

# Integrating Technology With Career Choices and Changes

Typing.com  
Google Classroom Apps  
Other technology

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# Typing.com



Teaches an employable skill for all Industry Sectors

Warm up for 10-15 minutes every day at beginning of class.

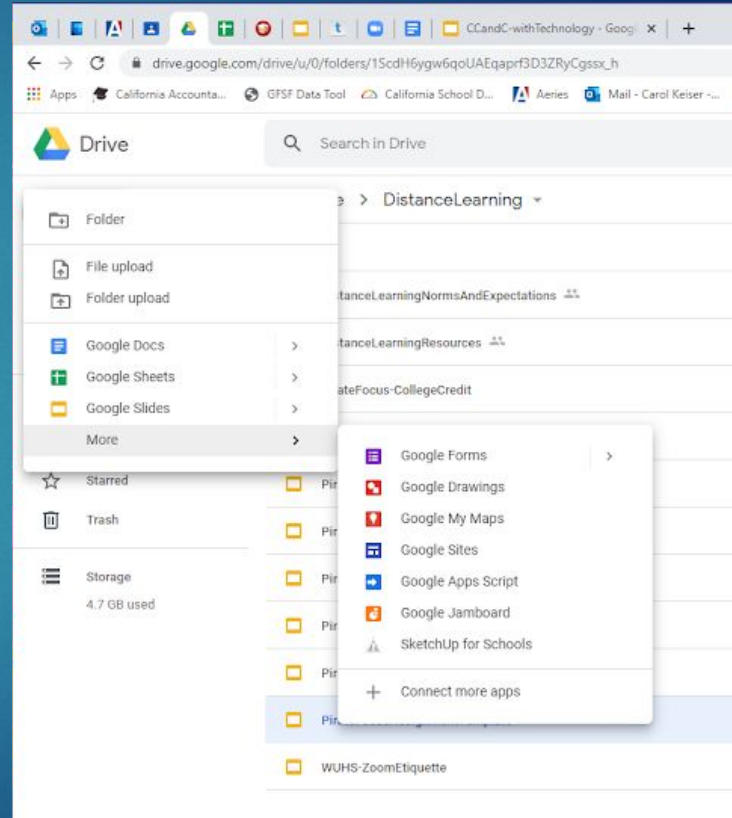
Offer “certification” for students who can type more than 40 wpm at 95%+ accuracy for 5 minute test with hands covered.

## Students Requirements:

- 30 minutes a week of drill time.
- Typing tests weekly - two 5-minute tests, 2nd one has hands covered
- Monthly technique checks for home-row, posture & eyes

# Google Apps and Other Resources

- Google Gmail
- Google Drive
- Google Calendar
- Google Draw
- Google Docs
- Google Sheets
- Google Slides
- And soooo much more ...



# Chapter 1 - Envisioning Your Future

Use Google Draw for students to create a **Vision Board** of what they want their lives to look like.

Have them print this and use it as a cover for their binder or paste it to their Workbook.

This becomes a reminder of what they are working for every day



## Technical Skills:

- Google Search
- Ethical usage
- Copy/Paste
- Crop & Size
- Color Adjustment
- Share & Print

# Chapter 2 - Your Personal Profile

Using WordClouds.com or some other free Word Cloud Generator, have students create a Word Cloud that they can Print and use as the “other side” of their binder or workbook.

Have students use the words and phrases that they discover as they complete the Chapter 2 activities

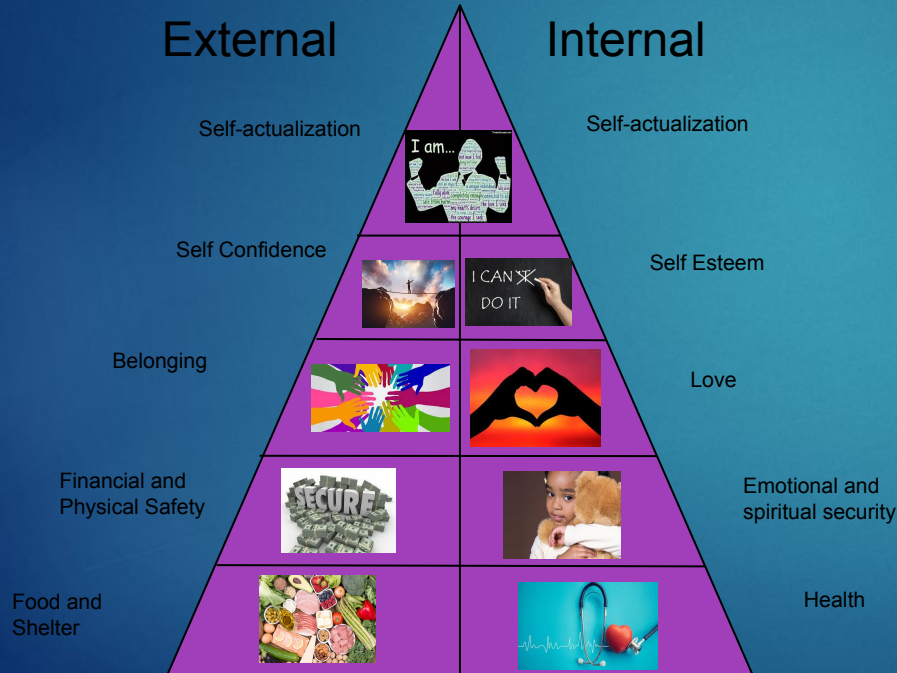


## Technical Skills:

- Typing
- Color Adjustment
- Online Apps



# Chapter 3 - Lifestyles of the Satisfied and Happy



Using Google Draw, help students draw their own Maslow's Modified Triangle. Have them find pictures on the internet that represent what the different levels mean to them.

## Technical Skills:

- Typing
- Electronic Drawing
- Basic Graphic Design

# Chapter 4 - What Cost This Lifestyle?

Use a Google Sheet to assist students in keeping track of the prices of thing. Teach how to create basic functions and formulas.

SampleChapter4Budget .xlsx ☆				
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100% \$ % .0 .00 123 Default (Ca... 10 B				
fx Budget				
	A	B	C	D
1	Budget	Initial Down Payment	Monthly	Annual
2	Housing	\$20,000.00	\$1,400.00	\$16,800.00
3	Transportation	\$4,000.00	\$829.00	\$9,948.00
4	Clothing		\$1,500.00	
5	Food		\$1,333.33	\$16,000.00
6	Sundries		\$130.00	\$1,560.00
7	Entertainment and Recreation		\$225.00	\$2,700.00
8	Vacations		\$416.67	\$5,000.00
9	Childcare		\$0.00	\$0.00
10	Dependent Care		\$0.00	\$0.00
11	Health Care		\$791.67	\$9,500.00
12	Furnishings		\$41.67	\$500.00
13	Savings		\$100.00	\$1,200.00
14	Miscellaneous		\$940.00	\$11,280.00
15				
16	Total Expenses of Lifestyle		\$6,332.33	\$75,988.00
17				
18	Lifestyle+Taxes		\$7,915.42	\$94,985.00
19				
20				

fx	Sundries			
	A	B	C	D
1	Sundries			Total
2	Laundry Detergent	\$12.87		\$109.60
3	Fabric Softener	\$4.00		
4	Stain Remover	\$3.00		
5	dish soap	\$3.00		
6	Dishwasher soap	\$8.50		
7	Lysol	\$4.50		
8	Washrags	\$1.00		
9	shampoo	\$3.87		
10	conditioner	\$3.87		
11	soap	\$3.99		
12	Toilet Paper	\$20.00		
13	Paper Towels	\$5.00		
14	Feminine Pads	\$8.00		
15	Tampons	\$7.00		
16	Foundation	\$12.00		
17	Blush	\$6.00		
18	Eyeliner	\$1.00		
19	mascara	\$1.00		
20	lip liner	\$1.00		
21				
22				

Vacations		Where do you want to travel to: How many people are you budgeting for?	New Orleans	Totals	Save per month:
Airfare	Airfare cost 819	Number of people 2	Total cost \$1,638.00	\$4,776.00	\$398.00
Auto	Car rental per day 0	Number of days/weeks	Total Car Cost \$0.00		
Other Transp.	Other Transportation Uber & Streetcars 50	1	Total Other Transportation \$50.00		
Lodging	Lodging per night 147	Number of nights 4	Total Lodging \$588.00		
Food	Number of people 300	Number of days 4	Total Food Cost \$1,200.00		
entertainment/Activit	Cost of Tickets/Activity	Number of people	Total Entertainment/Activity \$500.00		
Souvenirs			Total Souvenir Budget \$300.00		
Other			Total Other \$500.00		

## Technical Skills:

- Typing
- Spreadsheets
- Mathematics

# Chapter 5 - Your Ideal Career

Use Google Forms for students to take their most important item from each checklist and create their own “Must Haves” list for their career research in Chapter 6.

## Technical Skills:

- Typing
- Creating forms
- Formatting

The screenshot shows a Google Form titled "Deal-Makers Checklist" in the "Questions" tab. The form has a description field labeled "Form description". Below this is a section titled "These are the things that my job MUST have" with a dropdown menu set to "Checkboxes". The list of items includes:

- ☐ Will let me stay in one place
- ☐ Will let me work with computers
- ☐ Will let me work with a variety of people
- ☐ Will let me be free to make my own decisions
- ☐ Will let me have time with my significant other
- ☐ Will make at least \$4500 per month
- ☐ Option 7
- ☐ Add option or [add "Other"](#)

At the bottom right, there are icons for a link, trash, and a "Required" toggle switch which is currently turned off.

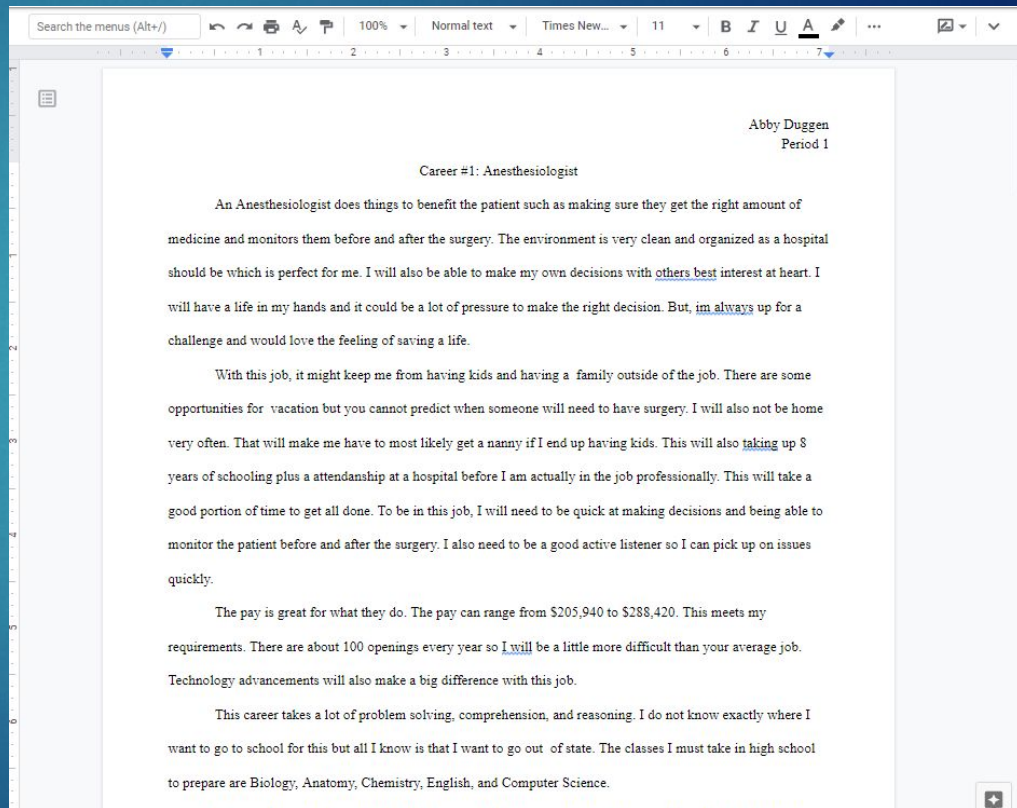


# Chapter 6 - Career Research

Use Google Docs for students to write their Career Research Papers in. Take the opportunity to show formatting, headers, footers, page numbering, citations, etc.

## Technical Skills:

- Typing
- Technical Writing
- Formatting
- Citations



# Chapter 7 - Decision Making

Use Google Sheets OR a Table in Google Docs to help kids develop a Decision Making Rubric with Pros & Cons.

Assign groups and teach student how to comment on each other's notes

## Technical Skills:

- Typing
- Formatting
- Graphic Display
- Collaboration
- Critical Thinking

The screenshot shows a Google Sheet titled "Decision Making Rubric" with a menu bar (File, Edit, View, Insert, Format, Data, Tools, Add-ons, Help) and a toolbar. The sheet contains a table with the following structure:

	A	B	C	D	E	F	G
1	<i>Job Title</i>	<i>Pros</i>	<i>Cons</i>	<i>Chance of Success</i>			
2	Career 1						
3							
4							
5							
6	Career 2						
7							
8							
9							
10	Career 3						
11							
12							
13							
14							
15							

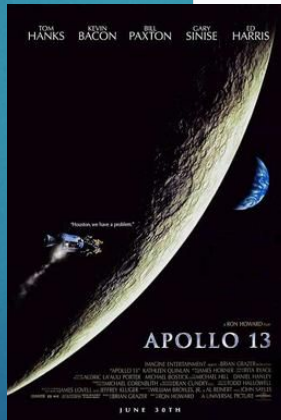
A comment box is open over cell D4, showing the user "Carol Keiser" and the text "Have students comment on each other's notes ...". The box has "Comment" and "Cancel" buttons.

# Chapter 8 - Setting Goals and Solving Problems AND Chapter 9 - Avoiding Detours and Roadblocks

Watch Apollo 13 and assign groups of 3-4 students to work together to answer questions about movie in a collaborative Google Doc.

## Technical Skills:

- Typing
- Technical Writing
- Collaboration



Apollo13-MovieWorksheet **DOCX** ☆

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**Apollo 13 - Life Choices - Chapter 8/9**

*"One should never be deterred by failure but that if you learned from your failures they would be the building blocks for later success."*  
~ Daniel S. Goldin, former administrator of NASA

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Answer the following questions in complete sentences:

1. What was was the original mission of Apollo 13?
2. What were some of the problems that they had before they ever launched?
3. How did the leaders deal with those problems?
4. Why didn't the television networks cover the launch of Apollo 13?
5. What was the problem when they got into space?
6. How did the people on the ship deal with the problems?
7. How did the people on earth deal with the problems?
8. Should the people at NASA have been deterred (or discouraged from continuing) by the failure of Apollo 13?
9. What does this film tell you about what engineers do?

**TEAMWORK**

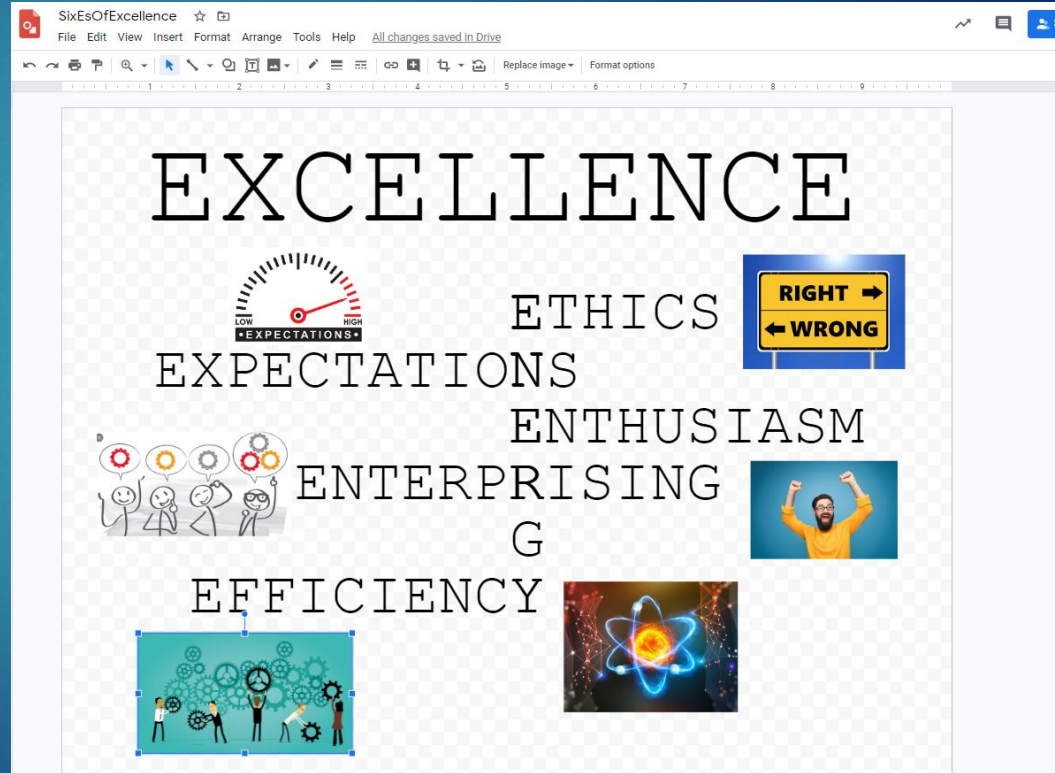
1. What would have happened had any member of the crew not worked as a loyal member of the team?
2. Which of the persons portrayed in this film demonstrated the most loyalty to the team?

# Chapter 10 - Attitude Is Everything

Have students work together in groups of 2-4 to collaboratively create a Six E's of Excellence poster.

## Technical Skills:

- Graphic Display
- Vocabulary
- Collaboration

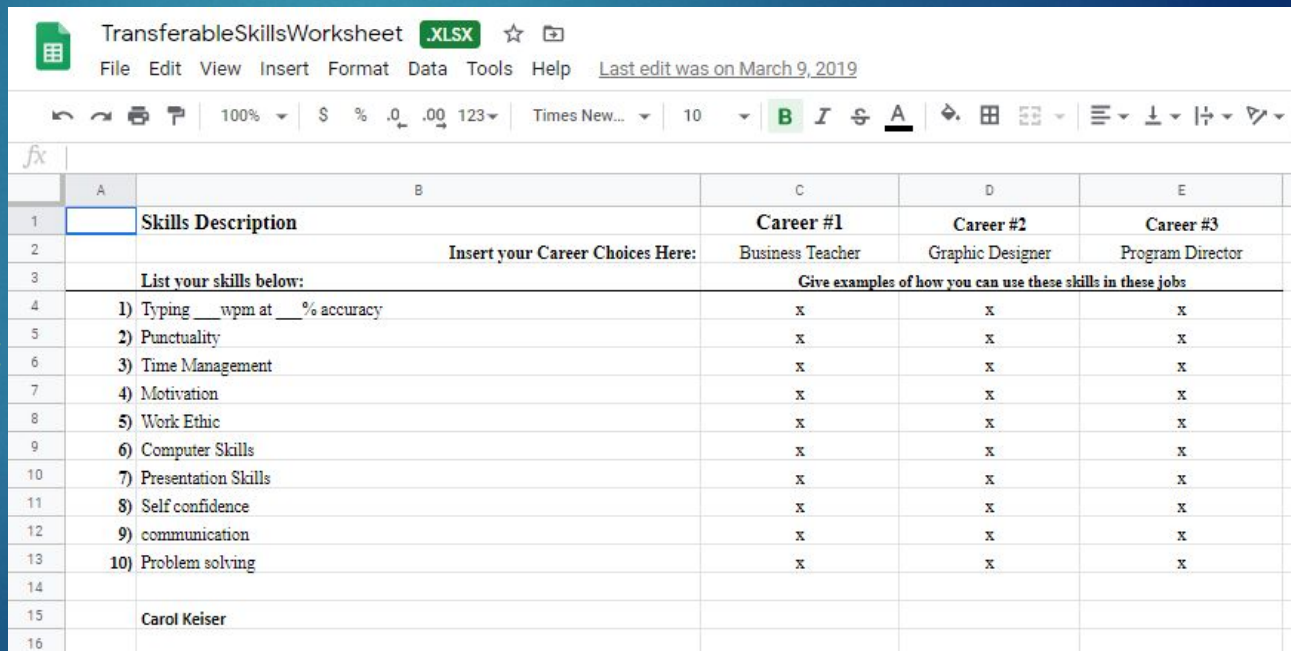


# Chapter 11 of CCC - Skills Inventory

Use Google Sheets to create a Transferable Skills Inventory. This could be used to help students learn how to sort data in different ways.

## Technical Skills:

- Typing
- Spreadsheets
- Sorting Data



The screenshot shows a Google Sheets spreadsheet titled "TransferableSkillsWorksheet". The spreadsheet is a skills inventory table with columns for Skills Description, Career #1, Career #2, and Career #3. The table includes a list of technical skills and a section for career choices.

	A	B	C	D	E
1		<b>Skills Description</b>	<b>Career #1</b>	<b>Career #2</b>	<b>Career #3</b>
2		<b>Insert your Career Choices Here:</b>	Business Teacher	Graphic Designer	Program Director
3		<b>List your skills below:</b>	<b>Give examples of how you can use these skills in these jobs</b>		
4		1) Typing ___wpm at ___% accuracy	x	x	x
5		2) Punctuality	x	x	x
6		3) Time Management	x	x	x
7		4) Motivation	x	x	x
8		5) Work Ethic	x	x	x
9		6) Computer Skills	x	x	x
10		7) Presentation Skills	x	x	x
11		8) Self confidence	x	x	x
12		9) communication	x	x	x
13		10) Problem solving	x	x	x
14					
15		Carol Keiser			
16					



# Chapter 12 of CCC - Study Skills for the Life-long Learner

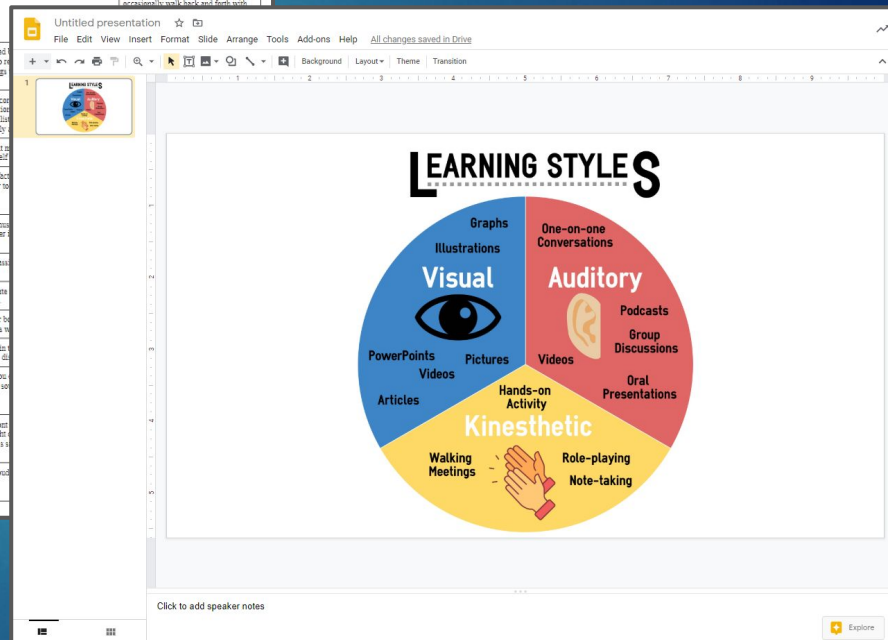
Use Google Slides and have groups of students collaborate to make a “poster” about their learning styles. Group students in like-learning styles or in different-learning styles.

## Technical Skills:

- Typing
- Formatting
- Collaboration

Study tips for different learning styles from <http://www.how-to-study.com/>  
Learning Style Assessment at <http://www.how-to-study.com/learning-style-assessment/>

Visual	Auditory	Kinesthetic
Sit in the front of the class so that you can clearly see the teacher. This will allow you to pick up facial expressions and body language that provide cues that what your teacher is saying is important to write in your notes.	Participate in study groups in which you can talk things out.	Be physically active while you study. Rather than just sit at your desk, occasionally walk back and forth while you study.
When trying to remember information, close your eyes and visualize the information.	If allowed, use a device to record your lectures.	
Use highlighter pens of contrasting colors to color code different aspects of the information in your textbooks.	Use a recorder to record information you can listen to frequently.	
Include illustrations as you take notes in class.	Work out in class.	
Create graphic organizers such as diagrams and concept maps that use visual symbols to represent ideas and information.	Repeat facts and over and over.	
When using flashcards, limit the amount of information on a card so that you can form a mental picture of the information.	Create mind maps.	
Watch videos about topics you are studying in class.	Listen carefully.	
When hearing a new word you want to remember, visualize its spelling.	Participate in discussions.	
When reviewing information, rewrite or draw the information from memory.	Look for key words.	
When taking notes, replace words with symbols wherever possible.	Be certain you understand the material.	
Type your written notes from class using different fonts, bold print, and underlining to make the most important concepts and facts visually apparent.	When you read, read out loud.	
When solving math problems that involve a sequence of steps, draw a series of boxes, each containing the appropriate piece of information in sequence.		



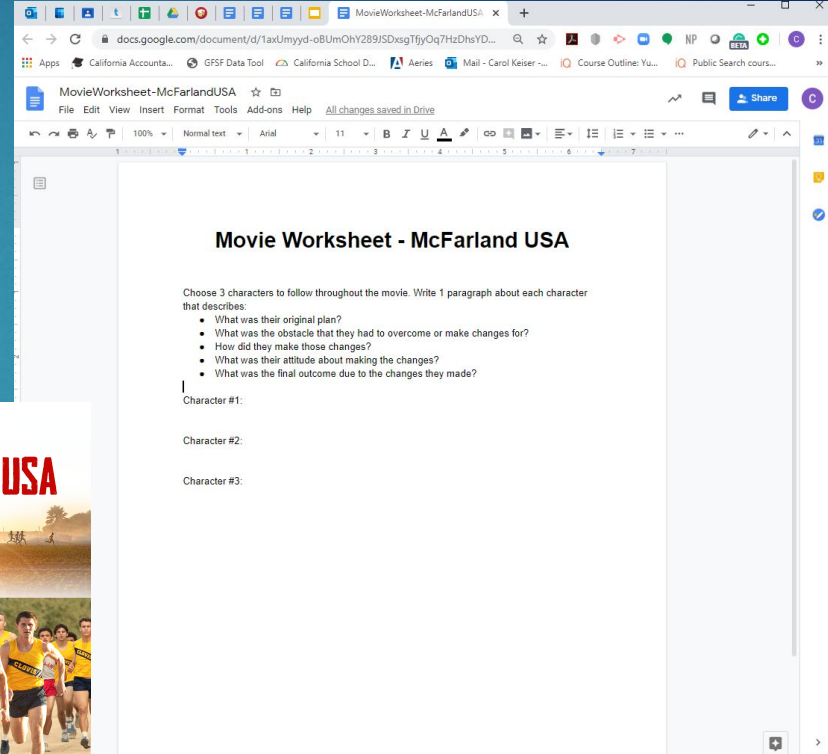
# Chapter 13 of CCC - Making Changes

Use Google Docs.

Have students watch McFarland USA and choose 3 characters to follow. Describe their original plans, their obstacle, and their manner of making changes and handling the problem.

## Technical Skills:

- Typing
- Technical Writing
- Critical Thinking
- Analyzing



# Chapter 11/14 - Beginning the Job Search

Use Google Docs for students to write their resumes, cover letters and other professional portfolio documents

## Technical Skills:

- Typing
- Technical Writing
- Formatting

The screenshot shows a Google Docs interface with a resume template. The document is titled "03-SampleResume" and was last edited on December 1, 2019. The resume is for John A. Doe, residing at 555 Main Street, Anytown, CA 55555, with a phone number 555-555-5555 and email jdoe@anymail.com. The resume includes sections for Objective, Skills and Abilities, Education, Work Experience, Volunteer Experience, and Awards and Accomplishments. The Work Experience and Volunteer Experience sections are partially filled out with placeholder text.

**03-SampleResume** ☆  
File Edit View Insert Format Tools Add-ons Help Last edit was on December 1, 2019

**John A. Doe**  
555 Main Street, Anytown, CA 55555  
555-555-5555 [jdoe@anymail.com](mailto:jdoe@anymail.com)

**OBJECTIVE**  
Write a statement that explains what you are trying to achieve with this resume.

**SKILLS AND ABILITIES**

- 
- 
- 
- 
- 

**EDUCATION**  
Degree Completed, School Name, City, State Due to complete June, 20XX

**WORK EXPERIENCE**

Job Title, Name of Business, Address	Date Started to Date Ended
Supervisor's Name and Contact Information	
Responsibilities:	
Job Title, Name of Business, Address	Date Started to Date Ended
Supervisor's Name and Contact Information	
Responsibilities:	
Job Title, Name of Business, Address	Date Started to Date Ended
Supervisor's Name and Contact Information	
Responsibilities:	

**VOLUNTEER EXPERIENCE**

Name of Organization, Address	Date Started to Date Ended
Supervisor's Name and Contact Information	
Responsibilities:	
Name of Organization, Address	Date Started to Date Ended
Supervisor's Name and Contact Information	
Responsibilities:	

**AWARDS AND ACCOMPLISHMENTS**

# Chapter 12/15 - Where Do You Go From Here?

Teach students how to print their 10YearPlan Summary as a PDF.

Discuss the advantages and disadvantages of a Portable Document Format (PDF).

## Technical Skills:

- Following instructions
- Creating a PDF

