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| Unit | Lesson | 21st Century Skills |
| **1 – Who Am I?** | Handprint Assignment | Product to Produce: Trace your hand and along the trace marks, tell me about yourself. In the middle add 10 adjectives that describe you. Reading/Writing: Adjectives, relationships, childhood favorites, hobbies.Technology: N/AConnections: Share with someone else in class to get to know them. |
| Vision Board | Product to Produce: Poster of things that you envision for your futureReading/Writing: Students look up on the Internet HOW to create a chart in PowerpointTechnology: Students will create a Powerpoint collage of photos and save it as a jpg fileConnections: Talk with your parents about what their vision for your life is |
| Learning Styles Poster | Product to Produce: Poster of predominant learning style and then find study skills to use for that learning styleReading/Writing: Students will read and answer the questions for the inventory and then they will search the web to find 10 strategies that will correspond to that learning styleTechnology: Take a learning styles inventory using <http://www.careercruising.com>Connections: Use the list of study skills produced to help out in a current class |
| Career Matchmaker Interest Inventory | Product to Produce: Poster of study skillsReading/Writing: Students will answer 130 questions using <http://www.careercruising.com>Technology: Students will create a table in Word to list their results of jobsConnections: Students will talk with their parents about the jobs listed in their chart |
| Kiersey Personality Assessment | Product to Produce: Written report of personality typeReading/Writing: Students will read and highlight the results of their personality typeTechnology: Students will look up how to insert a footnote and use a footnote in creating their written reportConnections: Find classmates who have the same type as you. Which classmate is the most opposite? |
| Values Assessment | Product to Produce: Prioritized list of work valuesReading/Writing: Students will read an article about work values. After answering questions, they will prioritize their list and tell how and why those are their most important valuesTechnology: N/AConnections: Survey five adults in your life and see what their top work value would be? What is their profession? What is the connection? |
| Ability Test | Product to Produce: Chart comparing student abilities with those required for specific jobsReading/Writing: Students will take a six-part ability test, having to read each of the questionsTechnology: Use the <http://www.careercruising.com> website to answer the questions in all six parts of the test. Screen capture and cropping in MS Word.Connections: Get a parent signature on the document produced |
| Strengths Inventory | Product to Produce: List of strengths, jobs associated with those strengthsReading/Writing: Students must read and answer the questions on the inventory to determine their top strength. Then they will search the web to find jobs that would match up with these strengths.Technology: Use the website for [VIA Character Strengths](http://www.viacharacter.org/www/Character-Strengths-Survey) to answer the questions. |
| Summary Poster | Students will amass all of the main information from each of these areas to find careers that showed up in several different places within these inventories.  |