

Career Investigation, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Science coursework to the selected career. Participants must prepare a *portfolio* and an *oral presentation*.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans).
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/career.
- 9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

**EVENT CATEGORIES**

**Junior:** through grade 9

**Senior:** grades 10-12

**ELIGIBILITY**

1. A chapter may register one (1) entry in each event category. An entry is defined as one (1) participant. An event category is determined by a member's grade in school and affiliation status.
2. Participation is open to any affiliated FCCLA comprehensive chapter member. \*This event is not open to FCCLA Occupational students.
3. The Career Investigation project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the present school year before the National Leadership Conference.
4. The Career Investigation project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

**PROCEDURES & REGULATIONS**

1. Each participant must submit a *portfolio* at the Competitive Events registration table at the State Leadership Conference.
2. Each participant will have 5 minutes to set up for the event. Other persons may not assist.
3. The oral presentation may be up to 10 minutes in length.
4. Following the presentation, evaluators will have the opportunity to ask questions of the participant.
5. Evaluators will use the rating sheet to score and write comments for each participant.
6. A table will be provided.
7. Spectators may not observe any portion of this event.
8. Two individuals may be chosen from the Junior and Senior event categories to represent New Jersey at the National Leadership Conference.

**Presentation Elements:**

Allowed: *Costumes/Uniforms, Portfolios*

Not Allowed: *Audio, Easel(s), File Folders, Large Newsprint Charts, Laser Pointers, Manuals, Props/Pointers, Skits, Visual Equipment, Visuals.*

**CAREER INVESTIGATION SPECIFICATIONS****Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12" high, 11" wide, and 1½" in depth). A decorative and/or informative cover may be included. All materials, including the divider pages and tabs, must fit within the dimensions above. The binder must contain no more than 35 pages: 1 *project identification* page, 1 table of contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 25 *content pages* including the documents listed below. *Divider pages* may be tabbed and contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in at Competitive Events registration.

Project Identification Page	One 8½” x 11” page on plain paper, with no graphics or decorations; must include participant’s name, chapter name, school, city, state, FCCLA national region (North Atlantic Region) and career investigated.
FCCLA Planning Process Summary Page	One 8½” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
Self-Assessment	Document evidence of self-assessment. Examples include, but are not limited to, examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
Experiences with Business, Industry, Agencies and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency and organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
Use of Family and Consumer Sciences Coursework/Standards	Describe ways Family and Consumer Sciences coursework and/or standards will be used in selected career.
Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extracurricular and intra-curricular activities that will enhance possibilities for achieving goals.
Works Cited/Bibliography	Use MLA or APA citation style to cite all references. Resources should be reliable and current.
Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

**Oral Presentation**

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework and/or Standards to selected career.
Use of Portfolio	Use portfolio to describe all phases of project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding project. Questions are asked after the presentation.

### Career Investigation Rating Sheet

Name of Participant \_\_\_\_\_ School \_\_\_\_\_

Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PORTFOLIO</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Self-Assessment	0-2	3-4	5-6	7-8	9-10		
Career Research	0-2	3-4	5-6	7-8	9-10		
Experiences with Business, Industry, Agencies, and Organizations	0-2	3-4	5-6	7-8	9-10		
Samples of School Work	0-1	2	3	4	5		
Use of Family and Consumer Science Coursework and Standards	0-1	2	3	4	5		
Career Planning	0-2	3-4	5-6	7-8	9-10		
Works Cited / Bibliography	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Selected Career	0-1	2	3	4	5		
Relationship of Family & Consumer Sciences Coursework	0-1	2	3	4	5		
Use of Portfolio during Presentation	0-1	2	3	4	5		
Voice, Body Language, Clothing Choice, Grammar, Word Usage, Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

**Total Score** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_  
Room Consultant \_\_\_\_\_  
Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 75-89

Bronze: 60-74