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"Making Education Work for All Georgians"

Fifth Grade Career Portfolio Guidance

Revision 1

Georgia Department of Education
Career Portfolio Guidance

Revision History

December, 2012—Initial Release

Georgia Department of Education
Career Portfolio Guidance

Purpose of the Portfolio

HB 713 mandates a minimum course of study in career education in grades K-12. These requirements include a career awareness component at the elementary school level. To support teachers in fulfilling these requirements, the 5th grade Career Portfolio, listed as an indicator on the College and Career Ready Performance Index under Exceeding the Bar, has been developed as a culminating activity to assist students with developing career awareness. Students will have an opportunity to choose a career of interest and to research information that guides to a better understanding of that career. The portfolio provides opportunities for students to utilize and improve their reading, research, and writing skills. In addition, oral presentations about careers permit opportunities for students to practice and improve public speaking skills.

Description of the Portfolio

The 5th grade Career Portfolio provides students the opportunity to conduct research and to present information about a career that interests them or a career about which they want to know more. As a result of their research, students will learn the requirements necessary to pursue a career in a chosen field. This portfolio may be completed in language arts courses in conjunction with research and writing projects or in a social studies or science course in conjunction with a project related to a specific career cluster. Schools have flexibility on how to structure the completion of the project to ensure that every 5th grade student has the support and resources necessary for successful completion of the portfolio.

Each student's Career Portfolio should consist of two major components: an essay and a presentation. Students will explore various careers at www.GAcollege411.org and/or other electronic or paper resources which assist in their selection of career choices for further research. (Students will not have to create an account in GAcollege411 to complete this activity) Once students have selected a career interest, they will conduct research for preparation of writing an essay about their selected career. An instructional plan for completing the research and essay is included in this document.

After completing the essay, students will be asked to make a presentation. This presentation may include project boards with career information and photos, an occupational brochure, and/or a PowerPoint presentation. If students complete project boards, schools can display them in a fashion similar to a Career Fair and encourage other classes to tour the booths in order to learn about various careers. An activity such as the Career Fair will help younger students to begin thinking about careers and foster familiarity with the Career Portfolio process. Each school will have the flexibility to determine the manner in which the students will present information.

GAcollege411 is a website designed for students to research college and career options. Students may also build a profile that will aid in developing their individual graduation plan before entering high school. This site also offers career-related assessments that may be used in middle grades and high school for college planning, financial aid planning, and test preparations. Students can get most, if not all information, needed to complete their portfolios from the GAcollege411 site; however, teachers may wish to extend the project by allowing students to locate articles related to their career choice using GALILEO or other electronic resources such as those provided by the United States Department of Labor and the Bureau of Labor and Statistics. Career Cruising, Georgia Career Information System, and other career

information system websites, the Georgia Department of Labor, and Occupational Outlook Handbook may also be utilized. The Career Portfolio is complete when the research papers have been scored and presentations completed.

Explanation of Format for Career Research Paper Guidelines

The following pages outline suggested instruction for the career research paper required in the elementary career portfolio. To design instruction, the Literacy Design Collaborative (LDC) templates have been used. LDC tools provide a framework for building the college-and-career-ready literacy skills specified by the Common Core State Standards and support content-area instruction. Instruction for the career research paper includes the following:

- Brief overview of the project
- Student tasks (what instructors will ask students to do)
- Literacy standards embedded in the unit
- Suggested daily instructional activities
- Links to useful websites
- Note-taking worksheets to guide students while completing research
- Rubric for scoring the research paper

Teachers may adapt the instruction and materials to their students' needs. Students may focus solely on their Career Portfolios for one to two weeks or work on segments of the project over a longer period of time.

The information collected for the research paper is outlined below:
I. Introduction (name the chosen career interest, identify the career cluster associated with the career, and list reasons why the career was chosen)
II. Training and Education (the requirements for specific training or education needed to obtain a job in the chosen career interest, e.g., length of training/school, military, type of school/apprenticeship, major or degree, etc.)
III. Work Environment (information such as indoors/outdoors, office or fieldwork, type of dress for work, individual or group work, etc.)
IV. Salary, Growth Opportunities, and Job Outlook (opportunities for advancement and need for this type of career in the next 10 years)
V. Closing (a reflection on the research information and a conclusion about whether the student continues to have an interest in the chosen career after researching and obtaining this information)
VI. References of resources used in the research process

Overview

Students will complete a Career Portfolio using the GAcollege411 website and/or other electronic and non-electronic resources. Using GAcollege411, students will investigate a career interest, determine the training required for the career, describe the kinds of work involved in the career, and indicate potential job/salary/growth of the career. To complete this segment of the Portfolio, students will write an informational essay based on the career they have chosen. Note: Teachers with access to career information system websites may use these programs to complete this unit.

Student Task (LDC Template 13: Informational & Description)

After researching the GAcollege411 website and informational articles on a career area of choice, write an essay that describes a selected career. The description should include the training and education needed, work environment, potential salary and growth opportunities, and job outlook. Students should document the sources of information.

Common Core Anchor Standards

Reading
R.CCR.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
R.CCR.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
R.CCR.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
R.CCR.6
Assess how point of view or purpose shapes the content and style of a text
R.CCR.10
Read and comprehend complex literary and informational texts independently and proficiently

Writing
W.CCR.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
W.CCR.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
W.CCR.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W.CCR.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
W.CCR.9
Draw evidence from literary or informational texts to support analysis, reflection, and research
W.CCR.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Note: These standards are aligned to the grade 6-12 literacy standards. This project is designed to prepare students for transitioning from elementary to middle school.

Daily Instructional Activities

The daily instructional activities outlined below are steps or procedures that ultimately lead to the completion of the Student Task listed on page 4 of this document. This outline assists teachers in helping students through the writing process as the students complete their essay.

Task Engagement
Activating Knowledge

Target Skill: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

Student Instructions:

Teachers say, "In a few words or sentences, record your first thoughts or reaction to the Student Task which states: After researching the GAcollege411 website and informational articles on a career of your choice, write an essay that describes a selected career. The description should include the training and education needed, work environment, potential salary and growth opportunities, and job outlook. Please document the sources of information. Add some notes about careers you think you might want to pursue. Explain why you think the career might fit your interests and talents."

Duration: 20 minutes

Teaching Strategies:

• Discuss student responses and ask students why they are interested in specific careers and the training needed to enter the career. Make a list of students' identified careers.

• Ask students the meaning of important words and phrases in the Student Task (e.g., work environment, growth opportunities). Ask students why the words and phrases are important.

• Clarify timetable and support plans for the task.

• If your school displayed presentations or sponsored a Career Fair in previous years, ask students what careers they remember from the presentations or Career Fair.

Task Analysis

Target Skill: Ability to understand and explain the task and rubric

Student Instructions:

Teachers say, "In your own words, what are the important features of a good response to the task? Remember, the task states: After researching the GAcollege411 website and informational articles on a career of your choice, write an essay that describes a selected career. The description should include the training and education needed, work environment, potential salary and growth opportunities, and job outlook. Document the sources of information. Create a bullet list of features that you think are important for completing this task and producing a good paper."

Duration: 25 Minutes

Teaching Strategies:

• Share examples of past students' reports if available

• Identify or invite students to identify key features such as locating information and organizing the work
• Pair students in order to share information and to improve their individual bullet lists based on observations in student examples if available
• List ideas on the board

Reading Process
Active Reading/Note Taking

Target Skill: Ability to identify the central point and main supporting elements of a text; ability to identify and select relevant information, summarize, and paraphrase

Student Instructions:
Teachers say, "Visit the website www.GAcollege411.org and select Career Planning. Under this tab, select Explore Careers to see the list of careers. Then type in the name of a career of your interest that you would like to know more about. As you browse through the career information, take notes on important information you may need for completing your essay."

Teaching Strategies:
• Before beginning the activity, teach students how to access the GAcollege411 website
• Teachers may help students create a note-taking guide in order to organize information (see "Resources" for a sample note-taking guide)
• Remind students of the importance of writing down the source for all information in their notes. Notes taken from GAcollege411 should include GAcollege411 as a source
• If students think of new careers they wish to investigate, allow them to add these new interests to the class list of careers

Active Reading/Note Taking

Target Skill: Ability to identify the central point and main supporting elements of a text; ability to select relevant information, summarize, and paraphrase

Student Instructions:
Teachers say, "What makes a job rewarding? Are there any jobs that you would list as rewarding? What are they? Why?" (Teachers can make a list on the board as students respond)

Duration: 15 Minutes

Scoring Guide: Work meets expectations if students:
• Answer questions with credible responses

Teaching Strategies:
• For this activity, teachers may have students read either "The Best Job for You" or "25 Rewarding Careers" (see "Resources")
• After the discussion, allow students to revise their list of possible careers if desired and add to their notes about various careers. Remind students to include sources of all information they write in their notes.

Narrowing Down the Topic

Target Skill: Ability to narrow down a research topic from data collected in initial research

Student Instructions:

Teachers say, "Now that you have learned about some careers, make a list of features you like about each career on your list and then decide on one to research further. Write a paragraph about that career that begins with the following: The career that I want to pursue is _____ because _____."

Duration: 20 Minutes

Scoring Guide: Work meets expectations if students:

Complete the paragraph using relevant information gathered from research

Teaching Strategies:

• Students complete their note-taking worksheet (see "Resources"). While students are writing, check that they are writing about only one career and including relevant information from their notes

Note-taking

Target Skill: Ability to read purposefully and select relevant information; to summarize and/or paraphrase

Student Instructions:

Teachers say, "Now that you have selected one career to write about, make a list of information related to the career you have gathered in your notes. Then use the informational resources to find additional information you need. Include source information and page numbers to avoid plagiarism and clearly indicate direct quotations"

Duration: 45 Minutes

Scoring Guide: Work meets expectations if students:

• Identify relevant information about the target career

• Include information that is supported by citations (for example, page numbers for a long text, clear indication when quoting directly)

Teaching Strategies:

• While students may already be familiar with GAcollege411 and can use this website for career related research, some teachers may determine their own resources using GALILEO. School Media Specialists can teach students to find specific career information using pre-selected GALILEO databases; students can select their own articles to complete the research for this project. Additional resources include the United States Department of Labor and the Bureau of Labor and Statistics.

• The time frame to complete this task using the GAcollege411 website is an estimate. This process may take longer if students find their own articles or use new resources.

• Remind students of the types of information they need for their papers by reading the Student Task which is located on page 4 of this document. Create a new note-taking guide to help students identify and gather the required information for the essay or use the Target Career Notes guide attached. (See "Resources")

• Ask students what they have learned about important words and phrases in the Student Task prompt (e.g., work environment, job outlook); if needed, clarify the meanings of words and phrases.

Essential Vocabulary

Target Skill: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information
Student Instructions:
Teachers say, "In your notebook, list words and phrases essential to the text and that are related to your target careers. Include definitions, and (if appropriate) notes on how these words and phrases are related."
Duration: 15 Minutes
Scoring Guide: Work meets expectations if students:
• List appropriate words/phrases
• Provide accurate definitions
Teaching Strategies:
• After scoring, permit students to share definitions of unique or important terms related to their career choices
• Create a class career word wall with used words or phrases

Academic Integrity

Target Skill: Ability to use and credit sources appropriately
Student Instructions:
Teachers say, "Define and list ways to avoid plagiarism"
Duration: 15 Minutes
Scoring Guide: Work meets expectations if students:
• Provide accurate definition
• List several appropriate ways to avoid plagiarism
Teaching Strategies:
• Discuss respect for others' work in assembling evidence and creating texts. Explain that the GACollege411 website is a published academic source that must be cited.
• Discuss academic penalties for stealing others' thoughts and words
• Ask students to check their notes to confirm that they have written down the information needed to properly credit their sources

Transition to Writing
Bridging

Target Skill: Ability to link reading results to writing tasks
Student Instructions:
Teachers say, "In a few sentences, record what you know about your career and the training you will need to pursue that career. Why do you think this career is the right choice for you?"
Duration: 30 Minutes

Teaching Strategies:
• In small groups, have students share what they have learned about their chosen careers and explain why their career choice is the right choice for them

Writing Process
Controlling Idea

Target Skill: Ability to establish a controlling idea and consolidate information relevant to the task
Student Instructions:
Teachers say, "Write an opening paragraph that includes a controlling idea and the sequence of key points you plan to include in your essay."
Duration: 35 Minutes
Scoring Guide: Work meets expectations if students:
• Establish a controlling idea
• Provide a direct response to the main task requirement
• Write a concise summary statement
• Identify key points that support development of the controlling idea
Teaching Strategies:
• Provide examples of opening paragraphs
• Ask class to discuss what makes each a strong or weak opening
• Students may use the paragraph written after narrowing their research in order to get started on their introduction. In that paragraph, a career is identified and students explain why the career chosen is a good fit for their interests. Using that paragraph as a beginning, students could add a brief overview of the information that will appear in the rest of the paper
• Peers will work together editing opening paragraphs and sharing results with entire class

Planning

Target Skill: Ability to develop a line of thought and text structure appropriate to an information/explanation task
Student Instructions:
Teachers say, "Create an outline based on your notes and reading in which you identify your career, the sequence or information that will appear in the paper, and note the sources of all information"
Duration: 30 Minutes
Scoring Guide: Work meets expectations if students:
• Create an outline or organizer
• Support controlling idea with information required in the prompt. Use and cite information from research to support those points
Teaching Strategies:
• Provide instruction about a variety of outlines or organizers; use examples of each.
• Invite students to generate questions about how the format works; respond to questions

• Use the organizer to list main supporting points and select evidence from notes to support each point

Development

Target Skill: Ability to construct an initial draft with an emerging line of thought and structure

Student Instructions:

Teachers say, "Using your outline, write an initial draft of the essay complete with opening, supporting points, and closing; insert and cite textual evidence"

Duration: 45 Minutes

Scoring Guide: Work meets expectations if students:

• Provide complete draft with all parts of the essay (i.e. opening, supporting points, and closing)

• Support the opening paragraph with supporting points, evidence, and citations

Teaching Strategies:

• Encourage students to re-read the prompt during the writing process to ensure they are on track to completing the assigned task

Revision

Target Skill: Ability to refine text, including line of thought, language usage, and tone appropriate to audience and purpose

Student Instructions:

Teachers say, "Refine your composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully and include accurate citations. Decide what to include and what not to include"

Duration: 25 Minutes

Scoring Guide: Work meets expectations if students:

• Improve earlier draft

• Support the opening in the later sections with evidence and citations

• Improve earlier draft; all parts of the task are addressed

Teaching Strategies:

• Students may save reports to the class flash drive for teacher feedback

Editing

Target Skill: Ability to proofread and format a piece to make it more effective

Student Instructions:

Teachers say, "In groups, edit your peers' drafts. Use the rubric (see attached rubric) to make sure your classmates have addressed all aspects of the task; you may also check for spelling, capitalization, punctuation, and grammar."

Duration: 25 Minutes

Scoring Guide: Work meets expectations if students:

• Complete checklists for peers by checking for critical components of the essay

Teaching Strategies:

• Provide students with a checklist of features necessary for successful completion of the

task (description of career, education and training needed for the career, salary, and job outlook). As students peer edit one another's papers, they may complete the checklist to ensure each paper has the required information.

Revision

Target Skill: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose

Student Instructions:

Teachers say, "Using the checklist from your peer editing team, revise your essay as needed. Refine composition's analysis, logic, and organization of ideas/points. Check your citations once again to make sure you have given credit for information you found in your research."

Duration: 25 Minutes

Scoring Guide: Work meets expectations if students:

• Provide complete draft with required segments of the composition
• Address all aspects of the prompt
• Support the opening paragraph with evidence and citations
• Improve earlier drafts

Teaching Strategies:

• Students should refine and polish final draft
• Teachers should assist students with problems

Completion

Target Skill: Ability to submit a final essay that meets expectations

Student Instructions:

Teachers say, "Turn in your complete set of drafts, plus the final version of your essay."

Scoring Guide: Work meets expectations if students:

• Complete the essay in the "Meets Expectations" or "Exceeds Expectations" category in the rubric

DISCLAIMER

The sources and web links listed in the activities may be of help to you as you consider the career awareness activities. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION

Resources

GACollege411 (N/A) www.gacollege411.org
This is the primary source of information to complete the career research

Career Cruising Website (1300L)
You will need a username and password to log in. However, career research can also be done on GACollege411 website

Top 10 Careers Needed for the Future (1430L)
http://www.ehow.com/list_5481635_10-needed-jobs-future.html#page=0
A current list of "hot" careers

25 Rewarding Careers (1100L)
http://money.usnews.com/careers/best-jobs/rankings/the-25-best-jobs
This list from US News may surprise students. US News has selected careers with good growth potential, worker satisfaction, and social status. Each career is linked to a brief overview that will help students begin their research. If you use this resource, print copies of the articles about specific careers, but **do not** include the blog responses from readers

The Best Job for You
U.S. News & World Report (3/19/2007)—Nemko, Marty
http://www.usnews.com/usnews/biztech/articles/070311/19intro.htm
This article introduces a section which describes career choice as the Internet becomes ubiquitous, and Americans seek richer, simpler lives. Among the careers that this section discusses are librarians, still needed in the digital age, website developers, management consultants and bi-lingual translators. Optometry is mentioned as it offers a career in medicine with a fairly predictable work schedule

Georgia Department of Labor
www.dol.state.ga.us/ this website provides students with specific Georgia labor market information

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Career Notes

Career 1
Career 2
Career 3

The career that I think is best for me is _____ because

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Target Career Notes

Target Career Title and Cluster
Training and Education:
Work Environment:
Salary:
Job Outlook:
Growth Opportunities:

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Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1 1.5		2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly-developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2)		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2)		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2)
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3).		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences and (L3) one or more significant gaps/unanswered questions.

Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Not Yet		Approaches Expectations			Meets Expectations		Advanced
	I	1.5	2	2.5		3	3.5	4
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure			Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.			Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.			Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

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