



## FOUNDATION SKILLS

<b>PATHWAY:</b>	All Pathways, Culinary Arts
<b>COURSE:</b>	All CTAE Courses, Culinary Arts II
<b>UNIT 10.5:</b>	Career Portfolios, 1.3 Careers



## INTRODUCTION

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**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

Students will prepare for post-secondary education and/or a career by developing a career portfolio. Students will learn what components should be included in a portfolio, how to maintain a portfolio, and how to use a portfolio to their benefit.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

Ten 50 minute periods.

**Author:**

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CTAE-FS-10 - Career Development: Learners plan and manage academic-career plans and employment relations.

**GPS Academic Standards:**

*ELA10 RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student and group verbal interactions.*

*ELARL5. The student participates in student-to-teacher, student-to-student and group verbal interactions*

*NFCS-8.1. Analyze career paths within the food production and food service industries.*

**National / Local Standards / Industry / ISTE:**

ESS09 Employability and Career Development: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand that creating and maintaining a career portfolio will assist in the employment process by allowing them to better communicate their education, work experience, accomplishments, skills, and interests.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- How is a career portfolio beneficial?
- How can a career portfolio assist in career development and employment?
- How is a career portfolio best organized for presentation?

**Knowledge from this Unit:** Factual information.

- Students will be able to define what a career portfolio is.
- Students will be able to identify the types of information employers want to see in a candidate's career portfolio.

**Skills from this Unit:** Performance.

- Students will compose a resume, cover letter, and follow up letter.
- Students will create a personal career portfolio to be used for career preparation and job search.



## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:** Career Portfolio Test

**Assessment(s) Description/Directions:**

Have students complete the career portfolio test to ensure understanding of the concepts taught in this lesson. The test and answer key can be found under instructional materials.

**Attachments for Assessment(s):** Please list.

Career Portfolio Exam and Answer Key



## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-10 - Career Development: Learners plan and manage academic-career plans and employment relations.

2. Review Essential Questions.

- How is a career portfolio beneficial?
- How can a career portfolio assist in career development and employment?
- How is a career portfolio best organized for presentation?

3. Identify and review the unit vocabulary.

Career portfolio

4. Lesson

Begin a class discussion by asking students to define what is meant by the term “career portfolio.” After students give their answers, explain that a career portfolio is designed to make it easy for a person to display his or her best work and accomplishments. Employers and college admissions staff will use the completed portfolio to judge a person’s academic ability, maturity, and motivation. A career portfolio, along with a personal interview, will help determine a person’s future employment opportunities or acceptance into a two- or four-year college. A career portfolio will include all of a person’s accomplishments, experiences, and activities. The

portfolio will stay with students for their entire career. Students should add to it regularly as they master certain skills relevant to their career objectives. The finished product will provide others with a comprehensive profile of the student and his or her abilities.

Show students an example of a career portfolio. Links to sample student portfolios can be found under "Web Resources" and at the end of this lesson plan. After students have seen a sample career portfolio, ask them to describe the difference between a scrapbook and a career portfolio. Once students have given their answers, explain that a scrapbook details a person's life, or an event in their life, and is for personal use. A career portfolio also details a person's life, but it focuses on events that are relevant to a career and is created for professional use. A portfolio is for someone else to see and learn about a person professionally. A scrapbook is made for one's self, while a career portfolio is made for others.

Ask students to describe the difference between a resume and a career portfolio. After the class gives their answers, explain that a resume is one page in length and gives employers a brief picture of a person. A resume is a summary of a person's qualifications, experience, and skills, but it does not necessarily contain verifiable evidence. A career portfolio is many pages long and gives employers detailed information about a person. A career portfolio also contains pictures and graphics, original documentation, and certificates that prove a person's qualifications to an employer. A resume *tells* an employer about an individual while a career portfolio *shows* an employer.

Each student should prepare a career portfolio using a 3-ring notebook and 10 subject dividers. Be sure that students include a cover page and a table of contents to go into the front of the notebook. The cover page should display the student's full name, address, phone number, email address, and a one-sentence career objective. The table of contents should make it easy for the interviewer and potential employer to quickly find information in the portfolio. Remind students to use high quality paper and printers and to keep font and font sizes consistent throughout the portfolio. Most importantly, students should remember to tailor the portfolio for the specific opportunity for which they are applying.

### **Cover Letter**

A cover letter serves as a first impression. It is a way of introducing yourself to prospective employers, indicating your interest in the position, and highlighting your qualifications.

It is important to address:

- Why you are interested in this position/business/college (if you do not have a particular position/business/college in mind, choose one that might interest you)
- Your career aspirations and goals
- The skills and abilities that would make you successful in a particular career or at a particular college.
- Why this business or college should select you.

A cover letter should be personalized while still professional, no longer than one single-spaced, typewritten page, and in proper business format.

Sample cover letter:

Address  
 City, State, Zip Code  
 Phone Number  
 Cell Phone Number  
 Email

Employer Name  
 Title  
 Company  
 Address  
 City, State, Zip Code

Date

Dear Hiring Manager,

I am interested in the part-time position at Sarasota Saddlery advertised in The Sarasotian. I have equine experience, as I have been around horses for over nine years. Not only have I showed and ridden horses, but I also have extensive experience assisting in a barn. Through working with horses, I have acquired a thorough knowledge of horses, tack, and equine apparel for both horse and rider.

While I have equine experience, I also have excellent communication skills and an aptitude for customer service. My past experience as a volunteer at Sarasota Hospital made it necessary for me to focus on providing quality customer service and also enabled me to work with all types of people. I believe that my communication skills, partnered with my equine knowledge, would make me an asset to your company.

Thank you for your consideration. I can be reached at 111-111-1111 or 222-222-2222. I look forward to hearing from you soon.

Sincerely,

Your Signature

Your Typed Name

## Resume

A resume is a summary of a person's qualifications. Effective resumes use short statements to inform potential interviewers about important facts regarding the applicant and to catch their attention. A resume should include these important facts:

- Who you are
- How you may be contacted (mail, telephone, e-mail)
- Your experiences, skills, and abilities for the position

When creating a resume, ask yourself the following questions:

- What skills do you have?
- What should a potential interviewer know about you?
- What achievement(s) could you highlight to help you get the interview?

Sample resume:

**FirstName LastName**  
6 Pine Street, Arlington, VA 12333  
home: 555.555.5555  
cell: 566.486.2222  
email: phjones@vacapp.com

**Education**

Arlington High School, Arlington, Virginia  
2002 – 2006

**Experience**

Sales Associate, The Retail Store  
June 2005 – Present

- Maintain and restock inventory.
- Provide customer service.
- Operate computerized cash register system.

Child Care

2002 - Present

- Provide child care for several families after school, weekends and during school vacations.

**Achievements**

- National Honor Society: 2004, 2005, 2006
- Academic Honor Roll: 2002 - 2006

**Volunteer Experience**

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

**Interests / Activities**

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

**Computer Skills**

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

**References**

You should include at least three letters of recommendation, one of each kind described below.

- Employment-related: A letter from a past employer evaluating your work performance.
- Character-related: A letter from a person who has known you for more than one year and can testify to your personal and/or academic attributes.

It is important that you be recommended as a good citizen and a responsible person. If you have not been employed in any way, then use three character-related letters. When asking for a letter of recommendation, explain the time frame for completing the portfolio and ask each writer to complete the letter by a specific date. Some people provide their resume for a letter

writer. This helps the person write a more detailed and personalized letter of recommendation and ensures that important qualifications are not left out of the letter. Make arrangements with each person to pick up the letter yourself or provide a self-addressed, stamped envelope. This courtesy will help ensure that you have your letters on time. Once you have received a letter, you should thank the writer by writing a thank-you note.

You should also include a list of at least 3 references in your career portfolio. This is a list of people that an employer could contact to find out more about you, such as past employers, co-workers, teachers, and close family friends. The list should provide an employer with the person's name, phone number, address, and email address.

### **Awards and Achievements**

This section shows employers all of your accomplishments. Possible awards and achievements could be making the honor roll, winning a scholarship, being recognized for community service, awarded MVP on a sports team, or obtaining a certification. An example of a particularly outstanding performance could also go in this section. Include any certificates or documents that prove your achievement or receipt of award. If you have been given any medals or trophies that will not fit in your notebook, take pictures of them to put in your portfolio. For each award, explain what it was for, why it was given to you, and what work was involved in attaining it. For each achievement, explain what your goal was, the steps you took to accomplish it, and any obstacles you encountered along the way.

### **Work Experience**

Work experience shows an employer that you are mature enough to handle job responsibilities and that you have had the opportunity to practice your skills and training in real-world situations. Work experience also proves that you have prepared for full-time employment and have learned to work with others in ways that are successful and rewarding. Work experience could be a summer or after-school job, an internship, helping with a family business, or a neighborhood babysitting gig.

This section can be organized two ways. You should choose the way that best fits your work experience and your desired career.

- Experience that is most related to what you're looking to do next should be placed closer to the top of your resume where they are most likely to be seen at a glance and most likely to be read.

- Chronological order is the easiest for the reader to get a mental image of you and your achievements. Hopping around can cause confusion and may create the appearance of gaps if you're placing experience from different periods next to each other.

For each work experience, list the employer, your title, the dates you worked there, and your job responsibilities. Describe your day-to-day tasks and any projects that you worked, your role on the project, the contributions you made, and how you helped reach project completion. Include evidence of your work experience, such as certificates or other documents of employer recognition, business cards from past employers, copies of performance reviews, and pictures of you on the job.

### **Leadership Experience**

Leadership experience shows that you are able to use your intellectual abilities, experience, and job-relevant knowledge and skills to lead and motivate others to complete a task. Leadership experience means that you have been trusted enough to have been put in a leadership role, that you can work well with others, and that you can communicate effectively. It is one of the most important factors in hiring and promotion decisions. Examples of leadership experience could be holding an officer position in a club, being captain of a sports team, being the leader of a group assignment, or any time that you showed leadership skills during an activity or project. For each leadership experience, describe the situation, what your responsibilities were, how you accomplished your goals, the skills you used or acquired, and how your leadership affected others. Include proof, such as recognition of your leadership or relevant pictures.

### **Extracurricular Activities**

Extracurricular activities show others that you have made a meaningful contribution to something, what your non-academic interests are, that you can maintain a long-term commitment, that you can manage your time and priorities, and what unique perspectives you can bring to a group. Extracurricular activities could be a school club, volunteer activity, religious affiliation, sports team, or personal hobby. For each organization, explain what its purpose was, what you gained by being part of it, and how you contributed to it. For each personal activity or hobby, explain how you stay active in it and what you gain or learn from it. Be sure to include pictures and other documentation of your extracurricular activities.

### **Special Skills**

Communicating your skills to an employer shows them what you can do. Special skills would be:

- Computer proficiencies and technical abilities: fluent in Java, proficient in Excel, certified to operate a table saw
- Office procedures: answering multi-lined phone systems, taking dictation, transcription, typing
- Linguistic capabilities: fluency in a foreign language, ability to translate
- General skills: leadership, communication, time management, organization, reasoning, decision making
- Personal Qualities: team player, self-motivator, values oriented, self-confident
- Any skill that is industry-specific for the job you're seeking

Show proof of each skill by including past work, describing a situation in which you used your skills, or including pictures. For example, if you are fluent in Java, provide a screen shot of a website you created. Or, if you say you have teamwork skills, describe a time when you used your skills to make a group run more efficiently or achieve a goal.

### **Examples of Work**

This section of the portfolio demonstrates what you can do and how well you can do it. Wherever possible, choose samples that display skills appropriate to the position for which you are applying. The samples should be work that you are proud of and shows care and planning. Samples of work that are three-dimensional and cannot be placed in the binder may accompany the portfolio. However, instead of the sample itself, your portfolio can include a photograph and note explaining the physical item. Each sample of work should be accompanied by a note that tells an employer when, why, and for whom a project was completed, as well as what obstacles you were faced with and the processes used to overcome those obstacles. If you were responsible for only part of the project, explain your contribution.

Possible examples of work could be:

- Research papers, book reports, essays
- Math projects
- Science projects
- Exams that show achievement
- Computer projects
- Mechanical/technical drawings
- Pictures, projects, descriptions of activities relating to personal interests and hobbies (i.e., photography, poetry, cooking, woodworking, etc.)

- Pictures, projects, descriptions of activities relating to community involvement outside of school (i.e., Scouts, religious organizations, 4-H, etc.)

### **Follow-up Letter**

After any interview you should send a thank-you letter to the employer or admissions officer. This letter gives you the opportunity to demonstrate, one more time, how your skills and qualifications are a good fit for the position. In addition to thanking the person you talked with, the thank you letter reinforces that you want the job. You may also view your thank you letter as a sales letter. You can restate why you want the job, what your qualifications are, and how you might make significant contributions. The letter is also a chance to discuss anything of importance that your interviewer neglected to ask or that you neglected to answer as thoroughly, or as well, as you would have liked.

Sample follow-up letter:

Your Name  
Your Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email

Date

Interviewer's Name  
Title  
Organization  
Address  
City, State, Zip Code

Dear Mr./Ms. Last Name:

It was very enjoyable to speak with you about the assistant account executive position at the Smith Agency. The job, as you presented it, seems to be a very good match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness and the ability to encourage others to work cooperatively with the department. My artistic background will help me work with artists on staff and provide me with an understanding of the visual aspects of our work.

I understand your need for administrative support. My detail orientation and organizational skills will help to free you to deal with larger issues. I neglected to mention during my interview that I had worked for two summers as a temporary office worker. This experience helped me to develop my secretarial and clerical skills.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you about this position.

Sincerely,

Your Signature

Your Typed Name

## How to Use the Portfolio

Once students have completed their career portfolios, they need to know how to use career portfolios to their benefit. At the beginning of an interview, the student should politely let the interviewer know that he or she has brought their career portfolio to the interview. If the interviewer would like to see the student's portfolio then he or she will ask for it. The student should never make the interviewer feel pressured to look at the portfolio and should not be offended if the interviewer chooses not to view the portfolio during the interview. If the interviewer does decide to look at the portfolio, the student should allow the interviewer to view it facing them. The student should be familiar enough with their career portfolio that they are able to talk about it without needing to look at it or read from it. Remind students that having their career portfolio in an interview will never hurt them, but may give them a great advantage. Additionally, students may want to make a copy of their career portfolio to leave with the interviewer following the conclusion of the interview. Explain that a career portfolio can be beneficial in other ways as well. Career portfolios can also be used to demonstrate one's abilities in a performance review or as evidence when trying to obtain a promotion or pay increase.

While this lesson has students preparing a paper career portfolio, another popular portfolio format is an electronic career portfolio. Step-by-step directions for creating an electronic portfolio can be found here: <http://www.electronicportfolios.org>

Examples of electronic portfolios can be found here:

<http://www.cust.educ.ubc.ca/wstudents/TSED/Students03/McIntyre/Portfolio/index.html>

<http://www.career.fsu.edu/careerportfolio/enter/output/main.html>

**Attachments for Learning Experiences:** Please list.

Career Portfolio Power Point

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

This DVD also contains lesson plans on career exploration, creating a resume, and writing a cover letter. Teachers may want to use these lessons before or during the career portfolio lesson since students will be preparing for their career and creating a resume and cover letter as part of this lesson. The lesson plan on creating a resume and cover letter provides step-by-step instructions and goes into much greater detail than this career portfolio lesson. The lesson plans

on career exploration, creating a resume, and writing a cover letter can be found under Foundation Skills, Unit 10.

This lesson has students prepare a career portfolio using a 3-ring notebook and subject dividers; however, many other formats are also appropriate. An electronic portfolio is another option for students. Links to advice on developing an electronic portfolio can be found at the end of this lesson. While electronic portfolios are popular, there are many advantages to a hard copy portfolio. Students may opt to create and maintain both types, electronic and hard copy.



## CULMINATING PERFORMANCE TASK

(Optional)

**Culminating Unit Performance Task Title:** Career Portfolio

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

See Sequence of Instruction above for performance task instructions.

**Attachments for Culminating Performance Task:** Please list.

<b>Rubric for Scoring Career Portfolios</b>			
<b>Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Excellent</b>
Overall Presentation	The student does not present the portfolio in appropriate form.	The student provides a notebook with the student's name in plain view. Career items are provided but not in order by section or sections are missing. No table of contents is included.	The student provides a notebook with the student's name in plain view; all items are provided in correct order by sections, all pages are neat, clean, and three-hole punched. A table of contents is included.
Cover Letter	The student did not present a cover letter.	The letter was not in appropriate business letter format, contained numerous spelling and grammar errors, or did not go into enough depth of his or her interests, goals, and experiences.	The student provides a letter discussing the student's interests, goals and experience. The letter is in appropriate format and contains no more than 2 spelling and grammar errors.
Resume	The student did not present a complete resume in appropriate format.	The student presented an incomplete typewritten resume using inconsistent format or a resume that exceeded one page. The student was able to partially describe education and experience.	The student presented a complete, neat, typewritten resume, which described education and experience in professional language. The format was consistent and did not exceed one page.
References	The student is not able to provide a letter of recommendation or the name of an employer or a personal reference from non-family members.	The student is able to provide at least 1 letter of recommendation from a non-family member.	The student includes 3 letters of recommendation from non-family members. The student is also able to provide an additional list of employers/personal references with contact information.
Awards and Achievements	The student does not list any of his or her awards or achievements	The student briefly mentions his or her awards but does not explain what they were for, or the list is	The student explains all of his or her awards and achievements, including a description of each award and how they accomplished

		incomplete.	their achievements.
Work Experience	The student does not provide any example work experience.	The student briefly mentions his or her work experience but does not go into enough depth, or the student's list of experience is incomplete.	The student explains all of his or her work experience, including a list of responsibilities, tasks completed, and skills learned
Leadership Experience	The student provides no examples of his or her leadership experience.	The student provides a list of leadership experiences, but does not go into detail.	The student provides a complete list of leadership experience, including specific examples of what the student did to be a leader.
Extracurricular Activities	The student does not provide any extracurricular activities.	The student provides a partial list of extracurricular activities, including clubs, sports, and hobbies.	The student provides a complete list of extracurricular activities, including clubs, sports, and hobbies. The student also explains what each activity entails.
Special Skills	The student does not provide any skills.	The student provides a partial list of their skills.	The student provides a complete list of their skills, including technology skills and any certification they have.
Examples of Work	The student is not able to provide a sampling of his or her best work.	The student is able to provide at least one sample of his/her best work, which highlights his/her abilities and/or interests. The samples are appropriate to share with a potential employer.	The student is able to provide at least 3 samples of his/her best work, which highlight his/her abilities and/or interests. The student will also include CD-ROMs, videos, and other multimedia formats. The samples are appropriate to share with a potential employer.
Follow-up Letter	The student is not able to present a follow-up letter.	The letter was not in appropriate business letter format, contained numerous spelling and grammar errors, or did not adequately thank the employer for the opportunity to interview with them.	The student provides a letter thanking the employer for the interview opportunity. The letter also reminds the employer of the student's skills. The letter is in appropriate format and contains no more than 2 spelling and grammar errors.
Visual Aids/ Photography	There are no pictures or visual aids in the portfolio.	There are only 1 or 2 pictures or visual aids, or the ones provided are not relevant or appropriate.	There are pictures and visual aids throughout the portfolio, and the ones provided are both relevant and appropriate.



# UNIT RESOURCES

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## Web Resources:

<http://amby.com/kimeldorf/portfolio/>

<http://members.shaw.ca/dbreear/dseportfolios.html>

[http://www.bced.gov.bc.ca/graduation/portfolio/moe\\_grad\\_portfolio\\_p1\\_s2.pdf](http://www.bced.gov.bc.ca/graduation/portfolio/moe_grad_portfolio_p1_s2.pdf)

## Attachment(s):

## Materials & Equipment:

### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		