Career Search is an ***individual*** or ***team event*** conducted virtually prior to the NJ FCCLA Fall Leadership Connection that recognizes participants who explore the career pathways and research two possible careers. Through this research students will determine what their future goals may be and how to achieve a potential future career. Participants must prepare a ***digital file***, which includes career research and an interview, create a ***career map for the two chosen careers***, and record a ***3-minute video*** describing their research and findings while exploring possible careers in the chosen pathway to reach their future goals.

NEW JERSEY CORE CURRICULUM STANDARDS

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.1.12.CDM.4	Identify issues associated with student loan debt, requirements for repayment and consequences of failure to repay student debt.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affects income.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest goals and an educational plan.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupational databases, and state and national labor marker statistics.

9.2.8.CAP.12 Assess personal strengths, talents, values, and interests to appropriate jobs and careers maximize career potential.

9.2.8.CAP.15 Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.19 Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

9.2.8.CAP.20 Identify the items to consider when estimating the cost of funding a business.

9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment program.

9.2.12.Cap.3 Investigate how continuing education contributes to one's career and personal growth.

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social, and economic impacts of decisions.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Plan education and career paths aligned to personal goals.
- ✓ Use technology to enhance productivity.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

4.3 Select goals/valued ends to resolve a particular concern.
4.4 Establish standards for choosing responsible action to address a particular concern.
4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.

EVENT CATEGORIES

Junior: Participants in a comprehensive program in grades 6 – 8
Senior: Participants in a comprehensive program in grades 9 – 12
Occupational: Participants in an occupational program in grades 9 – 12

ELIGIBILITY

1. Participation is open to any affiliated FCCLA member. Affiliation for each participant must be submitted by October 29, 2021
2. A chapter may submit a maximum of three (3) entries.
3. An entry is defined as one (1) participant or one team of three (3) participants.
4. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. Participant(s) must be registered and attend the 2021 NJ FCCLA hybrid Fall Leadership Connection, November 22nd to participate in this event.

2. Each entry will have an assigned electronic folder for the adviser to submit all of the project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by November 2, 2021 and privacy settings must be viewable to anyone with the link.

3. The following materials must be included in the folder:
    - **Two Career Maps**
    - An **Interview with someone in the chosen career** not to exceed one (1) image/page
    - A **Project Outline** not to exceed four (4) pages
    - Video

4. Participants must design a **career map** for each of the two chosen careers that illustrates the required skills for the job, the education requirements, realistic salary expectations, etc. The two careers should be on different levels of the same "career ladder" in the selected career pathway. Each Career Map must contain detailed information to facilitate career choices, based on individual talent and job market need. The two Careers should be from the same chosen Pathway.

5. Participants must **interview** someone in one of the chosen fields. This should be done over the phone or virtually to ensure safety. The interview questions should focus on the items in the career map. You should ask 6-10 questions. The interview must show both the questions and the answers.

6. Participants must complete the **Project Outline** provided, not to exceed four (4) pages. Discuss specifics related to choosing the career pathway, selecting a specific career, identifying the needed training, salary projections and the projected need for people in the chosen field.

7. Create a **video** discussing your research and findings into the given career field. The video **may be up** to three (3) minutes in length.

8. The video presentation must be uploaded to YouTube by **November 2, 2021**, with its privacy settings set to "Unlisted." When the video is published on YouTube, it must be titled, and the description box must include:
    - Participant(s) Name(s)
    - Chapter Name
    - School
    - Event Name (Career Search)
    - Event Category

9. The project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating and recording this source and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

CAREER SEARCH SPECIFICATIONS

Digital File

Each entry will have an assigned electronic folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All documents in the folder must be labeled and submitted by November 2, 2021, and privacy settings must be viewable to anyone with the link.

Career Maps	Career choices are built on a foundation of knowledge and experience required for excellence in each core profession. Career Maps are a visual, codified approach to career management. It is a masterful roadmap to excellence in a confused and radically changing workforce. Career Mapping begins with cataloguing the core professions of an organization. The most effective career mapping designs are based upon professions rather than centered on jobs and compensation schemes. Career Maps should identify key knowledge areas and the skills and abilities to master each of the core professions. The career map must be thorough, concise, creative and colorful. Each career map should not

	exceed one (1) image/page per map.
Interview	Interview someone in one of the chosen fields and include 6-10 questions. Questions should be focused on requirements to enter the field, expectations, future projections in the field, and types of jobs within this field. Interview should be typed and include the questions that were asked. This should not exceed one (1) page.
Project Outline	Outline the project in no more than four (4) document pages. Use the format provided. The information must be neat and legible.
Video	Create a three (3) minute video discussing your research into the chosen pathway, professional fields and your findings.
Link to YouTube Video	When the video is published on YouTube, it must be titled and the description box must include name of participant(s), chapter name, school, event name (Career Search), and event category. Privacy settings must be set to "Unlisted."

Video
The video **may be up to three (3) minutes** in length and is recorded prior to the Fall Leadership Connection. The video should express your research and findings about the chosen pathway and careers. The video should be a unique presentation that is lively and interesting and must use visuals/props. The video must be submitted in the assigned folder and viewable to the New Jersey FCCLA State Office by **November 2, 2021**.

Introduction	Use creative methods to capture audience attention.
Knowledge of Subject Matter	Present current data and information to support viewpoints and issues of concern.
Guidance / Insight	Summarize major points and/or issues of concern.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of visuals and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.

Visuals/Props
The oral presentation **must** use visuals/props. Visual/props may include career map, posters, charts, graphs, etc.

Effectively Illustrate Content	Support, illustrate and/or complement content of presentation.
Creativity	Use creative methods to illustrate presentation.
Use of Visuals	Presentation aids must be visible to audience; neat, legible, and professional; and use correct grammar and spelling.

Career Search Project Outline

Identify Chosen Career Pathway

Why have you chosen this career path?

Goal of this Project

Explanation of Pathway Using the information from your research discuss the chosen Career Pathway and how you narrowed down to two careers within the given pathway.

Identify 2 Careers (Compare/contrast specifics: job qualifications including but not limited to required level of education, necessary qualities, projected need in the career field, salary ranges, etc.)

Lay out specifics Career 1

Lay out specifics Career 2-

Identify obstacles to pursuing the chosen career, and discuss a plan to overcome each obstacle:

Explain the following quote…
"Choose a job you love, and you will never have to work a day in your life."

Follow Up What did you learn?

Career Search Rating Sheet

Name of Participant(s) _____ School_____

Category: _____ Junior _____ Senior _____ Occupational

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
DIGITAL FILE							
Career Map #1	0-2	3-4	5-6	7-8	9-10		
Career Map #2	0-2	3-4	5-6	7-8	9-10		
Project Outline	0-3	4-6	7-9	10-12	13-15		
Quality of the Interview questions	0-1	2	3	4	5		
Interview	0-2	3-4	5-6	7-8	9-10		
VIDEO							
Introduction	0-1	2	3	4	5		
Knowledge of Subject Matter	0-2	3-4	5-6	7-8	9-10		
Insight about the career pathways /careers	0-1	2	3	4	5		
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Voice and Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
VISUALS/PROPS							
Effectively & Creatively Illustrate Content	0-1	2	3	4	5		
Use of Visuals During Presentation	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)
Evaluator _____
Room Consultant _____
Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100 Silver: 79-89 Bronze: 70-78