

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 Sciences coursework to the selected career. Participants must prepare a *portfolio* and an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.1.1 Summarize local policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family’s capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of various career path decisions on balancing work and family.
- 1.2.1 Analyze potential career choice to determine knowledge, skills, attitudes, and opportunities for all family members.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.5 Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies in the workplace.
- 1.2.6 Demonstrate leadership skills abilities in school, workplace and community setting.
- 1.2.8 Demonstrate employability skills, work ethics, and professionalism.

EVENT LEVELS

Level 1: Participants in grades 6 – 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register one (1) entry in each event level.
2. An entry is defined as one (1) participant.
3. An event level is determined by a member’s grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

PROCEDURES & REGULATIONS

1. 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.
2. 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.
3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space, electrical outlets/equipment, and wireless internet connection will not be available.
4. Spectators may not observe any portion of this event.
5. Two (2) individuals may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each participant must submit a <i>portfolio</i> to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each participant will have five (5) minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation may be up to ten (10) minutes in length.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	


General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation 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 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not contain more than 36 pages, as described below. The *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	Plain paper, with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name, and career investigated.
1- 8½” x 11” page	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	FCCLA Planning Process Summary Page	Summarize 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.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab on the FCCLA Portal, and include signed proof of submission in the <i>portfolio</i> .
0-7	Divider Pages or Sections	Use up to 7 <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 25 8½” x 11” pages	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, 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.

Up to 25 8½” x 11” pages (con’t)	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 extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Oral Presentation

The oral presentation **may be up to ten (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 <i>current</i> 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 <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate business 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 _____ Event Level _____

School _____

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" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
PORTFOLIO								
FCCLA Planning Process Summary Page	0-1	2	3	4	5			
Self-Assessment	0-2	3-4	5-6	7-8	9-10			
Evidence of 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			
ORAL PRESENTATION								
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 and Standards	0-1	2	3	4	5			
Use of Portfolio during Presentation	0-1	2	3	4	5			
Voice, Body Language, 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: 79-89

Bronze: 70-78