

Exploring Aquaculture Careers

Unit Outline

1. Project Team Members: Doug McCracken and Andrew Shively
2. Title of Course: Ag. Ed. 3
3. Title of Unit or Project: Exploring Aquaculture Careers
4. Approximate length of Unit or Project: 3 Weeks
5. Brief description of the Unit or Project with an expected final outcome:
Students will work cooperatively and individually to explore careers in aquaculture. The unit will conclude with student presentations of selected careers.
6. Major Goals of Unit:
Students will be able to:
 - Define aquaculture.
 - Describe changing trends in aquaculture and how they affect career opportunities.
 - Identify and research a chosen career or industry related to aquaculture.
 - Work cooperatively to produce a presentation related to a career in aquaculture.
7. Sequence of balanced and integrated activities for students:

Exploratory Activity: Visit your local supermarket and locate ten different items of aquatic origin. For each item, list the name of the product, country of origin, cost per pound and type of processing. Collaborate in small groups to compare product information and speculate as to possible occupations related to each product. Students will relate how evolving products and processing may affect future employment opportunities.

Research Activity: Students will work individually to research a particular career interest. Students must incorporate information from three different sources to answer specific questions as outlined in the research rubric.

Group Project: Students will collect and organize their career information and construct a group presentation of career opportunities. Students will follow the presentation guidelines as outlined in the presentation rubric.

8. Checklist or rubric of assessment components for students:
Three different rubrics are attached to this document.

9. Specific Standards addressed in this Unit or Project:

<u>Ref. #</u>	<u>Name of Standard</u>	<u>Title of Individual Standard</u>
Goal 1:	PA STS PA E&E	3.8.7B, 3.8.7D, 3.8.10B, 3.8.12B 4.4.10A, 4.4.10B, 4.4.12A
Goal 2:	PA E&E	4.4.7C, 4.4.12A, 4.4.12C
Goal 3:	PA RWSL	1.8.8 A, B, C 1.8.11 A, B, C
Goal 4:	PA RWSL	1.4.8 B 1.4.11 B 1.6.11 A, D, E

Rubric #1**Exploratory Activity**

Name: _____ Date: _____

Circle number completed:

# of Items	10	9	8	7	6	5	4	3	2	1
Cost of Items	10	9	8	7	6	5	4	3	2	1
Country of Origin	10	9	8	7	6	5	4	3	2	1
Processing	10	9	8	7	6	5	4	3	2	1

TOTALS

FINAL SCORE _____

EXCELLENT	40-35
GOOD	35-25
SATISFACTORY	25- 10
UNACCEPTIBLE	10-0

Rubric #2**Career Research Rubric**

Name: _____ Date: _____

Assessment Criteria	Possible Points	Points Earned
Student utilized three different sources	20	
Education requirements for the chosen career were clearly stated	15	
Skills and abilities for the chosen career were clearly stated	10	
Working conditions/hours noted	15	
Salary range for career	10	
Projected career stability was noted	10	
Bibliography of sources was included	20	
Total Points	100	

Rubric #3

Name: _____ Date: _____

Team Activity Evaluation

	Possible Points	Points Earned
<u>Preparation</u>		
• Team leadership roles established/evident	10	_____
• Project assignment and goal defined	10	_____
• Member responsibilities outlined and defined	10	_____
• Members effective in individual tasks	30	_____
• Members supportive of each other	30	_____
• Members interact in a positive/constructive way	30	_____
• Agreement reached on individual evaluations	10	_____
• Presentation plan developed (who does what/when)	10	_____
<u>Presentation</u>		
• Positive voice, grammar, eye contact	5	_____
• Effective organization or information	5	_____
• Effective communication of information	5	_____
• Demonstrates knowledge of subject	5	_____
• Effective team interaction during presentations	15	_____
• Appropriate participation from each team member	15	_____
• Effective total team presentation	20	_____
• Team assignment fulfilled	10	_____
TOTAL TEAM POINTS	200	