance laws in your state. 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.				
29	Discuss homework: Career Choices, pp. 84-85	Find Your Weekly Grocery Costs, Sundries			20		English/Language Arts: Instructor's Guide, p. 4/63, Composition: Budget Narrative	
	Career Choices, pp. 86-87	Monthly Entertainment Budget, Saving and Planning for a Vacation	p. 4/59	Review this chart before assigning it as homework. Be sure to advise students they don't need a figure in each line item. Newspaper entertainment sections, catalogs, and brochures for health clubs and the YMCA would be good to have as resources. You may want to brainstorm column B as a class. Begin research for this line item. Use Sunday travel section from the newspaper or online resources. If students have similar plans, suggest they form research teams to figure costs.	20	Assignment: Workbook, pp. 37-38 Finalize their figures		
	Career Choices, p. 88	Child Care Budget	p. 4/60	Divide into groups of three to research costs and brainstorm other child care options. Ask students with younger siblings to bring in their childcare costs.	30	Assignment: Workbook, p. 39, Finalize their figures	Math: The "numbers" of life. Explore what "take home pay" really is and how taxes impact what you have left to spend. Use percentages to factor a more realistic figure.	
	Career Choices, pp. 89-90; www.careerchoices.com, p. 89	Health Care Budget, Furnishing Expenses, Saving for the Long Term, Saving for Retirement, Miscellaneous Expenses	pp. 4/60-4/62	Introduce these topics at the end of class. Discuss health insurance and the different ways to obtain it. Use the chart in Career Choices or go online to a major insurance company, such as Blue Cross, to get sample costs. Have merchandise catalogs or go online for various costs. Remind students to declare an annual budget amount and then divide by 12 for the monthly budget they are working on. Review each line item and, as a class, brainstorm how much is appropriate for each. Explain retirement plans and IRA's and have students experiment with different age strategies for starting their retirement funding. See page 100 of Lifestyle Math for ideas. After completing their Miscellaneous line item, have students enter their different line items amounts in the appropriate space on page 92.	20	Assignment: Workbook, pp. 40-41, Make estimates.		
30	Guest speaker panel	(Raising a Child on Your Own)	Video tape the panel for use in subsequent classes, if getting speakers is difficult.	Invite a panel of single mothers (from teen to adult) to present the challenges of single motherhood. One (widowed or divorced) should be successful due to education and career planning.	45	If you are working with a population at high risk of teenage pregnancy, this is a very important class session.		
	Career Choices, 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.	45	Assignment: Workbook, p. 42		
31	Career Choices, pp. 92-93	Your Total Budget Profile; What Salary Will Support This Lifestyle	pp. 4/63-64, presentation	You'll want to talk briefly about payroll deductions and gross pay versus net pay. It is important that your students understand that their salary requirement will be higher (by at least 20%) than what they expect to spend each month. You may want to share copies of payroll stubs (from your older students/identity removed so they can see what is taken out of a paycheck. Check on the computer.	45			
	Workbook, p. 42	Find a Salary That Will Support Your Lifestyle		The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.	45	Assignment: Workbook, p. 43.		
	www.careerchoices.com, p. 93	Employment and Wage Data	Teacher Lesson Plans online: Directions, Extension	Go online and use the link on careerchoices.com to explore the wages and salaries of hundreds of jobs.				
	Additional day in computer lab: Workbook, p. 42	Find a Salary That Will Support Your Lifestyle		The best resources for this type of activity are found on the Internet. Use www.careerchoices.com or assign as homework.	45	Assignment: Workbook, p. 43.	English/Language Arts: Instructor's Guide, p. 4/68, Composition	

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32	www.careerchoices.com, p. 93	Employment and Wage Data	Teacher Lesson Plans online: Directions, Extension	Go online and use the link on careerchoices.com to explore the wages and salaries of hundreds of jobs.				
33	Possibilities, pp. 80-86	"The Savings Book" by Gary Soto	Discussion: Journal Entry, Questions 1, 2, 3	Before reading the story, discuss the journal questions. Read the story aloud or silently. Discuss questions 1, 2, 3.	45			
	Possibilities, pp. 85		Activities	Have students divide into triads and choose between activity A or B on page 85. Ask each group to report out.	45	Assignment: Question C, p. 86, Possibilities		
34	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?	30			
	Career Choices, pp. 97-101; Workbook, pp. 44-45	Some Sample Budgets	p. 4/66, Presentation Suggestions	Divide the class into groups as noted in the Instructor's Guide. After students have completed their budgets for their assigned individual, report their suggestions to the class. Have the class critique their projections for each line item.	30			
	Career Choices, pp. 102-103	A Few Words About Poverty: Could You Become a Poverty Statistic?	pp. 4/67-68, Presentation suggestions, Activity	After discussing the points on p. 102 of Career Choices, ask students to share some of their responses from the homework the night before.	30	Assignment: Workbook, p. 46, 49-50, Could You Become a Poverty Statistic?		
35	Possibilities, pp. 87-89	"Miss Rosie" by Lucille Clifton	Journal Entry, Questions 4, 5, 6	Ask a student to do a dramatic reading of the poem, after discussing the journal question in small groups. Continue discussing Question 4 in small groups and ask the groups to write a description of Miss Rosie's life at age 15. As a class brainstorm questions 5 and 6.	45		Math: Create a graph that depicts the numbers of this activity.	
	Possibilities, pp. 90-94	"Christmas Day in the Workhouse" by George R. Simms	Journal Entry, Questions 4, 5	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.				
36	Career Choices, pp. 104-110	Money Isn't Everything	p. 4/69, Presentation suggestions		15			
	Workbook, pp. 46-48	Psychological costs – sacrifices vs. rewards	p. 4/70, Presentation suggestions	Break into groups of three or four and assign each group a story. Ask each group to read the story, discuss the questions following each story and then report on their conclusions. Do class members have anything to add?	20			
	Career Choices, pp. 111-113	You Win Some, You Lose Some	p. 4/71, Presentation suggestions, Activities	As a class, brainstorm the possibilities on p. 111 of Career Choices. Break into groups of three and have each group help its members list the rewards and sacrifices of one or two careers each student is considering. Break students into triads and brainstorm how the workers on page 113 might meet the work values not clearly met in their jobs.	20			
	Workbook, pp. 49 -50	After-Hours Rewards	pp. 4/73-73, Presentation suggestions		15	Assignment: Workbook, p. 51, 52-53, 55		
37	Keystone Binder, pp. 68-69	Being a Community Member		<ul style="list-style-type: none"> <li>Practice rituals and routines.</li> <li>Community membership: How do you add to your community? How do you take away from your community? Brainstorm what you can do in your community to make it a better place.</li> </ul>	90			
38	Career Choices, pp. 116-117; Workbook, p. 51	An Investment in Education ... Yields Dividends for a Lifetime	p. 4/74, Presentation suggestions	Discuss homework assignment: Ask students to study the chart on p. 116 of Career Choices and interpret what it demonstrates. Then ask them to individually complete computations on p. 117.	20			
	Career Choices, pp. 118-119; Workbook, p. 52-53	Beginning of the planning process	p. 4/75, Presentation, p. 4/13-4/14, Start the Portfolio process	Help students as they individually complete their bar graphs on p. 118 and p. 119 of Career Choices. Ask students to share their findings.	45			
	Career Choices, p. 120; Workbook, p. 54	Ask Someone Who's Been There	p. 76, Presentation, Career Resource File	Assign as homework: Review interviewing etiquette and strategies. Assign students to create Resource File.	10	Assignment: Ask Someone Whose Been There Interview, Workbook, p. 54		
	Career Choices, p. 121; Workbook, p. 55	Easier Said Than Done	p. 4/77, Presentation suggestions,	Assign completion of chart as noted on page 4/77 of Instructor's Guide. Discuss long range planning and goal setting.	10	Assignment: Workbook, pp. 57-62		
<b>CHAPTER FIVE</b>								
39	Career Choices, pp. 124-134; Workbook, p. 57-62	Your Ideal Career	pp. 4/80-81, Presentation suggestions	Ask students to share some of their findings from their homework on pp.124-134 in Career Choices. You'll want to follow procedure outlined in the Instructor's Guide.	30			
	Career Choices, pp. 124-134; Workbook, p. 57-62	Your Ideal Career	pp. 4/80-81, Energizer	After students have completed their charts, begin brainstorming possible careers that meet their essential career characteristics (see Instructor's Guide, p. 4/80). If you have a career technician or counselor, you might ask him/her to attend this class to assist. The first 30 minutes brainstorm as a class. Then break into triads and ask smaller groups to brainstorm their team members options.	60	Assignment: Workbook, pp 63, 64, 65		
40	Career Choices, pp. 135-137; Workbook, p. 63	Consider Your Options	p. 4/82, Presentation suggestions	Discuss the text points in Career Choices, pp. 135-137. Review findings from their homework assignment.	15			
	Career Choices, pp. 138-139; Workbook, pp. 64-65	Employee or Employer?	pp. 4/83, Presentation suggestions	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?"	20			
	Career Choices, pp. 140-141	What about Status?	p. 4/84, Presentation		15			
	Possibilities, pp. 118-123	"Lego;" Discussion; Journal entry	Read the story to the class, question 4,9,11		30	Assignment: Workbook, p. 67. Share with your parent or another adult, your bulls eye chart, projected budget, and Your Chart from page 62 of the Workbook. Brainstorm careers that match your personality and goals.		

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Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
41	College Ed, It's Up to Me	Unit 6, Section 2: Personal Working Styles Unit 6: Portfolio Component	College Ed Instructor Guide pp. 34 - 35		90			
<b>CHAPTER SIX</b>								
42	Career Choices, pp. 144-146	Career Interest Areas	p. 4/85, 4/86		15			
	Career Choices, p. 147; Workbook, p. 67	Bring In Your Identity	p. 4/88, Presentation suggestions	Use one student's charts and brainstorm as a class. Then break into groups of four or five and have each student present their charts listed on page 4/88 and have the group brainstorm possible careers.	45			Unit 2, Section 2: Making Informed decisions
	Career Choices, pp. 148-149, 156, 160-161	Career Research	p. 4/89, Presentation suggestions	Read and review with your students the Steps of Career Research.	30		English/Language Arts: Instructor's Guide, p. 4/94-4/95, Write a business letter	Unit 2: Portfolio Component, Describe Your dream career
	Workbook, p. 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.		Assignment: In pencil, for each of the three surveys, complete items 4 and 5. Encourage students to make notes on any of the other items, based on their perception of the career. Then, once they do the online research, fill in each topic in pen.	English/Language Arts: Instructor's Guide, p. 4/104, Write a job description	
43	Career Choices, pp. 150-155; Workbook, pp. 68-73	Career Interest Survey	p. 4/89, Presentation suggestions	You'll want to recruit the assistance of your career librarian or career technician and spend time in the library or career center or online at <a href="http://www.careerchoices.com">www.careerchoices.com</a> .	90			
	<a href="http://www.careerchoices.com">www.careerchoices.com</a> , 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.		Assignment: Continue completion of the three surveys. Students with online access, can work from home or library. Students can use the Career Center at school.		
44	Workbook, pp. 73-74	Seeing in the Mind's Eye	pp. 4/92-93, Presentation suggestions	Choosing one of the careers each student researched, complete the activity "Seeing in the Mind's Eye."	30		Social Studies: Instructor's Guide, p. 4/110, Sharon Hurwitz example of gathering and analyzing data	
	Career Choices, pp. 160-161; Workbook, p. 76	Involve Me and I Understand	p. 4/101, Presentation suggestions		30	Assignment: Workbook, p. 76		
	Career Choices, pp. 162-165; Workbook, pp. 77-78	The Chemistry Test	pp. 4/102, Presentation suggestions	Read the story on p. 162 aloud. After discussing the topic as a class, work through the questions on pp. 163-164. Ask students to individually answer the questions on p. 165 of Career Choices. Brainstorm careers that match the student's profiles.	30	Assignment: Thinking about their own preferred behavior style, make a list of 10 careers/jobs that they think match their style.		
	Career Choices, pp. 158-159; Workbook, p. 75	The Shadow Program	pp. 4/94, Presentation suggestions	Long-term homework: Arrange for Shadow Experience (Optional). This project will be completed over a period of time and require outside work on your part (either finding job shadowing placements or better yet, a Director of Mentors), but the added effort is well worth it. This is an impressive activity for a high school student! See pp. 4/94-100 in the Instructor's Guide.			English/Language Arts: Instructor's Guide, p. 4/114, Write a fictional story	
45	Career Choices, pp. 162-165; Workbook, pp. 77-78	The Chemistry Test (continued)	pp. 4/102-105, 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.	90		Social Studies: Instructor's Guide, p. 4/115, Career Fair Project	
<b>CHAPTER SEVEN</b>								
46	Career Choices, pp. 168-170; Workbook, p. 80	Identifying Choices	p. 4/108 109, Presentation suggestions, Activities, Brainstorm	Brainstorm choices teens make that are not conducive to a productive and satisfying future. Brainstorm some of the long-term choices on page 4/109.	30			
	Career Choices, p. 171; Workbook, p. 80	Gathering Information	p. 4/110, Presentation suggestions		20			
	Career Choices, pp. 172-174; Workbook, pp. 81-82	Evaluating Choices	pp. 4/111-112, Presentation suggestions, Activities	After the class has worked through Joyce's example, break into groups of three to consider Jessica and John's stories and complete their charts on pp. 173-174 of Career Choices. Report out before the end of the period.	40	Assignment: Using the model on p. 81 of the Workbook, evaluate the choice: How much effort do I want to put into my education and training? In class you might want to help students identify choices.	English/Language Arts: Instructor's Guide, p. 4/120, Activity and Follow-up over the whole year	Unit 2, Section 2: Making Informed Decisions
47	Career Choices, pp. 176-177; Workbook, pp. 82-83	Gloria's Chart/Your Chart	p. 4/113, Presentation suggestions, Activity	As a class, discuss and vote on Gloria's choice. Then have each student complete the chart on p. 177 of Career Choices, using the three careers researched earlier as their choices.	60			Unit 3, Section 2: Successful Decision Making
	Career Choices, p. 178; Workbook, p. 84	Make a Decision	p. 4/114, Presentation suggestions	After discussion of decision-making styles and a review of the terms on p. 178 of Career Choices, ask each student to complete the chart at the bottom of p. 178. Discuss the topic on p. 179. End the class with a reading of the Robert Frost poem, "The Road Not Taken" in Possibilities and assign question 7 for homework.	30	Assignment: Write a one page paper in response to question 7 on page 140 of Possibilities.		
48	College Ed: It's Up To Me:	Unit 5, Section 2: Priorities and Choices	Instructors Guide: p. 33	Assign parts to students ahead of time for the reading in class. After discussing question 4 as a class, ask students to write their dialogue and then share as noted in Possibilities.	90			
<b>CHAPTER EIGHT</b>								
49	Career Choices, pp. 182-185; Workbook, p. 86	Tools for Solving Problems	pp. 4/118-119, Presentation suggestions, Activities	As a class, brainstorm Pat and Lucy's scenarios and the responses to the questions on page 4/118 of the Instructor's Guide.	30		Social Studies: Instructor's Guide, p. 4/127, Energizer	
	Career Choices, pp. 186-190; Workbook, p. 86	Setting Goals and Objectives	pp. 4/120-121, Presentation suggestions	Review step of setting goals and objectives. Complete activities in workbook. Review homework assignment directions. This skill is important to the 10-year plan.	60			



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Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
50	continued...Career Choices, pp. 186-190; Workbook, p. 86	Setting Goals and Objectives	pp. 4/120-121, 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.	90		Math: Instructor's Guide, p. 4/130-4/131, online calculators found at www.careerchoices.com	
---	College Ed: It's Up To Me:	Unit 2, Section 1: Setting Realistic Goals	Instructors Guide: p. 26 Have students use the diagramming learned to develop a plan for some of the goals brainstormed					
CHAPTER NINE								
51	Career Choices, pp. 197-199; Workbook, pp. 89, 90, 91	Review of homework: What's Your Excuse? Taking Responsibility and scoring Startling Statement Quiz	pp. 4/124-127, Presentation suggestions		30			Unit 3, Section 2: Overcoming Obstacles, Think about the Outcomes
	Career Choices, 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.	30			
	Career Choices, p. 207; Workbook, p. 94	Is It Worth Staying In School?	p. 4/129, Presentation suggestions, Activities	Ask students to share their conclusions to the questions found on page 94. Ask if there is a general theme to everyone's answer. What is it?	30	Assignment: Workbook, pp. 96-98, 99		
52	Career Choices, pp. 201-202; Workbook, p. 90	Startling Statement Quiz	P. 4/127, Activity, Energizer		45			
	Possibilities, p. 221	"Over the Hill to the Poor-house" by Will M. Carleton	Journal entry, Questions 1,2,3,4, 5, 6	Discuss the journal entry, before reading the poem. Follow up with discussion questions 1 to 7	45			
53	Career Choices, pp. 208-209; Workbook, p. 95	Economics of Bad Habits	p. 4/130, Presentation suggestions,		30			
	www.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!	60			
54	Career Choices, pp. 211-213; Workbook, pp. 96-98	If You're a Woman	pp. 4/132-133, Presentation suggestions, Activities	Review students homework findings. What did they learn about the theme?	45			
	Career Choices, p. 215; Workbook, p. 99	Before You Give Up Your Dream	p. 4/134, Presentation suggestions		30			
	Possibilities, pp. 212-215	"Dream Deferred" by Langston Hughes; "Mother to Son" by Langston Hughes	"Dream Deferred", Question 6; "Mother to Son", Question 3, 8-10		15			
55	Career Choices, pp. 216-221; Workbook, pp. 100-101	Developing Anxiety Tolerance One Step at a Time	p. 4/135-136, 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.	90	Assignment: Workbook, p. 100, 101. Go online to gather data for p. 101 or use the Occupational Outlook Handbook. This could be assigned in team of two or three individuals who have similar career interest areas.		
56	Career Choices, pp. 224-225	Taking Risks	p. 4/138 Presentation suggestions,	It is important for students to be able to discern when a risk is worth taking and when it is not.	45			
	Career Choices, pp. 222-223; Workbook, p. 102	Yorik's Story	p. 4/137, Presentation suggestions	Have students/teams complete the activity and present their plans for Yorik.	45	Assignment: Workbook, p. 104		
57	Career Choices, pp. 226-227; Workbook, p. 101	Career Alternatives	p. 4/139-140, 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).	90			Unit 3, Section 1: Increase Your Value, Becoming a Professional
	www.careerchoices.com		Use the online version of the Occupational Outlook Handbook	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.				
58	Video Book Club - Hoop Dreams	Hoop Dreams	p. 6/41 and 6/44	A great documentary to trigger discussion on the issues of chapter 9. Running time: 171 minutes.	90			
59	Video Book Club - Hoop Dreams	Hoop Dreams			90		English/Language Arts: Instructor's Guide, p. 4/146-4/147, Interview and report	
60	Career Choices, pp. 226	Getting Back on Track If You've Derailed	pp. 4/139-140, Presentation suggestions	Invite a guest 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).	45		English/Language Arts: Instructor's Guide, p. 4/148, Energize and Writing Activity	
		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.			Social Studies: Instructor's Guide, p. 4/149, International Perspective	
CHAPTER TEN								
61	Career Choices, pp. 230-231; Workbook, p. 104	Affirmations	p. 4/142, Presentation suggestions, Activities		20			
	Career Choices, pp. 236-237; Workbook, p. 104	Going For It...Work Is an Aggressive Act	p. 4/145, Presentation suggestions, Activities		15			

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Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
	Career Choices, pp. 232-235	The Six E's of Excellence	p. 4/143-4/144, Presentation suggestions, Activities		30	Assignment: Workbook, pp. 108, 109	English/Languages Arts: Instructor's Guide: p. 4/153, Fictional Resume and Research	
62	Career Choices, pp. 238-241; Workbook, pp. 105-107	You're the Boss	pp. 4/146-147, Presentation suggestions	As a class, read and discuss this section. Then break into small groups and assign each group one of the employees to evaluate, and then diagram their objectives.	45			
	Career Choices, pp. 242-245; Workbook, pp. 108-109	The Employee of the Twenty-first Century	p. 4/148, Presentation suggestions, Activities	You will probably want to give each group inventing a new item or service a couple of days to think about their invention. Once presentations are made, you may want to ask the class to vote for the best idea.	30			
		Transferable Skills Chart	Review the process for developing a transferable skills chart	Provide extra credit for those students who complete their chart using a digital spreadsheet, such as EXCEL.	15	Assignment: Workbook, pp. 112, 113, 114		
63	Career Choices, p. 246	Managing Change	p. 4/150, Presentation, Activities	In small groups, have student brainstorm the positive and negative aspects of a societal change. You might want to provide a list of these and let each group pull a topic out of a hat.	30			Unit 5, Section 1: Accepting Change, The meaning of change, Explore New Territory, Make Stress Work for you, Adapting to New Environments
	Workbook, p.109	Transferable Skills Chart	p. 4/150, Updating Career Portfolio	Have students share what they learned from their transferable skills chart.	30			
	<b>CHAPTER ELEVEN</b>							
	Career Choices, pp. 250-251; Workbook, p. 111	Your Resume	p. 4/152-153, Presentation suggestions	Review what is included in a resume. Assign for homework the creation of a first draft resume, using the one of their career choices and imagining they have 5 years experience in that career already.	30	Assignment: Complete a resume they could use today to get a part-time job.		
64	Career Choices, pp. 254-255	Finding a Job....	p. 4/155, Presentation suggestions		15			
	www.careerchoices.com p. 254	Finding a job online	Use the databases listed to explore job opportunities					
	Career Choices, p. 256; 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.	30			
	Career Choices, pp. 258-259; Workbook, p. 113	The Job Interview	p. 4/157, Presentation suggestions, Energizer	If you want to expand this into a community project, see pp. 10/2-5 of the Instructor's Guide. The Job Interview Night described on p. 126 is an excellent year-end project.	45	Assignment: Workbook, pp. 116-117.	Math: Ask a math instructor to assist with the project.	
	Career Choices pp. 260-261	Dealing with Rejection, Accepting a Job	p. 4/158, Presentation suggestions		15			
65	Career Choices, pp 262-263; Workbook, p. 114	Making Connections	p. 4/159, Presentation suggestions, Activities	At the beginning of class, read the poem "The Bridge Builder." After discussing text on p. 262 of Career Choices, ask students to break into pairs and answer questions on p. 263 of Career Choices.	30			
	College Ed, It's Up to Me,	Unit 4, Section 1: The Home School Relationship, Section 2: Communication and Support	College Ed Instructor Guide pp. 30 - 31		60			
66	College Ed: It's Up To Me:	Unit 4, Section 1: The Home School Relationship, Section 2: Communication and Support	College Ed Instructor Guide pp. 30 - 31		45			
66	College Ed: It's Up To Me:	Unit 4, Section 2: Online Resources	College Ed Instructor Guide pp. 30 - 31		45			
67	College Ed: It's Up To Me:	Unit 8, Section 1: The Research Process	College Ed Instructor Guide pp. 30 - 31, www.careerchoices.com		90			
68	College Ed: It's Up To Me:	Unit 8, Section 2: Academics and Personal Choice	College Ed Instructor Guide pp. 30 - 31		45			
	College Ed: It's Up To Me:	Unit 8, Portfolio Component: What College Suits Your Style	College Ed Instructor Guide pp. 30 - 31		45			
69	College Ed: It's Up To Me:	Unit 9: Getting Into College	College Ed Instructor Guide pp. 30 - 31		45			
	College Ed: It's Up To Me:	Unit 10: Paying for College	College Ed Instructor Guide pp. 30 - 31		45			
70	Career Choices	Decision Making model p. 177	Using the decision making model in Chapter 7 of Career Choices, make a preliminary college decision	Report out: Groups report not only their findings, but their process. Ask the math department chair, principal and economics instructor to attend and judge the presentations. A prize could be given to the team with the best presentation.	90			
<b>CHAPTER TWELVE</b>								
71								
72*	Keystone Binder, pp. 70-75 ***Only if you have time ***	Assessing: Do you know your school and community?		<ul style="list-style-type: none"> <li>• Administer unit assessment.</li> <li>• Administer modalities inventory.</li> <li>• Students identify characteristics of learning modalities.</li> <li>• Build a concept map based on the results of the learning modalities.</li> </ul>	90			
73	Career Choices, pp. 267-269	Getting the Education or Training you Need	p. 4/162, Presentation suggestions					
	optional: www.careerchoices.com, pp. 267-269	Online resources of available education and training		Have students spend a period reviewing the variety of online resources that can help the fine tune their education and training plan.	30			



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Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)	Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
	Career Choices, pp. 270-273; Workbook, pp. 116-118	Where is it You Want to Go?	p. 4/164, Presentation suggestions	Hang their charts around the room once completed.	45			
	Possibilities, pp. 270-271	"If" by Rudyard Kipling			15	Assignment: Workbook, pp. 118-119		
74	www.facts.org	Student Educational Plan		Invite guidance counselors to help students as they go online to detail their educational plan for high school.	90			
75	www.facts.org	Student Educational Plan			90			
76	Possibilities, pp. 277-283	"25th High School Reunion" by Linda Pastan	Journal entry, Questions 2, 5, 6	Discuss the journal entry before reading the poem. After discussion of questions 2, 5, 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.	90			
				Option: If you still have time, consider the FINAL CLASS PROJECT detailed on pages 279 to 283. 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.	90 to 270			
77	Possibilities, pp. 252-253	"Be the Best of Whatever You Are" by Douglas Malloch		At beginning of class, read poem on p. 252 of Possibilities aloud to class.	20			
	Career Choices, pp. 274-275; Workbook, pp. 119-120	Delaying Gratification	p. 4/165, Presentation suggestions		20			
	Career Choices, pp. 276-277; Workbook, pp. 120-121	Facing Fears and Anxieties	p. 4/165, Presentation suggestions	Ask students to individually complete pp. 276 and 277 in Career Choices. If students have built up their level of trust, ask some to share their concerns and their goals.	10		Ask Social Studies instructors to team on helping students prepare for this project.	
	Career Choices, pp. 278-281; 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.	40	Assignment: Complete "Your Plan."		
78	Career Choices, pp. 278-281; Workbook, pp. 121-123	Your Plan		Ask volunteers to present a synopsis of their 10 year plan. What will they be doing in 10 years: What education/training level, what employment, their living arrangements and finances (3 minutes each student) Grade the 10 year plans as their final.				
	Career Choices, pp. 282-283; Workbook p. 124	Letters Remembering your dreams and goals	p. 4/168	Take home final assignment: Ask students to write two letters to themselves detailing their dreams and plans. One will be mailed to them in two years and the other in five years. See detailed plan on page 4/168 of Instructor's Guide. Include the scoring of this assignment with final grade.		Take home final assignment: Include the scoring of this within their final exam grade ( combined with their portfolio- online or notebook)		
<b>FINAL EXAM PROJECT</b>								
79*	Computer Lab	Data enter personal Workbook information into www.My10yearPlan.com, their online portfolio	OR use data to complete the Portfolio notebook.	Students will spend three days in the computer lab, data entering the noted activities/exercises into their accounts on www.My10yearPlan.com. Students can spend time outside class on this activity if they have internet connect either at home or in a library.	90	Optional: Assign this as a take home final at least two weeks before the end of class, if all students have access to the internet at home or at a lab at school or the library.		
80*	Computer Lab	Data enter personal Workbook information into www.My10yearPlan.com		Students will spend three days in the computer lab, data entering the noted activities/exercises into their accounts on www.My10yearPlan.com. If computer access is not available, the Career Portfolio notebook may be substituted. See p.p. 4/13 and 4/14 of Instructor's Guide and 125 and 126 of the Workbook.	90			
81*	Computer Lab	Data enter personal Workbook information into www.My10yearPlan.com		Students will spend three days in the computer lab, data entering the noted activities/exercises into their accounts on www.My10yearPlan.com. Grading is done online by the instructor.	90	Upon completion, their www.My10yearPlan.com summaries will be graded as their Final Exam.		
82	Class presentations of their 10 year plans	7 to 8 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 PowerPoint or other presentation software packages.	90			
83	Class presentations of their 10 year plans	7 to 8 students per day			90			
84	Class presentations of their 10 year plans	7 to 8 students per day			90			
85	Class presentations of their 10 year plans	7 to 8 students per day			90			
86	Career Choices, p. 282; 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.	45			
	Possibilities, p. 283	"We Are a Success..." by Robert Louis Stevenson						
	Post-assessment Activity	Pre-/Post-Survey	pp. 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, noted on p. 6/16 and 6/17.	15			
	Graduation party	Oh! The Places You'll Go by Dr. Seuss	p. 4/169	Read Dr. Seuss book aloud.	30			

Career Choices Lesson Plan  
 Year-Long Block Schedule incorporating The College Board's "It's Up to Me" as a Supplementary Text

Green: Information and activities found in the Duval Co. Schools' Keystone binder		Purple: Mandatory pre- and post-survey		Gray: Optional activities that enhance but may be cut if more time needed for other required activities or exercises		Yellow: Required for a student's 10-year plan, portfolio, final exam and <a href="http://www.my10yearplan.com">www.my10yearplan.com</a>		Blue: Activities from "It's Up to Me" from CollegeEd	
Class (90 Minutes)	Textbook	Lesson	Instructor's Guide	Special Directions (beyond those given in the Instructor's Guide)		Minutes	Homework Assignment	Interdisciplinary Opportunities	CollegeBoard resource
For a year-long block schedule class, you should have up to 90 sessions. We have not scheduled all sessions so you have flexibility to include other Freshman Transition course work, that may be required by your school or district. This also allows you to spend more time on topics of particular interest. The Instructor's Guide also provides a wealth of activities, not covered in this lesson plan. If you find for whatever reason you are running behind schedule, the lessons marked with astericks can be assigned as homework, modified or deleted.									