

Career Exploration/Acquisition

Unit Outline

1. Project Team Members: Nathan Ormsby, Jim Mackereth, and Tom Ritchey
2. Title of Course: Agriculture Education IV
3. Title of Unit or Project: Career Exploration/Acquisition
4. Approximate length of Unit or Project: 2 to 3 weeks
5. Brief description of the Unit or Project with an expected final outcome:

By the time the student reaches his/her senior year, it is important that they have become aware of various career opportunities and that they are prepared to acquire these careers.

Although much of the information covered in this unit has been presented as parts of other units of study, this unit will draw together the elements necessary for a student to match his/her skills with a career.

As a final outcome, the student will develop a portfolio of items including sample job applications, resume, cover letter, mock interview questions, etc.

6. Major Goals of Unit:

The student will be able to:

- A. Identify/inventory academic and vocational strengths/abilities.
- B. Match their academic and vocational strengths with potential career opportunities.
- C. Identify sources of career opportunities in the community and beyond.
- D. Develop or complete the following items of career acquisition:
 - job application (complete practice applications)
 - resume
 - cover letter
 - mock interviews

7. Sequence of balanced and integrated activities for students:

A. Identifying academic and vocational strengths/abilities.

1. Develop a list of skills and abilities without aid of inventory. (worksheet)
2. Complete a skills inventory checklist (text).
3. Compare/contrast lists and discuss importance of realizing what the student can offer the employer. (class discussion)
4. Compare student inventory lists and discuss ways to improve vocational and academic skills. (small group activity)

B. Matching student skills with career opportunities.

1. Identify what skills are needed for a chosen career.
(research/discussion/job site visitation/employer classroom visit/job shadowing)
2. Compare/contrast necessary skills with skills students have inventoried.
(report/discussion)

C. Identifying career opportunities within the community and beyond.

1. Locate and list career opportunities from: (research project)

- newspapers
- trade magazines
- word of mouth
- industry web sites
- internet databases (e.g. monster.com)
- other sources

2. Compare/contrast career opportunities with student skills/abilities.

D. Developing or completing the following items of career acquisition (develop a career portfolio):

1. Complete sample job applications from local and regional industries.
2. Develop a resume using a word processing program for easy updating.
3. Create a cover letter using a word processing program for easy updating.
4. Research and create a list of questions expected in a job interview and questions to ask in a job interview.
5. Participate in mock interview conducted by classmates, instructor, and/or individual from local industry.
6. View mock interview (from video) and complete self-evaluation.

7. Checklist or rubric of assessment components for students: See attached rubrics.

- A. Mock Job Interview Rubric
- B. Resume/Cover Letter Rubric
- C. Sample Job Application Checklist

8. Specific Standards addressed in this Unit or Project:

Goal 1: Identify/inventory academic and vocational strengths/abilities.

<u>Ref. #</u>	<u>Standard</u>	<u>Title of Individual Standard</u>
1.2.11A	PA-RWSL	Distinguish between essential and non-essential
13.1.11A	PA-CEW	Analyze career options
13.1.11C	PA-CEW	Evaluate opportunities for career preparation
13.1.11F	PA-CEW	Evaluate individual career plan using decision-making
	SCANS	Foundation-Reading, writing, thinking skills
	SCANS	Competency-Information

Goal 2: Match their academic and vocational strengths with potential career opportunities.

<u>Ref. #</u>	<u>Standard</u>	<u>Title of Individual Standard</u>
1.8.11C	PA-RWSL	Organize, summarize, and present main ideas
13.3.11D	PA-CEW	Identify sources of health, safety, and regulatory practices
13.1.11A	PA-CEW	Analyze career options
13.1.11C	PA-CEW	Evaluate opportunities for career preparation
13.1.11F	PA-CEW	Evaluate individual career plan using decision-making
	SCANS	Foundation-Reading, writing, listening, thinking skills
	SCANS	Competency-Information

Goal 3: Identify sources of career opportunities in the community and beyond.

<u>Ref. #</u>	<u>Standard</u>	<u>Title of Individual Standard</u>
1.8.11B	PA-RWSL	Locate information using appropriate sources and strategies
13.3.11B	PA-CEW	Analyze and evaluate technical tasks using technology
	SCANS	Foundation-Reading, writing, thinking skills
	SCANS	Competency-Information

Goal 4: Develop or complete the following items of career acquisition: job application, resume, cover letter, and mock interviews.

<u>Ref. #</u>	<u>Standard</u>	<u>Title of Individual Standard</u>
1.4.11B	PA-RWSL	Write complex informational pieces
1.4.11C	PA-RWSL	Use precise language and specific detail
1.4.11D	PA-RWSL	Maintain a written record of activities
1.4.11E	PA-RWSL	Write a personal resume
1.5.11A	PA-RWSL	Write with a sharp, distinct focus
1.5.11B	PA-RWSL	Write using well-developed content
1.5.11C	PA-RWSL	Write with controlled and/or subtle organization
1.5.11F	PA-RWSL	Edit writing using the conventions of language
1.6.11C	PA-RWSL	Speak using skills appropriate to formal speech
1.6.11A	PA-RWSL	Listen to others
13.2.11A	PA-CEW	Know and demonstrate industry interviewing techniques
13.2.11E	PA-CEW	Evaluate prepared career acquisition documents
13.3.11A	PA-CEW	Know and demonstrate acceptable interviewing techniques
	SCANS	Foundation-Writing, listening, speaking, thinking skills
	SCANS	Competency-Information, technology

Mock Job Interview Rubric

Name: _____ Date: _____

Evaluation Criteria	Possible Pts.	Score
Appearance (proper dress, grooming, neatness)	15	
Voice (pitch, tempo, volume, enthusiasm)	10	
Poise (handshake, seating, ease of interview)	10	
Response to questions (responded in full sentences, provided complete answers, appropriate responses)	25	
Asked appropriate questions of interviewer	15	
Closing (thank you, handshake, expressed interest in follow-up)	10	
General effectiveness (was the student convincing...would an employer hire this student)	15	
TOTAL POSSIBLE POINTS	100	
Deductions for poor attitude, participation, etc.		
<p>Grade according to the following scale:</p> <p>100 - 93 Excellent 92 - 85 Very Good 84 - 76 Good 75 - 70 Satisfactory <70 Poor</p> <p>Teacher Comments:</p>		

RESUME/COVER LETTER RUBRIC

Name: _____ Date: _____

SCORE	CRITERIA
1	Resume is complete with all obvious components evident as outlined in class. Information is complete and demonstrates the student's abilities and skills to a potential employer. Both the resume and cover letter are grammatically correct and neat. Proper form and organization is followed in both documents. Overall, the resume and cover letter are worthy of review by an employer.
2	Resume is complete with most of the components outline in classed evident. Information adequately displays the student's abilities and skills. The cover letter and resume have only minor grammatical mistakes. Form and organization is generally acceptable. Overall, the resume and cover letter could be presented to an employment with minor modifications and corrections.
3	Resume lacks one or more of the necessary components as outlined in class. Information is provided, but could be more complete and neat. The cover letter and resume have several to many grammatical and form mistakes that need to be corrected. In general, the documents need to have significant revisions and corrections before they could be presented to an employer.
4	The resume and/or the cover letter are incomplete, poorly organized, and or lacking in necessary information. Grammatical and form errors are present throughout the documents. In general, the cover letter and/or resume need major revisions or reworking before an employer would accept them. (Unacceptable for grading)

Sample Job Application Checklist**Checklist****Specific Teacher Comments**

- _____ 1. Completed application neatly.
- _____ 2. Provided appropriate personal information.
- _____ 3. Listed job applied for and source of job notification.
- _____ 4. Completed education summary correctly.
- _____ 5. Listed work experiences in correct order and properly/completely provided job responsibilities.
- _____ 6. Provided address and phone information for all employers.
- _____ 7. Listed other related skills where requested.
- _____ 8. Provided the names, addresses, and phone numbers of three references not related to student.
- _____ 9. Provided any other information requested by employer.
- _____ 10. Completed the application in reasonable time.
- _____ 11. Signed the application in ink.

General comments by instructor: