Career Portfolio Unit Plan

**Designed by:** Heather Stafford  
**Designed for:** Patricia A. Hannaford Career Center

**Grades:** 11 – 12  
**Discipline:** English - All Career Programs at Hannaford Career Center

**Key Words:** resume, cover letter, objective, professional goal, career plan, ambition, entrepreneur, punctual,

- **Designed by:** Heather Stafford  
- **Date:** August 11, 2010

**Unit Time Frame:** 5 weeks (see instructional sequence for pertinent notes)

Creating opportunities for SUCCESS!
Description

This unit is designed to accompany each program of study at the Hannaford Career Center. The lessons in sum would cover a timeframe of 5 weeks, however, the unit and lessons are designed in such a way that they can be taught at intervals over the course of four half day semesters. The career portfolio is a requirement of each program and is a means for students to document and market their technical and academic knowledge and skills to potential future employers or for admission to post-secondary education. During this course of study students will complete some career exploration activities that will enable them to learn more about their own interests and abilities in comparison to those required for different careers. A key component of this unit of study will involve identifying a professional goal and a series of action steps that would logically lead each student to their individual goal. Students will also explore, learn about, and practice how to market themselves on paper and in person for future career and educational opportunities. In summary, this unit of study will help students to become familiar with the soft skills that are expected of today’s professionals and it will also allow them to practice self promotion using real world scenarios.

Established Goals

WRITING GRADE EXPECTATIONS

**WHS 1: Writing Process** - Students use prewriting, drafting, revising, editing and critiquing to produce final drafts of written products.

**WHS 2: Writing Conventions** - In independent writing, students demonstrate command of appropriate English conventions.

**WHS 3: Writing Conventions** - In independent writing, students demonstrate command of conventional English spelling by using a variety of resources to correct spelling.

PERSONAL DEVELOPMENT STANDARDS

3.16 - Transition Planning

3.15 - Career Choices

NETS*S

1a - Creativity and Innovation - Students create original works as a means of personal or group expression.

6a - Technology Operations and Concepts - Students understand and use technology systems.
Essential Questions:

1. What can I expect in an interview and at the workplace?
2. How are language skills needed in the workplace?
3. How do you create and work towards a professional goal?
4. How can you market yourself to reach your professional goal?
5. How can you plan to reach a professional goal?

Students will understand...

- Employer expectations always include some level of: professionalism, content knowledge, work ethic, and the ability to work well with others.
- Language use plays a key role in employers’ first impressions of job candidates.
- A professional goal is a career focus that will help them to target experiences and education that can be applied in this area of employment.
- Resumes, cover letters and career portfolios are three ways to market skills to employers.
- Career plans can be used to create a series of steps that will allow students to work towards their professional skills.

Students will know...

- Key terms: resume, cover letter, ambition, objective, professional goal, punctual, entrepreneur,
- Resumes and cover letters - what they should include and how they should be formatted to provide the best results.
- Interview expectations and techniques
- Business letter format
- Portfolio guidelines
- Rules for using references
Students will be able to...

- Create an eportfolio using Google Sites.
- How to use Microsoft Word’s spell/grammar check
- Write a format a resume using Microsoft Word’s resume templates
- Fill out a W4 and I9 form
- Use different methods and techniques to use to proofread their writing
- Write and format a cover letter targeted for a specific job using Microsoft Word.
- Create a career plan with 1, 3 and 5 year professional goals
- Interview with a member of the local business community in their career field ** add to map

Students will be familiar with...

- Current career trends and projections for future growth. (Bridges online assessment through VSAC & trade journals, magazines and newspapers)
- Specific technical career expectations. (Bridges online assessment through VSAC)
- Job listing resources
Evidence - What evidence will show that students understand?

PERFORMANCE TASK #1:

Eportfolio Assignment

WHAT IS AN EPORTFOLIO?

An eportfolio is an electronic collection of your work that is a direct representation of your skills, talents, and interests. When you complete your eportfolio you will have a showcase of your very best work and an effective tool to demonstrate your skills and accomplishments to professionals in the field.

HOW WILL I USE IT?

In school...
We will use our eportfolios as marketing tools during mock interviews with local professionals/business owners at the end of the school year. Your eportfolio will also serve as a portion of your final exam grade.

In the world...
At the end of the school year you will take your eportfolio with you so that you may:

- use it for future job/college interviews
- update and change its contents as your professional goal shifts and as you acquire new skills

HOW DO I MAKE ONE?

Throughout the year we will work on different pieces that will be added to your eportfolio. (See the required components below.) In order to produce a thorough reflection of you work and abilities you must collect sample work, writing, certificates and employment documentation in one place, so that you can organize the material later in the year.

We will create our eportfolios on a web-based platform using Google Sites. You will receive instruction for how to upload and best showcase different samples of your work. I urge you to be creative but also responsive to constructive criticism. It is up to you, however, to find your professional goal.
REQUIRED COMPONENTS:

**Note:** Each element below includes only a brief description. You will receive more detailed guidelines and expectations for each component as they are assigned throughout the year. In addition, you may choose to add items that are not on this list (certificates, awards, etc.). You will just need to strike a delicate balance between showing a complete picture of yourself and overloading your portfolio so that an interviewer doesn’t get the chance to review your most significant work samples.

CONTENT:

- Resume – designed using a Microsoft Word template, one page, no errors
- List of References – at least three people who have agreed to be a reference on your behalf (not related to you!)
- Letter of Reference – formally requested by you and written by one of your references. You should plan to do this early in the year to ensure that you give your reference plenty of time.
- Cover Letter – also known as a letter of application. This should be written in business letter format and targeted towards a career in your program of study.
- Personal Profile (About Me page) – a writing sample that you will use to share a little about yourself with an interviewer. This element should include an image of you in action in your field OR a piece of your work that you are particularly proud of.
- Two Technical Writing/Work samples (as assigned and completed within your program of study)
- Career Plan – Your career plan will be based off of career research that we complete in class. A key component of this piece is a clear professional goal.
- Additional work samples (at least two) – as selected and showcased by you.

DESIGN ELEMENTS

Design elements will be discussed, reviewed and practiced in class sessions in the computer lab.

- Site Navigation
- Use of Images/Graphic Design
- Interaction with your audience
### Eportfolio Rubric

A rubric is an evaluation tool that a teacher uses to target specific skills for assessment. I will use the rubric below to evaluate your eportfolios at the end of the year. We will also use this rubric to self and peer evaluate our eportfolios and provide feedback to each other throughout the year.

<table>
<thead>
<tr>
<th>Work Quality and Selection</th>
<th>Exceeds the standard - Would hire you on the spot.</th>
<th>Meets the standard - You would be a finalist.</th>
<th>Nearly meets the standard - Would not offer an interview, but would carefully consider your work.</th>
<th>Below standard - Would stop reviewing without completely going through your portfolio.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you carefully select work samples including all required components without overloading your eportfolio?</td>
<td>Quality of work is exemplary and displays professional knowledge and skills. Work is very carefully selected and displays a wide variety of skill sets.</td>
<td>Quality of work is strong and displays some elements of professional knowledge and skills. Work displays a variety of skill sets with some repetition.</td>
<td>Quality of work is good with some visible room for improvement. Work displays a limited number of skill sets that do not cover the full requirements of profession.</td>
<td>Quality of work is mediocre and displays flaws in professional knowledge and skills. Work samples display very limited and/or repetitious skill sets.</td>
</tr>
<tr>
<td>Language Usage</td>
<td>Language usage is professional and consistent throughout your work. Technical vocabulary is used correctly and where appropriate.</td>
<td>Language usage is mostly professional but lacks some consistency. Some technical vocabulary is used. Where technical vocabulary is used it is correct and appropriate although sometimes it appears forced.</td>
<td>Language usage is somewhat professional and applicant does not consistently address a professional audience. Limited technical vocabulary is used and/or in one or two instances terms are used incorrectly.</td>
<td>Language usage is more informal and does not appear to address a professional audience OR language use is very inconsistent. Little to no technical vocabulary is used AND/OR in three or more instances terms are used incorrectly.</td>
</tr>
<tr>
<td>Did you use a professional tone using the appropriate technical vocabulary and direct your writing towards a professional audience?</td>
<td>A clear professional goal is present in the career plan and on the resume. Goal is carried consistently through all components.</td>
<td>A clear professional goal is present in the career plan and on the resume. Goal is carried consistently through most components.</td>
<td>A clear professional goal is present in the career plan and on the resume but more than 1 component is not connected to this goal.</td>
<td>A professional goal is not clearly and consistently stated on the career plan and resume OR a clear goal is stated but more than 2 components are not connected to this goal.</td>
</tr>
<tr>
<td>Direction, Goals and Consistency of Purpose</td>
<td>Eportfolio design is creative and consistent on all pages. 7+ images and 7+ links are used. Fair use guidelines are always adhered to and navigation makes it easy to get around.</td>
<td>Eportfolio design is creative and mostly consistent. 5 - 7 images and 5 - 7 links are used. Fair use guidelines are adhered to and navigation is easy to use.</td>
<td>Eportfolio design is somewhat creative and consistent. 3 - 5 images and/or 3 - 5 links are used. Fair use guidelines are adhered to with the exception of 2 or fewer instances. Navigation is relatively easy to use.</td>
<td>Eportfolio design lacks creativity and/or consistency. Less than 3 images and/or less than 3 links are used. Fair use guidelines are violated more than 2 times. Navigation is somewhat flawed.</td>
</tr>
<tr>
<td>Do all materials in your eportfolio all work together towards a common professional goal?</td>
<td>Eportfolio design is creative and consistent on all pages. 7+ images and 7+ links are used. Fair use guidelines are always adhered to and navigation makes it easy to get around.</td>
<td>Eportfolio design is creative and mostly consistent. 5 - 7 images and 5 - 7 links are used. Fair use guidelines are adhered to and navigation is easy to use.</td>
<td>Eportfolio design is somewhat creative and consistent. 3 - 5 images and/or 3 - 5 links are used. Fair use guidelines are adhered to with the exception of 2 or fewer instances. Navigation is relatively easy to use.</td>
<td>Eportfolio design lacks creativity and/or consistency. Less than 3 images and/or less than 3 links are used. Fair use guidelines are violated more than 2 times. Navigation is somewhat flawed.</td>
</tr>
<tr>
<td>Work Selection</td>
<td>Work is very carefully selected and displays a wide variety of skill sets.</td>
<td>Quality of work is strong and displays some elements of professional knowledge and skills. Work displays a variety of skill sets with some repetition.</td>
<td>Quality of work is good with some visible room for improvement. Work displays a limited number of skill sets that do not cover the full requirements of profession.</td>
<td>Quality of work is mediocre and displays flaws in professional knowledge and skills. Work samples display very limited and/or repetitious skill sets.</td>
</tr>
<tr>
<td>Use of a variety of resources?</td>
<td>Quality of work is exemplary and displays professional knowledge and skills. Work is very carefully selected and displays a wide variety of skill sets.</td>
<td>Quality of work is strong and displays some elements of professional knowledge and skills. Work displays a variety of skill sets with some repetition.</td>
<td>Quality of work is good with some visible room for improvement. Work displays a limited number of skill sets that do not cover the full requirements of profession.</td>
<td>Quality of work is mediocre and displays flaws in professional knowledge and skills. Work samples display very limited and/or repetitious skill sets.</td>
</tr>
<tr>
<td>Language conventions and spelling</td>
<td>No errors in spelling and/or grammar and mechanics.</td>
<td>2 or fewer errors in spelling, grammar and mechanics. None of these errors includes misspelling a technical term or an item off the commonly misspelled words sheet.</td>
<td>3 - 4 errors in spelling, grammar and mechanics and/or one or more technical terms or commonly misspelled words are misspelled.</td>
<td>5 or more errors in spelling, grammar and mechanics and/or two or more technical terms or commonly misspelled words are misspelled.</td>
</tr>
</tbody>
</table>
PERFORMANCE TASK #2:

Interview Assignment

WHAT IS AN INTERVIEW?

An interview typically takes place after:

- you have expressed interest in a job or a school and
- your submitted paperwork (application, resume, cover letter, etc.) has been reviewed and you appear to be a good match for the business/school

An interview is also the best opportunity to display your personality and interpersonal skills, as well as to market yourself as the best candidate for the position.

HOW DO I PREPARE?

We will use the following activities and tools to help us prepare for our interviews.

- Interview workshops with guidelines to help you know what to expect
- Question drills – whole class, small groups, and in pairs to practice thinking on our feet!
- Question response writing journals – to help us formulate our thoughts quickly
- Portfolio creation – to use as a tool to direct an interviewer’s inquiries into areas that you want to discuss!

WHEN IS IT AND WHO IS THE INTERVIEWER??

Your interview will take place in May of 2011. It will be with a member of our local professional community in the career area of your program of study. Your performance will be evaluated using the following information that I will gather:

- Interviewer assessment and verbal feedback of performance
- Self assessment and verbal feedback of your own performance
- Self reflection identifying areas of strength and areas in need of improvement as well as a list of strategies that you will use to make these improvements.
- Content and format of thank you letter to interviewer

The interview will count as a portion of your final exam grade for this course.
# Interview Rubric

A rubric is an evaluation tool that a teacher uses to target specific skills for assessment. I will use the rubric below to assess your interview performance at the end of the year based on feedback that I receive from you and your interviewer. We will also use this rubric to self and peer evaluate our interview practice sessions throughout the year.

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Professionalism</th>
<th>Responses and Quick Thinking</th>
<th>Personality and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you highlight the knowledge and skills that you possess which would make you an ideal candidate for this position?</td>
<td>Did you use professional language and terms? Did you shake hands, introduce yourself, say thank you, and dress appropriately?</td>
<td>Were you able to think on your feet and answer difficult questions accurately and effectively? Did you admit when you didn’t know an answer?</td>
<td>Were you lively and animated? Did you show interest in what the interviewer had to say? Did you speak clearly and loud enough to hear? Did you make eye contact and smile?</td>
</tr>
<tr>
<td>Candidate gave multiple specific and detailed examples of ways in which he/she has applied the skills and knowledge learned in their program of study to real world problems.</td>
<td>Candidate used mostly professional language and technical terms correctly. Candidate displayed utmost courtesy towards interviewer (dress, handshake, &amp; introduction, thank you).</td>
<td>Candidate answered all questions effectively and clearly. Admitted when he did not know the answer to a question and explained how he would find this information or make a judgment. Answers were concise and thoughtful.</td>
<td>Candidate seemed very energetic, positive and motivated to connect with the interviewer. Outlook was positive and candidate showed interest in learning from interviewer by asking at least one open ended question. Candidate was easy to understand, made consistent eye contact and smiled frequently which put the interviewer at ease.</td>
</tr>
<tr>
<td>Candidate gave multiple examples of ways in which he/she applied the skills and knowledge learned in their program of study. Fewer details and specifics were used.</td>
<td>Candidate used mostly professional language and used some technical terms. Level of courtesy was lacking on one component (dress, handshake &amp; introduction, thank you).</td>
<td>Candidate answered most questions effectively and struggled with only one to two. Admitted when an answer was unknown but did not completely address how he would handle this lack of knowledge, experience, etc. Answers were mostly concise and thoughtful.</td>
<td>Candidate seemed mostly energetic, positive and motivated to connect with interviewer. Outlook was mostly positive and candidate showed interest in learning from the interviewer by asking one open ended question. Candidate was easy to understand and used eye contact and facial expressions appropriately to put the interviewer at ease.</td>
</tr>
<tr>
<td>Candidate gave some examples of ways in which he/she applied skills and knowledge learned in their program of study. Details and specifics were lacking.</td>
<td>Candidate used somewhat professional language and used one or more technical terms. Level of courtesy was lacking on two or more components (dress, handshake &amp; introduction, thank you).</td>
<td>Candidate answered some questions effectively but struggled with three or more. Seemed to struggle with admitting when knowledge or experience was lacking and did not explain a plan for how to address this lack of knowledge. Answers were somewhat concise and thoughtful.</td>
<td>Candidate seemed somewhat energetic, positive and motivated to connect with interviewer. Outlook was somewhat positive and candidate showed some interest in learning from the interviewer by asking one open ended question. Candidate was somewhat easy to understand and used eye contact and facial expressions occasionally to put the interviewer at ease.</td>
</tr>
<tr>
<td>Candidate gave very few examples of ways in which he/she applied skills and knowledge learned in their program of study. Little to no details or specifics were highlighted.</td>
<td>Candidate’s language was mostly informal and he did not use any technical terms. Level of courtesy was lacking on three or more components (dress, handshake &amp; introduction, thank you).</td>
<td>Candidate answered a few questions effectively and completely and clearly struggled with how to address lacking knowledge or experience. Answers were either very short and did not fully address question, or too long and not clearly focused.</td>
<td>Candidate seemed to lack energy, and a positive and motivated outlook. Candidate showed limited to no interest in learning from the interviewer and did not ask an open ended question. Interviewer struggled to understand interviewee and eye contact and facial expressions were rarely used to put the interviewer at ease.</td>
</tr>
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</table>

For detailed explanations of the interview rubric levels,
- **Exceeds the standard** – You would be the interviewer’s top choice.
- **Meets the standard** – You would be a finalist.
- **Nearly meets the standard** – Would consider you again in the future after further growth/improvement.
- **Below standard** – Would not consider you for another position at their company.
Other Evidence

1. **Written Article Responses**  
   Assigned weekly and targeted towards themes identified on the Instructional Sequence calendar chart.

2. **Career Research Wiki**  
   Students will be assessed on the completeness of their wiki entries based on assigned expectations.

3. **In Class Journals/Blogs**  
   Blogs will mainly be used as a means of formative assessment to allow teacher to “check-in” on student understandings and misconceptions. Teacher will use information collected through writing journals to support and direct instructional activities.

4. **Career Plan**  
   Teacher will assess the career plan against the expectation sheet for content and differentiated grammar, mechanics and usage focus correction areas.

5. **Resume**  
   Teacher will assess the resume against the expectations sheet for content, design and differentiated grammar, mechanics and usage focus correction areas.

6. **Cover Letter**  
   Teacher will assess the cover letter against the expectation sheet for content, format and differentiated grammar, mechanics and usage focus correction areas.

7. **Supporting Job Forms**  
   Teacher will assess for completeness and attention to professionalism.

Student Self-Assessment and Reflection

The following methods will be used to evoke student self-assessment and reflection. After each item is a link to the more detailed description in the Instructional Sequence Listing.

1. **Career Interest Timeline journal write** (2. Essential Questions and Eportfolio Rubric)
2. **Career Interest Inventory activity using Bridges online assessment** (3. Career Interest Inventory)
5. **Resume Self Evaluation against rubric journal write** (8. Resume Templates in Word)
7. **Eportfolio Self Evaluation against rubric journal write** (15. Eportfolio – selecting work to add)
8. **Interview Questions journal write** (18. Interview – Rubric and Question Quiz)
9. **Interview Self Assessment and reflection narrative** (22. Interview Day!)

10. **Group Reflection Interview expectations and experiences journal write** (23. Group Reflection)

### Instructional Sequence

**WHERE TO Elements in Instructional Planning from UbD, Expanded 2nd Edition**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>W</strong></td>
<td>WHERE is the unit headed and WHY?</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>HOOK the students’ attention and HOLD it.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>EQUIP students with the tools, knowledge, and know-how to meet performance goals</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Opportunities to RETHINK, REFLECT, and REVISE</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Opportunities for students to EVALUATE progress</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>TAILORED to reflect students’ individual talents and interests</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>ORGANIZED to facilitate deep understanding</td>
</tr>
</tbody>
</table>

1. **The Challenge of a Portfolio**

   Start brief discussion on the definition of success and the pressure that goes along trying to be successful. Ask students to consider their own personal definition of success. Show brief video about famous “failures” that turned out to be successful. Discuss shared themes of vision, planning, and perseverance and connect to portfolio. Emphasis is on personal expression of strengths and goals.

   Share sample eportfolios with students and assign weekly article hw (written response – due Friday) 

   | **W** | **H** | **R** |

2. **Essential Questions and Eportfolio Rubric**

   Share essential questions with students and review eportfolio assignment/expectations handout and evaluation rubric.

   Journal write – career interest timeline – 5 minutes @ end of class. Ask students to map out all of their career interests in timeline format starting with the earliest they can remember and ending with their most current interest.

   | **W** |

3. **Career Interest Inventory**

   Explain to students that in order to target their work towards a specific career goal they need to know a little something about that career and what is expected of an employee. To explore this topic further we are going to complete an interest inventory to see where our strengths lie. We will then use this info to learn more about a few careers that seem to match our strengths.

   Journal write – How closely did the automated interest inventory match your career strengths to your actual interests? (Look specifically at your top 5 jobs.)
4. Career Research
I will assign careers within the students’ programs of study and handout an info collection sheet. Students will need to collect certain data sets about their career from the Bridges web site as well as the US Dept of Labor and enter them into a shared knowledgebase/Wiki site. Instruct students how to use Wiki and provide printed support materials.

5. Career Comparison – Professional Goal Brainstorming
Students will be asked to review the wiki entries and decide on one or two career choices that they are specifically interested in. Explain that this focus will help the students to better target their portfolio materials.
Introduce the concept of professional goals and planning. Review a professional plan for someone famous?
Journal – brainstorm professional goals – star your favorite

6. Career Plan
Share plan template with students and explain that students will need to draw from their career wiki, professional goal, and selected career choice materials to complete a career plan. Reinforce the idea that goals will CHANGE and that this is a starting point to build from.
Journal – Who am I? Brainstorm a list of likes/dislikes, descriptions, etc that explain who you are.

7. Resume & Work Samples
Journal - Reflect back on previous day’s journal write what are some artifacts that you could use to show these characteristics about yourself to someone else without telling them? Also – list three things that you know about resumes (or three questions that you have about resumes).
Teacher will describe a resume and its function in the workplace. Share two resume examples and compare and contrast their strengths for a particular job listing. (Set up a scenario – students are the interviewers/business owners. What are their comments? What do they notice? Spelling & grammar errors, design elements, content…)
Connect professional goal to resume – objective.
Review resume assignment/expectations and rubric.

8. Resume Templates in Word
Review tips for how to effectively use an MS Word template. Begin working on resume.
Self Eval Journal – compare your work thus far with the resume rubric. Where do you need to start tomorrow?
9. **Resume Work Day**
   Journal – brainstorm effective phrases using action words. How can you show your experience in the best light? (5 phrases as exit ticket to computer lab) Teacher provides feedback on phrases during the work day. **R, T, O**

10. **Resume – Peer Review**
    Group students in groups of 3 – 4. Review peer review guidelines/tools. Instruct students to use rubric as a guide during peer review. Collect reviews and assess students’ comments and corrections. Journal – What are some rules and/or tools that you can use to help ensure that your language is error free on professional documents? **R, E-2**

11. **Eportfolio – Google Sites**
    Explain to students that now that we have a couple of pieces to add to our eportfolios we need to set up a framework. Introduce Google Sites to students and instruct students how to select a theme and the expectations for the about me page. Students begin writing about me page. Remind students of image expectations for portfolio and encourage them to begin to add images to their eportfolio paying careful attention to design elements. Journal – what are some elements of design that you think work well on web pages? Find 1 – 2 pages that you think have a good design. What do you like about them? **W, H, E, R, T**

12. **Eportfolio – About Me Work Day**
    Students continue to work on about me page and receive instruction for how to upload artifacts to their eportfolio. Review a few web page favorites to discuss design likes/dislikes (prev day’s journal entry.) Make connections to article assignment on design elements. **H, E, T**

13. **Cover Letter – bit by bit**
    Journal - Different levels of communication – personal vs. professional. Would you feel comfortable if a business owner was able to view your Facebook page? Review elements of a professional business letter and dissect the content of a sample cover letter using the Eno IWB. Provide sample job listings for students to write to. (Make sure they are targeted towards specified programs of study.) Review cover letter expectations & rubric. **W, H, E, R, O**

14. **Supporting Job Forms**
    Journal – References – list the names and descriptors for anyone in a position of authority over you who would have positive thing to say about you as a person, worker, student, etc. Next underline your top three choices. Last – star the person who you think might be willing to write you a letter of reference. Review references, employment application, I9 and W4 form and the roll that each plays in the employment process. Explain that students will be expected to complete each form to practice filling
out each form completely and using correct spelling and grammar, however for privacy purposes (address and contact info) only the reference info will be added to the students eportfolio. Collect forms as completed and evaluate for complete info and correct spelling and grammar. Return for rewrites until perfect. \[W, E, E-2, T\]

15. Eportfolio – selecting work to add
- Journal – self eval using rubric. Use eval to write a to do list. Teacher will use journal for formative assessment to make instructional and timeline adjustments as needed.
- Discuss importance of selecting work carefully and not overfilling portfolio. Use paper portfolio example (good and bad samples). Ask students to refer back to journal write about artifacts that they could use to display work. Discuss how different artifacts can be highlighted in an eportfolio. (Pictures, videos, podcasts, writing, links, etc.) \[W, E, E-2, T\]

16. Eportfolio – peer eval
- Group students in groups of 3 – 4 and remind them of peer review guidelines and expectations (and handout). Ask students to use rubric as a guide in their evaluation. Collect evaluation sheets and use as informal assessment of students’ understanding of the portfolio’s purpose. \[E-2\]

17. Interview – intro
- Remind students that one of the final steps of the application process is the interview. Review interview video from …. Ask students how many of them have had a formal interview before. Have former College Admission Rep /Business interviewer attend class and give students overview of interview process. By the end of class students will be familiar with the “five finger interview formula”. \[H, E, O\]

18. Interview – Rubric and Question Quiz
- Review interview rubric with the students and explain the logistics of the day. Discuss the importance of being able to think on your feet. Ask students to brainstorm three interview questions that they think they might be asked. Play “Interview Q Game” to give students practice answering questions. During game students will ask q’s and other students will evaluate answers and offers suggestions to improve on answers.
- Journal – What questions do you have about the interview? How confident do you feel in your interview abilities? What do you need additional practice with? \[H, E, R, T\]

19. Mock peer interview
- Invite additional support teachers/administrators to class to sit in on small groups as they interview each other. Provide expectation and question sheet to each group. Prepare using students’ suggested interview q’s. Have groups evaluate interviewees using rubric and provide feedback to improve. \[E, E-2, T, O\]
20. Work Days
Throughout this unit several work days will be interspersed between the activities outlined above. During work days students will work in the computer lab on a selected set of elements and report back on their progress at the end of the day. The teacher will also float between students to check in on progress and keep everyone on task. Emphasis will be on using time effectively to achieve desired results. Teachable moment → connection to time off-task in the workplace and the possible repercussions.

21. Weekly article assignments and questions/responses
Throughout this unit students will be assigned current articles to read that are focused on the task for that week. Weekly themes include: professionalism and goals, the role design and appearance plays in resume/portfolio development, what to expect at the job, interview tips, and self-marketing to reach your dreams. In connection with each reading assignment students will be expected to respond to the reading using selected prompts. Teacher will assess questions & responses for overall understanding as well as reading comprehension and writing abilities and improvements. (Focus correction areas may be assigned if needed. For example, “On this journal write I will also be evaluating your use of correct punctuation in your response.”)

22. Interview Day!
Members of the business community will be invited in to the career center where students will interview with them for 30 minutes. Interviewers and interviewees will be required to fill out a feedback form that will allow the teacher to evaluate the interview using the identified rubric. Students will also complete a self assessment narrative as well as a listing of how they might improve their interview performance. The eportfolio will be due on this day as well.

23. Group Reflection
As a group students will gather to discuss their interview expectations and experiences. Class will begin with a journal write which will ask students to solidify these ideas. We will then use journals as a jumping off point to discuss what went well and what was difficult. Teacher will use this information to assess the effectiveness of unit design in achieving student understanding of essential questions and to guide further redesigns.
As noted earlier this unit of study is designed to be taught at a Career and Technical Education Center and to take place throughout the year within multiple programs of study. As such it is understood that supporting article assignments and discussions will be altered as scheduling requires. This sequence provides a general order for the unit of study with the exception of embedded portfolio components (see below).

**Embedded Portfolio Components**

In addition to the items outlined above each instructor for a program of study will identify at least two technical writing pieces that students will complete within their program to display the students’ knowledge and understanding of that area of expertise. The English teacher will team teach these lessons to work to embed coordinating writing and reading skills into the instruction for these pieces. Examples include (but are not limited to:)

- Procedures/processes with accompanying graphics/images (could be written as documents or scripts to accompany videos of the process)
- Article Critiques/Analysis
- Troubleshooting flowcharts
- Explanations or Summaries of Major Projects
- Business Plans
- Scripts
- Research Projects (papers or web-based)
- Procedural Diagrams

These items are not included in the sequence of activities because since they are embedded components they are dependent upon the sequence of the program of study.
# Portfolio Unit - Lesson Sequence

## Week 1 – What to expect on the job

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article assign – HW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Week 2 – Professionalism and Goals

| Article assign – HW                         |                                              |                                               |                                               |                                             |

## Week 3 – The Role of Design in Resumes and Eportfolios (images & fair use)

| Article assign – HW                         |                                              |                                               |                                               |                                             |

## Week 4 – Marketing Yourself to Reach Your Goals

| Article assign – HW                         |                                              |                                               |                                               |                                             |

## Week 5 – Interview Tips and Tricks

| Article assign – HW                         |                                              |                                               |                                               |                                             |
1. Concept Map – Stage One
   -developed using Bubbl.us

2. Concept Map – Stage Two
   -developed using Google Docs – draw tool

3. Six Facets and Assessment Table
   -developed using Google Docs – spreadsheet tools

4. Unit Resource List
Career Portfolio Unit Assessment Standards
by: Heather Stafford

Big Ideas and Core Tasks
- Employer/Interview expectations
- Role of language in career development
- Professional goals and plans
- Marketing self for a career

Importantly to know and do

Evidenced by...
- Technology Tools - MS Word and Google Sites
- Proofreading Techniques - peer and self editing
- Resume and Cover Letters - format and content
- References, I9, W4, Job app
- Class discussions, blogs, article responses.

Worth being familiar with

By reading or activity...
- Specific career facts - Bridges online career assessment
- Current job market - newspaper & magazine articles
- Job listing resources
## Six Facets and Assessment Template

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If the desired result is for learners to:</strong></td>
<td><strong>Then you need evidence of the student's ability to...</strong>&lt;br&gt;<strong>So, the assessments need to require something like:</strong></td>
</tr>
<tr>
<td>I. Understand that...</td>
<td>I. Explain:</td>
</tr>
<tr>
<td>• Employer expectations always include some level of: professionalism, content knowledge, work ethic, and the ability to work well with others.</td>
<td>• The purpose and function of a career goal</td>
</tr>
<tr>
<td>• Language usage plays a key role in employers' first impression of a job candidate.</td>
<td>• The education and experience necessary to achieve this goal</td>
</tr>
<tr>
<td>• A professional goal is a career focus that will help you to target experiences and education that can be applied in this area of employment.</td>
<td>• The applicable skills, experience and knowledge that the student currently possesses which will help him/her to reach this goal</td>
</tr>
<tr>
<td>• Resumes, cover letters and career portfolios are three ways to market skills to employers.</td>
<td>II. Interpret:</td>
</tr>
<tr>
<td>• Career plans can be used to create a series of steps that will allow students to work towards their professional goals.</td>
<td>• Employers’ needs based on a job listing and company information</td>
</tr>
<tr>
<td>II. And thoughtfully consider the questions...</td>
<td>• Job market prospects and projections based on newspaper and magazine articles.</td>
</tr>
<tr>
<td>• How do you create and work towards a professional goal?</td>
<td>III. Apply by:</td>
</tr>
<tr>
<td>• How can you plan to reach a professional goal?</td>
<td>• Using understanding of career and employee needs to market own ability as an employee in the workplace during an interview scenario.</td>
</tr>
<tr>
<td>• How can you market yourself to reach your professional goal?</td>
<td>• Demonstrating correct spelling and grammar usage in contents of eportfolio.</td>
</tr>
<tr>
<td>• What can I expect in an interview and in the workplace?</td>
<td>IV. See from the points of view of:</td>
</tr>
<tr>
<td>• How are language skills used in the workplace?</td>
<td>• Employers &lt;br&gt;• Business owners</td>
</tr>
</tbody>
</table>

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*Table continues on the next page...*
Reflection on use of selected assessments:

This unit is a re-hashing of a project that currently require of all of our 11th and 12th grade students at the center. Over my two years at HCC I have added the interview component and have found that students are very invested in the experience and the feedback that they receive from the interviewers. A guiding focus behind the whole unit is creating a realistic scenario that requires students to assess and showcase their own skills and abilities and explain why these skills make them a viable candidate for a selected career opportunity (in print and face to face). As such, the assessments are aligned very closely with the expectations placed upon job candidates during the traditional application and interview process. (This includes a focus on spelling, grammar, mechanics and usage which lends relevance to skill practice in this area in the eyes of students. There is a built in explanation for "Why?" we are spending so much time proofreading our work.) I find that journal entries and discussions are great formative assessments that help me to adjust my daily plans based on students' understanding at that point in time. The career plan is a brand new component that I hope to use to help students become more familiar with taking control of setting their own goals and finding out what steps they will need to take to achieve those goals.


