

**EL Civics Objective 033
Employment and Training
Teacher Manual**

**Includes:
Optional Resources
Teacher Assessment Packet**

Teacher Resources

Objective 033

Employment and Training Resources

All activities and handouts in this packet are provided for your convenience as you teach this unit. They are optional. However, spending a total of 30 hours on this objective is expected according to CASAS EL Civics requirements.

Task 1: Identify Job and Job Opportunities

Level: Beginning 2

Introduce the Topic

1. Write the word "Occupation" on the board.
2. Ask,
 - "What does it mean?"
 - "Where have you seen this word?"
 - "What kind of jobs (occupations) are you familiar with?"
3. Have the students brainstorm as a class. Write the jobs down on the board. Then ask, "*What do they do?*" Have students brainstorm job descriptions.
4. You might include a grammar activity with present tense here – to help students navigate job descriptions correctly. See the list of Textbook Resources below.

Study the Occupations

1. Go over Key Vocabulary. Talk about the verbs that go along with each occupation.
2. Show provided PowerPoint and answer any questions students might have. Have students take notes in the Task 1 Practice chart provided.
3. Since this is a lower-proficiency level activity, have students help you spell the words as part of subsequent days' review. If you feel students will benefit from at home review, here is the quizlet set they practice with. <https://quizlet.com/76pbvm>
4. For a warm-up or vocabulary review activity, try the crossword puzzle <https://www.elcivics.com/esl-crossword-puzzles/job-titles-crossword.pdf>
KEY: <https://www.elcivics.com/esl-crossword-puzzles/job-titles-answers.pdf>

Key Vocabulary:

occupation	mechanic (fixes, repairs)	pilot (flies)
job	welder (welds)	manager (manages)
teacher (teaches)	doctor (treats)	cook (cooks)
carpenter (works)	mail carrier (delivers)	plumber (fixes, repairs)

In-class Practice:

1. Print out an extra practice worksheet and have students put away their notes. Select any 5-6 pictures from the provided PowerPoint.
2. Have students work in pairs or groups to fill out the chart. Have them check each other's grammar and spelling. Then, go over the chart as a class.

Possible Grammar Activities to Include:

Present tense verbs

Questions with do/does

Textbook Resources:

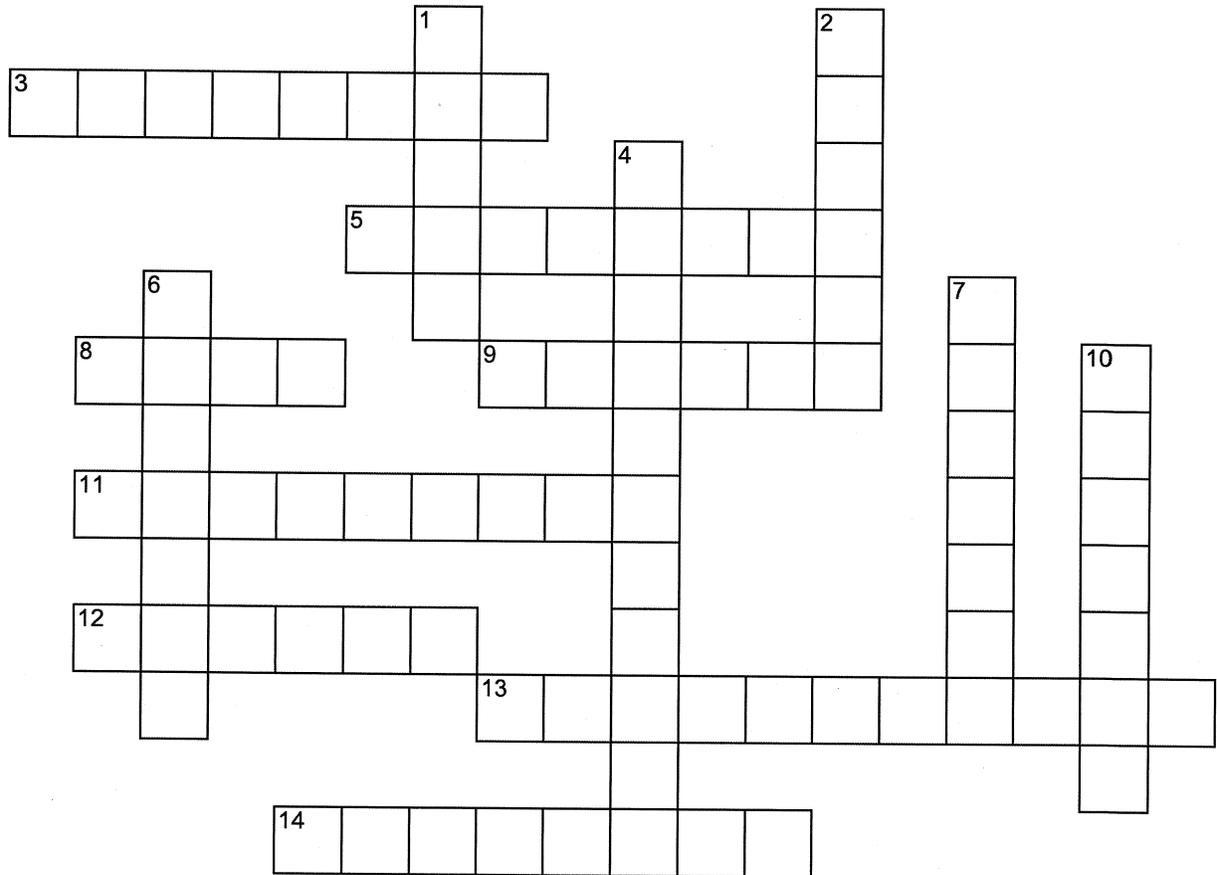
Standout Basic: Unit 7: Work--with "What do you/What does he/she do? (BEG)

Standout 1: Unit 7: Working on it--Wh-questions... (BEG)

Project Success Intro-- Unit 1: Marie's New Job (Present tense) (BEG)

Job Titles

Workers



www.elcivics.com

ACROSS

- 3 repairs cars and trucks
- 5 vehicle that a forklift driver drives
- 8 cleans hotel rooms and changes sheets
- 9 heals patients
- 11 builds things with wood
- 12 welds metals
- 13 delivers letters and packages (2 words)
- 14 cuts the grass

DOWN

- 1 flies airplanes
- 2 a male food server
- 4 repairs electrical problems
- 6 manages workers
- 7 repairs sinks
- 10 teaches students

Job Titles

Workers

Solution:



Practice for Task 1: Identify Job and Job Opportunities Practice

Beginning 2

Picture #	What is the occupation?	What does this person do?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Practice for Task 2: Research Jobs

Level: Beginning – Advanced

Introduce the Topic

1. Review the words “Occupation,” “Employment,” “Skills” with your students.
2. Discuss these questions as a class:
 - How do people decide what job would be good for them?
 - How might someone find a job these days?
 - How did you (or your family member) choose their job?
 - What resources are out there to help people find employment?
 - What kinds of employment opportunities are available locally?
 - How do you know what skills one might need for this or that job?
3. Ask students to brainstorm a list of jobs (occupations). Write the jobs down on the board. Then ask, *What skills does one need in order to get this job?* Have students brainstorm experience / education / certifications required for the jobs they selected.

Work on Vocabulary and Spelling

Study provided [quizlet](https://quizlet.com/_76gsc9) set with the key vocabulary. https://quizlet.com/_76gsc9 Encourage students to use the flashcard feature for practice as well as demonstrate other available features such as *write, spell, test*. These can be fun for both beginners and advanced.

Key Vocabulary:

- occupation
- job description
- employment
- opportunities
- skills
- requirements
- credential
- certificate
- time commitment
- training
- difficulties
- wages
- salary
- benefits
- personal strengths

Study Employment Research Tools

How to show these to your students without printing so many:

- **Computer Lab** – demonstrate how to reach *O*Net OnLine* <https://www.onetonline.org/> and *My Skills My Future* <https://www.myskillsmyfuture.org>
- **Teacher computer** – pull up on the Internet and project
- **Teacher laptop with Wi-Fi** – pull up on the Internet and project with one of our projectors
- **No Wi-Fi** – use teacher computer or laptop to show the two sample printouts from MySkillsMyFuture.org that are included with the Teacher Resources.
- **If all else fails**, two sample printouts from MySkillsMyFuture.org are included with the Teacher Resources. These can be printed out and students can use them individually or in pairs/groups.

1. Open *O*Net OnLine* <https://www.onetonline.org/>. Explain its purpose:
*“Your tool for career exploration and job analysis! O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!”*

AND/OR

- Open *My Skills My Future* <https://www.myskillsmyfuture.org>. Explain its purpose:
“Your source for employment information and inspiration. The place to manage your career. Your pathway to career success. Tools to help job seekers, students, businesses and career professionals. Sponsored by the U.S. Department of Labor.”)

This is the website they will use during their Task 2 test AND to research a job for Task 3 (the information on it is more concise and more test friendly).

2. Have the students **select a job** they might be interested in and type it into the **Search** bar. **Explore** the information together. Discuss what each **category** means. Answer any questions students might have.
3. Type in jobs and take time to explore the **tabs** on the top: *Career Matches, Training, Certifications, etc.*



4. Type in a **local zip code** to demonstrate how to search for jobs **locally**.
5. Idea: Ask if your counselor might like to stop by to demonstrate these.
6. Do **Task 2 Practice**. The **chart** asks for the same info as does Task 2 **test**. You can print the sample charts **back to back**.
 - a. On one side, as a class locate the info necessary for the chart.
 - b. **Then**, let the students work in pairs or groups to locate the info for another job search and fill out the chart in the back. Instruct **Intermediate - Advanced** students to locate **the name of the resource** (website if using the Internet or name of the resource if using handouts) and **write** it down in their chart. **They will need this for the test**.
7. Set level appropriate expectations for the completion of the chart. The test instructions will be as follows:

Beginning 2: complete **ANY 3** categories.

Beginning 3: complete **ANY 4** categories.

Intermediate Low: complete **ANY 5** categories

Intermediate High: complete **ANY 6** categories

Advanced Students: complete **ALL 7** categories

} + include **the name of the resource**.

Textbook/Additional Resources:

Beginners:

Grammar: future tense

- *Stand Out 1 Grammar*: Unit 8: pg. 110,112

Listening:

- Basic Listening Quiz "Job Search 2" (BEG)
- <https://www.esl-lab.com/basic-english/job-search-2/>
- Audio topics: (BEG)
- Simple Vocabulary: Is he...?, Yes, he is; What's she? Where does he work?
- Job Description <https://www.123listening.com/people1.php>

Intermediate – Advanced:

Grammar:

Stand Out 3: Unit 2: pg. 32 "have to and must" (INT-ADV)

Listening:

- Basic English Quiz "Job Search 1" (INT)
- Randall's ESL Cyber Listening Lab - <https://www.esl-lab.com/basic-english/job-search-1/>
- What do you do? (BEG-INT)
- Jennifer ESL - <https://www.youtube.com/watch?v=91HcTWmcfk>
- TED TALK: "Looking for a job? Highlight your ability, not your experience?" (ADV-Challenge but good for things noted below)
https://www.ted.com/talks/jason_shen_looking_for_a_job_highlight_your_ability_not_your_experience#t-353987
- TED TALK: "Why jobs of the future won't feel like work" (ADV-Challenge but good for academic listening, note-taking, discussion)
- https://www.ted.com/talks/david_lee_why_jobs_of_the_future_won_t_feel_like_work?language=en

Jobs and Occupations:

- *OPD 3rd Edition*: Jobs and Occupations pg. 170-173, Career Planning, pg. 174-175, Job skills (PG. 176) (BEG-INT)
- *Stand Out 4*: Unit 6: Getting Hired (topics include identify skills and characteristics, conduct a job search) (INT-ADV)
- *Stand Out 5*: Unit 1: Balancing Your Life (topics include identify a career path) (ADV)
- *Workwise* textbook available in MVC and SJC teacher libraries--"Choosing a Job" (defining your ideal job/job searching skills, pg. 41, making a list of prospective employers, pg. 50) (ADV.)
- *Project Success 3*: Unit 4: Henry's Big Dreams (topics include talking about a job you want) (INT-ADV)
- *Project Success 4*: Unit 10: Sam Looks Forward (topics include career exploration, WH questions) (INT-ADV)

- *Conversations for Work*: (available in MVC/SJC teacher libraries): Useful Words about jobs and related action verbs used in job descriptions pg. 114-115 (BEG-INT), Lesson 3: Understanding the Job, pg. 18
- *Road to Work* textbook series (available at MVC/SJC teacher libraries): Choosing a Job Path, Applying and Interviewing, and Succeeding on the Job—each book has units on different kinds of jobs (CNA, stock clerk, dental hygienist, receptionists), includes a brief reading, comprehension questions, related vocab, and discussion. (INT-ADV)

Group Presentation Strategies:

“How to introduce the next speaker in a group presentation” (INT-ADV)

<https://www.youtube.com/watch?v=f6Xa1fq-oPo>

Practice Chart for Task 2: Research Jobs

Categories	Information
1. Name of the job	
2. Job Description	
3. Hourly wage/ salary/pay range	
4. Education/Training/ Credentials or Certificates Required	
5. Experience Required	
6. Job Duties	
7. Local Jobs (job, company and/or location)	
<u>INT. – ADV. STUDENTS:</u> Name of the Resource:	

Practice Chart for Task 2: Research Jobs

Categories	Information
1. Name of the job	
2. Job Description	
3. Hourly wage/ salary/pay range	
4. Education/Training/ Credentials or Certificates Required	
5. Experience Required	
6. Job Duties	
7. Local Jobs (job, company and/or location)	
<u>INT. – ADV. STUDENTS:</u> Name of the Resource:	

Practice for Task 2: Research Jobs Handout

Level: Beginning



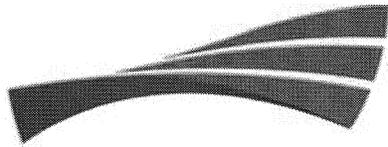
OCCUPATION: BOOKKEEPER

DESCRIPTION	DETAILS	TRAINING
Keep record of money, calculate totals, make financial reports, check accuracy.	Hourly wage: \$15.49 - \$24.27 Annual Salary: \$32,200 - \$50,500	Education: some college, no degree Experience: None On-the-job training available
JOB DUTIES	TOOLS & TECHNOLOGY	
<ul style="list-style-type: none"> Operate computers Process payroll Check numbers Send payments to bank Prepare checks 	<ul style="list-style-type: none"> Desktop computers Ledger paper Accounting software Financial analysis software 	

LOCAL JOBS FOR: BOOKKEEPER

ZIPCODE: 92584

Job Title	Company	Location
Accounting Clerk	Roberts Half International	Menifee, CA
Accounting Clerk II	AECOM	Riverside, CA
Accounting Associate	Hub International	Riverside, CA



mySkills myFuture

a careeronestop website

OCCUPATION: SHEET METAL WORKER

DESCRIPTION	DETAILS	TRAINING
Make and install sheet metal products , operate equipment, weld materials.	Hourly wage: \$17.02 - \$31.23 Annual Salary: \$35,400 - \$65,000	Education: high school diploma or equivalent Experience: None On-the-job training available
JOB DUTIES		TOOLS & TECHNOLOGY
<ul style="list-style-type: none"> • Work with blueprints • Measure materials • Weld materials • Make ducts for heating and A/C 	<ul style="list-style-type: none"> • Metal cutters • Metal folding machine • Shears • CAD software 	

LOCAL JOBS FOR: SHEET METAL WORKER

ZIPCODE: 92585

Job Title	Company	Location
HVAC Sheet Metal Foreman	CyberCoders	Upland, CA
Architectural Sheet Metal	Tradesman International, Inc.	Rancho Cucamonga, CA



Practice for Task 2 - Research Jobs Handout

Level: Intermediate-Advanced

Occupation information for Bookkeeping, Accounting, and Auditing Clerks United States

DESCRIPTION

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

[Compare Skills](#)  [Bright Outlook](#)

DETAILS

Currently Employed: 1,707,700
Projected Annual Job Openings: 188,500
Typical Hourly Wage: \$15.49 - \$24.27
Typical Annual Salary: \$32,200 - \$50,500

[See Job Listings \(17949\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: Some college, no degree

Typical work experience needed for a job in this occupation: None

Typical on-the-job training once you have a job in this occupation: Moderate-term on-the-job training

[Find Training](#)

TYPICAL JOB DUTIES

- Perform personal bookkeeping services.
- Operate computers programmed with accounting software to record, store, and analyze information.
- Prepare and process payroll information.
- Check figures, postings, and documents for correct entry, mathematical accuracy, and proper codes.
- Prepare bank deposits by compiling data from cashiers, verifying and balancing receipts, and sending cash, checks, or other forms of payment to banks.
- Compute deductions for income and social security taxes.
- Comply with federal, state, and company policies, procedures, and regulations.
- Operate 10-key calculators, typewriters, and copy machines to perform calculations and produce documents.
- Receive, record, and bank cash, checks, and vouchers.
- Calculate and prepare checks for utilities, taxes, and other payments.

TOOLS & TECHNOLOGY

Tools:

- Desktop computers
- Ledger paper
- Notebook computers
- Receipts or receipt books
- Scanners

Technology:

- Accounting software
- Compliance software
- Data base user interface and query software
- Enterprise resource planning ERP software
- Financial analysis software

MORE INFO

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55 jobs by **National Labor Exchange** found for
Bookkeeping, Accounting, and Auditing Clerks
 Within 25 miles of ZIP Code 92584

Change the job posting source

NLx ▼

More [job posting sources](#) are coming soon.

Job Title	Company	Location	Date Posted
Accounting Associate Apply for Job	Hub International ★ Federal Contractor	Riverside, California	09/20/2019
Accounting Associate Apply for Job	Hub International ★ Federal Contractor	Riverside, California	09/10/2019
Accounting Clerk Apply for Job	Robert Half International ★ Federal Contractor	Menifee, California	09/28/2019
Accounting Clerk Apply for Job	Robert Half International ★ Federal Contractor	Riverside, California	09/28/2019
Accounting Clerk Apply for Job	Robert Half International ★ Federal Contractor	Corona, California	09/24/2019
Accounting Clerk Apply for Job	Robert Half International ★ Federal Contractor	Murrieta, California	09/14/2019
Accounting Clerk Apply for Job	Robert Half International ★ Federal Contractor	Riverside, California	09/14/2019
Accounting Clerk II Apply for Job	AECOM ★ Federal Contractor	Riverside, California	08/01/2019


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Occupation information for Sheet Metal Workers United States

DESCRIPTION

Fabricate, assemble, install, and repair sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings. Work may involve any of the following setting up and operating fabricating machines to cut, bend, and straighten sheet metal shaping metal over anvils, blocks, or forms using hammer operating soldering and welding equipment to join sheet metal parts or inspecting, assembling, and smoothing seams and joints of burred surfaces. Includes sheet metal duct installers who install prefabricated sheet metal ducts used for heating, air conditioning, or other purposes.

[Compare Skills](#)  **Green**

DETAILS

Currently Employed: 138,900
Projected Annual Job Openings: 16,200
Typical Hourly Wage: \$17.02 - \$31.23
Typical Annual Salary: \$35,400 - \$65,000

[See Job Listings \(763\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: High school diploma or equivalent

Typical work experience needed for a job in this occupation: None

Typical on-the-job training once you have a job in this occupation: Apprenticeship

[Find Training](#)

TYPICAL JOB DUTIES

- Convert blueprints into shop drawings to be followed in the construction or assembly of sheet metal products.
- Determine project requirements, such as scope, assembly sequences, or required methods or materials, using blueprints, drawings, or written or verbal instructions.
- Lay out, measure, and mark dimensions and reference lines on material, such as roofing panels, using calculators, scribes, dividers, squares, or rulers.
- Fasten seams or joints together with welds, bolts, cement, rivets, solder, caulks, metal drive clips, or bonds to assemble components into products or to repair sheet metal items.
- Develop or lay out patterns, using computerized metalworking equipment.
- Trim, file, grind, deburr, buff, or smooth surfaces, seams, or joints of assembled parts, using hand tools or portable power tools.
- Fabricate ducts for high efficiency heating, ventilating, and air conditioning (HVAC) systems to maximize efficiency of systems.
- Select gauges or types of sheet metal or nonmetallic material, according to product specifications.
- Maneuver completed roofing units into position for installation.
- Finish parts, using hacksaws or hand, rotary, or squaring shears.

TOOLS & TECHNOLOGY

Tools:

- Metal cutters
- Metal folding machine
- Punches or nail sets or drifts
- Rivet tools
- Shears

Technology:

- Computer aided design CAD software
- Computer aided manufacturing CAM software
- Office suite software
- Spreadsheet software
- Word processing software

MORE INFO

[Explore Careers](#)

[Salary Info](#)

[Resumes + Interviews](#)

[Employer Research](#)



Print this page.

3 jobs by **National Labor Exchange** found for
Sheet Metal Workers
 Within 50 miles of ZIP Code 92585

Change the job posting source

More [job posting sources](#) are coming soon.

Job Title	Company	Location	Date Posted
Architectural Sheet Metal Apply for Job	Tradesmen International, Inc.	RCH CUCAMONGA, California	09/04/2019
Architectural Sheet Metal Apply for Job	Tradesmen International, Inc.	SAN DIMAS, California	09/04/2019
HVAC Sheet Metal Foreman Apply for Job	CyberCoders	Upland, California	09/11/2019

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Task 3 Resources: Oral Report

Level: Beginning 3 – Advanced

Step 1: Form Groups

1. Divide students into groups of 3 - each student will speak on 2 of the main points.
2. Groups can be assigned by students' interest in a certain job field (choose from Adult Ed *career paths*) or chosen independently by students.
3. Groups can be *multi-level*.
4. Instruct students to divide the speaking topics as equally as possible – depending on the group members' level.

Step 2: Students Research a Job that Interests Their Group

Options

1. Students can work together to search on My Skills My Future (<https://www.myskillsmyfuture.org>) website for a job of their group's choice. They can fill out the Research Chart attached. It is laid out slightly differently to include "5 reasons why" row – in case the students would rather include that than one of the other categories in their presentation.
2. Students can use the handouts/links they researched for Task 2. They might have to "settle" for what's available if they don't want to/can't do independent research.
3. Students can choose from additional handouts provided by the teacher.

Step 3: Plan Oral Presentation

1. Explain that the students will be graded on content, presentation, and visual aid.
2. Instruct students to use their group's chosen occupation to fill out their chart collaboratively.
3. Students decide which member will be responsible for presenting each part.
 - What is the job name/description? (Beg. 3 or Int. 1)
 - Are local jobs available? What is the wage or salary? (Beg. 3 / Int. 1)
 - What education, training, credentials or certificates are required? (Int. 2 / Adv.)
 - What experience is required? (Int. 2 / Adv.)
 - What are the working conditions/job duties? (Int. 2 / Adv.)
 - Why do you want this job? (Int. 2 / Adv.)

If the groups don't fit perfectly into this pattern, adapt the level of difficulty to make it appropriate to each student.

****Every student must speak to get their own credit for this task!****

Step 4: Create Visual Aid

1. Instruct students to create a poster or PowerPoint presentation to help them present information of their employment opportunity.
2. The visual aid should be neat, clear, and easy to understand.

Step 5:

1. Encourage students to make note cards BUT warn against reading during the presentation.
2. Optional: Show the *Presentation Tips PowerPoint*. You may choose to include group introductions and transitions described here.
3. Discuss any anxiety issues students might have about the oral presentation.
4. Give students appropriate time to practice their presentations in groups.

Step 6: Do Presentation

1. Have groups do their presentations, using the visual aid.

Step 7: Grade Assessment

1. Use rubric to grade presentations.
2. Grade content/presentation based on individual student performance.
3. Grade visual aid based on group performance.
4. You may share with the individual students and groups whether they passed or not. If they did not pass the Task, they still may have enough points with the other tasks to pass the Objective.
5. Idea: Make it fun by awarding groups for "Best Visual," "Most Interesting," "Best Explanation."

Research Chart for Task 3: Oral Report

Categories	Information
1. Name of the job	
2. Job Description	
3. Hourly wage/ salary/pay range	
4. Education/Training /Credentials or Certificates Required	
5. Experience Required	
6. Job Duties	
7. Local Jobs (job, company and/or location)	
8. 5 reasons why you want this job?	

EL Civics Objective 033
Employment and Training

Teacher Assessment Packet includes:

Teacher Instructions

Tasks

Rubrics

CONFIDENTIAL

Task 1: Identify Jobs and Job Opportunities

Beginning 2

Teacher Instructions

Step 1: Before the day of the assessment, hand out or display the chart and the accompanying rubric and go over it so the students understand what is expected.

Step 2: The day of the assessment, hand out the chart (as part of the rubric packet) answering any questions students may have. Make sure the students understand that they are to fill out ALL boxes.

Step 3: Review the expectations. Remind students that they will see 5 pictures and they will need to write the name of the occupation (job) AND what this person does at his/her job.

Step 4: Show the test PowerPoint and administer the task.

NOTE: As per CASAS guidelines, students still struggling with writing, can complete the task orally, with the teacher either showing the PPT or the pictures (attached) and grading the answers using the rubric.

Grading: Students can use a phrase or a short sentence to answer, “What does this person do?” question. Accept any logical answer *in English* that can be understood with inference (spelling doesn’t have to be perfect at this level). Ex. *Nurse – works (in) hospital OR Nurse – helps (sick) people.*

Task 1: Identify Jobs and Job Opportunities

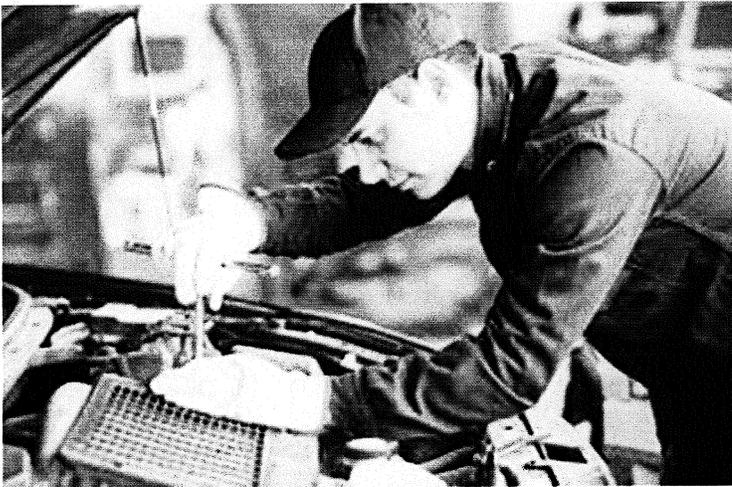
Beginning 2

Pictures for Task 1:

1.



2.



3.



4.



5.



Task 1 Rubric: Identify Jobs and Job Opportunities

Student Name _____ Student Level _____

Beginning 2

Students: Look at the pictures in the slide show. Fill out the chart below.

Picture #	What is the occupation?	What does this person do?	Teacher Checklist
1.			___/2
2.			___/2
3.			___/2
4.			___/2
5.			___/2
		Total =	___/10

To Pass:

Beginning 2 = 7 points

Task 2: Research Jobs

Beginning - Advanced

Teacher Instructions

Step 1: Before the day of the assessment, hand out or display the chart and the accompanying rubric and go over it so the students understand what is expected.

Step 2: The day of the assessment, hand out the chart (as part of the rubric packet) answering any questions students may have. Make sure the students understand the NUMBER of boxes they need to fill out:

Beginning 2 = 3

Beginning 3 = 4

Intermediate Low = 5

Intermediate High = 6

Advanced = 7

Step 3: Provide research materials and have students fill out the chart. **Remind** *Intermediate/Advanced* students to note the *Name of the Resource* (MySkillsMyFuture.org).

Beginning Students: Use adapted handouts in teacher manual.

Computer Lab

Intermediate/Advanced: students go to My Skills My Future website

<https://www.myskillsmyfuture.org> and research a job of their choice OR the one assigned by the instructor.

Student phones

Intermediate/Advanced: students can choose to use their cell phones OR the teacher can use job ads provided in teacher manual for them to work with. Instructor can also choose his/her own *My Skills My Future* jobs for this task – if the class showed interest in other occupations.

No individual computers or Wi-Fi: choose from the attached handouts.

Grading: Students can receive 2 points for each category if the information in the chart is *generally* complete and logical, i.e. 3 facts from the job description are mentioned; main ideas of experience required included, 2-3 jobs opportunities (unless unavailable) are mentioned. Additional 2 points are awarded for format/neatness/legibility.

NOTE: Even if an Advanced student does all 7 in correct format - you cannot assign them "extra credit" beyond the maximum 14 points for their level. This is according to CASAS guidelines.

Task 2 Rubric: Research Jobs

Student Name _____ Student Level _____

Beginning – Advanced

Instructions:

Beginning 2: complete ANY 3 categories.

Beginning 3: complete ANY 4 categories.

Intermediate Low: complete ANY 5 categories

Intermediate High: complete ANY 6 categories

Advanced Students: complete ALL 7 categories

+ include the name of the resource.

Categories	Information	Teacher Checklist
1. Name of the job		__/2
2. Job Description		__/2
3. Hourly wage/ salary/pay range		__/2
4. Education/Training /Credentials or Certificates Required		__/2
5. Experience Required		__/2

6. Job Duties		<u> </u> /2
7. Local Jobs (job, company and/or location)		<u> </u> /2
<u>INT. – ADV. STUDENTS:</u> Name of the Resource:		
	Subtotal	<u> </u> /14

ADD Format, Neatness and Legibility. Spelling errors don't interfere with meaning = / 2pts

TOTAL = / 14 pts

NOTE: Even if an **Advanced** student does all 7 in correct format – they cannot receive “extra credit” beyond the maximum 14 points for their level. This is according to CASAS guidelines.

To Pass:

Beginning 2 – 6 points

Beginning 3 – 8 points

Intermediate Low – 10 points

Intermediate High – 12 points

Advanced – 14 points

Task 2: Research Jobs Handouts

Level: Beginning



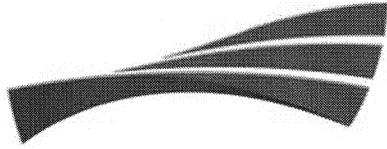
OCCUPATION: ADMINISTRATIVE ASSISTANT

DESCRIPTION	DETAILS	TRAINING
Schedule appointments, write emails, organize paper and electronic files.	Hourly wage: \$13.91 - \$22.23 Annual Salary: \$28,900 - \$46,200	Education: high school diploma or equivalent Experience: None On-the-job training available
JOB DUTIES	TOOLS & TECHNOLOGY	
<ul style="list-style-type: none"> • Answer telephones • Greet visitors • Use computers • Collect and deposit money • Operate office equipment 	<ul style="list-style-type: none"> • Mobile phones • Photocopiers • Scanners • Database management system software 	

LOCAL JOBS FOR: ADMINISTRATIVE ASSISTANT

ZIPCODE: 92584

Job Title	Company	Location
New Genres Assistant	Chapman University	Orange, CA
Administrative Coordinator	TJX	Fountain Valley, CA



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OCCUPATION: FIRST-LINE SUPERVISORS OF FOOD PREPARATION

DESCRIPTION	DETAILS	TRAINING
Supervise workers, coordinate food preparation.	Hourly wage: \$12.35 - \$21.18 Annual Salary: \$25,700 - \$44,000	Education: high school diploma or equivalent Experience: Less than 5 years
JOB DUTIES		TOOLS & TECHNOLOGY
<ul style="list-style-type: none"> • Handle cash • Inspect equipment • Prepare food • Serve food 	<ul style="list-style-type: none"> • Bar code reader equipment • Desktop computers • POS terminal • Accounting software 	

LOCAL JOBS FOR: FIRST-LINE SUPERVISORS OF FOOD PREPARATION

ZIPCODE: 92584

Job Title	Company	Location
Assistant Bouquet Restaurant Supervisor	Ponte Family Estate Winery	Temecula, CA
Assistant Culinary Manager	UC Riverside	Riverside, CA
Assistant General Manager	MOD Pizza	Corona, CA



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OCCUPATION: KINDERGARTEN TEACHER

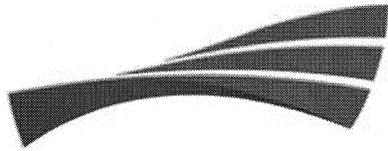
DESCRIPTION	DETAILS	TRAINING
Teach social science, music, art, reading to kindergarten students. Promote physical, mental, and social development.	Hourly wage: N/A Annual Salary: \$44,300 - \$69,400	Education: Bachelor's degree Experience: None On-the-job training available

JOB DUTIES	TOOLS & TECHNOLOGY
<ul style="list-style-type: none"> • Maintain order among students • Instruct students • Demonstrate activities to children • Read books • Observe children performance 	<ul style="list-style-type: none"> • Desktop computers • Laser Printers • Office suite software • Presentation software

LOCAL JOBS FOR: KINDERGARTEN TEACHER

ZIPCODE: 92584

Job Title	Company	Location
Child Care Teacher	Right at School	Murrieta, CA
Classroom Assistant	UC Riverside	Riverside, CA
Lead Teacher	Learning Care Group	Riverside, CA
Teacher	Learning Care Group	Temecula, CA



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OCCUPATION: LANDSCAPE ARCHITECT

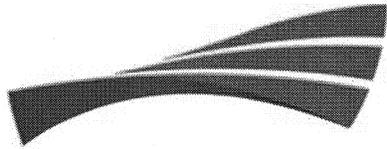
DESCRIPTION	DETAILS	TRAINING
Plan parks, design land areas for schools, hospitals, airports, commercial, industrial and residential sites.	Hourly wage: \$25.52 - \$43.00 Annual Salary: \$53,100 - \$89,400	Education: Bachelor's degree Experience: None On-the-job training: Internship, residency

JOB DUTIES	TOOLS & TECHNOLOGY
<ul style="list-style-type: none"> • Work with clients • Prepare plans • Develop marketing materials • Analyze data for landscaping plans • Create water-efficient landscapes 	<ul style="list-style-type: none"> • Desktop computers • Digital cameras • Scanners • CAD software • Graphics/photo imaging

LOCAL JOBS FOR: LANDSCAPE ARCHITECT

ZIPCODE: 92584

Job Title	Company	Location
Entry-Level Architect	Burns & McDonnell	Brea, CA
Job Captain, Architecture	Ware Malcomb	Irvine, CA
Project Architect – K-12	CyberCoders	Irvine, CA



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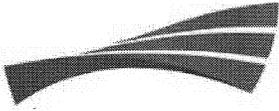
OCCUPATION: MULTIMEDIA ARTISTS AND ANIMATORS

DESCRIPTION	DETAILS	TRAINING
Create animation, special effects using film, video, computers for use in computer games, movies, music videos and ads.	Hourly wage: \$26.15 - \$46.68 Annual Salary: \$54,400 - \$97,100	Education: Bachelor's degree Experience: None
JOB DUTIES		TOOLS & TECHNOLOGY
<ul style="list-style-type: none"> • Design complex graphics • Prepare plans • Draw pictures for product labels • Work with budgets • Plan storyline 	<ul style="list-style-type: none"> • Personal computers • Digital cameras • Pressure stylus • CAD software • Graphics/photo imaging software 	

LOCAL JOBS FOR: LANDSCAPE ARCHITECT

ZIPCODE: 92584

Job Title	Company	Location
Digital Artist	Robert Half International	Irvine, CA
Graphic Artist	Reyes Holdings	Huntington Beach, CA
Graphic Designer	CalAmp	Irvine, CA
Motion Graphics Artist	OneKreate	Carlsbad, CA
Lead Animator	Turtle Rock Studios	Lake Forest, CA



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Task 2 - Research Jobs Handouts

Level: Intermediate - Advanced

Occupation information for Secretaries and Administrative Assistants, Except Legal, Medical, and... United States

DESCRIPTION

Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers.

[Compare Skills](#) [Bright Outlook](#)

DETAILS

Currently Employed: 2,536,200
 Projected Annual Job Openings: 244,300
 Typical Hourly Wage: \$13.91 - \$22.23
 Typical Annual Salary: \$28,900 - \$46,200

[See Job Listings \(26196\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: High school diploma or equivalent

Typical work experience needed for a job in this occupation: None

Typical on-the-job training once you have a job in this occupation: Short-term on-the-job training

[Find Training](#)

TYPICAL JOB DUTIES

- Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.
- Greet visitors or callers and handle their inquiries or direct them to the appropriate persons according to their needs.
- Create, maintain, and enter information into databases.
- Use computers for various applications, such as database management or word processing.
- Perform payroll functions, such as maintaining timekeeping information and processing and submitting payroll.
- Collect and deposit money into accounts, disburse funds from cash accounts to pay bills or invoices, keep records of collections and disbursements, and ensure accounts are balanced.
- Operate office equipment, such as fax machines, copiers, or phone systems and arrange for repairs when equipment malfunctions.
- Set up and manage paper or electronic filing systems, recording information, updating paperwork, or maintaining documents, such as attendance records, correspondence, or other material.
- Operate electronic mail systems and coordinate the flow of information, internally or with other organizations.
- Schedule and confirm appointments for clients, customers, or supervisors.

TOOLS & TECHNOLOGY

Tools:

- Mobile phones
- Pagers
- Photocopiers
- Scanners
- Special purpose telephones

Technology:

- Data base management system software
- Data base user interface and query software
- Enterprise resource planning ERP software
- Graphics or photo imaging software
- Operating system software

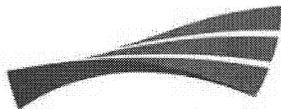
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546 jobs by **National Labor Exchange** found for
Secretaries and Administrative Assistants, Except
Legal, Medical, and...

Within 50 miles of ZIP Code 92584

Change the job posting source

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More job posting sources are coming soon.

Job Title	Company	Location	Date Posted
2019-2020 New Genres Assistant, 3800	Chapman University	Orange, California	09/17/2019
Apply for Job			
2020 Summer - Builder Assistant Internship- Divisional	Beazer Homes	Irvine, California	09/11/2019
Apply for Job			
70106-Admin Coor	TJX	Fountain Valley, California	09/17/2019
Apply for Job			
Account Coordinator	Alera Group	Newport Beach, California	09/21/2019
Apply for Job			
Accounting Assistant	Ware Malcomb	Irvine, California	08/30/2019
Apply for Job			
Accounting Assistant- Bilingual (Spanish)	Ware Malcomb	Irvine, California	09/13/2019
Apply for Job			
Accounting Assistant IV	Siemens ★ Federal Contractor	Cypress, California	10/01/2019
Apply for Job			
Activities Assistant - Part Time	Sun Communities	Desert Hot Springs, California	09/10/2019
Apply for Job			



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Occupation information for First-Line Supervisors of Food Preparation and Serving Workers United States

DESCRIPTION

Directly supervise and coordinate activities of workers engaged in preparing and serving food.

[Compare Skills](#) [Bright Outlook](#)

DETAILS

Currently Employed: 936,900
Projected Annual Job Openings: 146,300
Typical Hourly Wage: \$12.35 - \$21.18
Typical Annual Salary: \$25,700 - \$44,000

[See Job Listings \(70259\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: High school diploma or equivalent

Typical work experience needed for a job in this occupation: Less than 5 years

Typical on-the-job training once you have a job in this occupation: None

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TYPICAL JOB DUTIES

- Perform various financial activities, such as cash handling, deposit preparation, and payroll.
- Resolve customer complaints regarding food service.
- Compile and balance cash receipts at the end of the day or shift.
- Present bills and accept payments.
- Inspect supplies, equipment, and work areas to ensure efficient service and conformance to standards.
- Perform food preparation and serving duties, such as carving meat, preparing flambe dishes, or serving wine and liquor.
- Train workers in food preparation, and in service, sanitation, and safety procedures.
- Supervise and participate in kitchen and dining area cleaning activities.
- Greet and seat guests, and present menus and wine lists.
- Perform personnel actions, such as hiring and firing staff, providing employee orientation and training, and conducting supervisory activities, such as creating work schedules or organizing employee time sheets.

TOOLS & TECHNOLOGY

Tools:

- Bar code reader equipment
- Desktop computers
- Magnetic stripe readers and encoders
- Notebook computers
- Point of sale POS terminal

Technology:

- Accounting software
- Data base user interface and query software
- Inventory management software
- Point of sale POS software
- Spreadsheet software

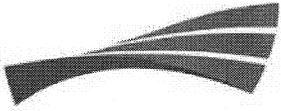
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[Salary Info](#)

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172 jobs by **National Labor Exchange** found for

First-Line Supervisors of Food Preparation and Serving Workers

Change the job posting source

NLx More [job posting sources](#) are coming soon.

Within 25 miles of ZIP Code 92584

Job Title	Company	Location	Date Posted
Assistant Bouquet Restaurant Supervisor	Ponte Family Estate Winery	Temecula, California	09/04/2019
Apply for Job			
Assistant Culinary Manager, AI / Glasgow	University of California Riverside, Bourns College	Riverside, California	08/07/2019
Apply for Job			
Assistant General Manager	MOD Pizza	Corona, California	09/17/2019
Apply for Job			
Assistant Manager	Mimi's Cafe	Corona, California	08/10/2019
Apply for Job			
Assistant Manager(07851) - 6170 Van Buren #101.	Dominos	Riverside, California	08/22/2019
Apply for Job			
Assistant Manager(08253) - 16090 Perris Blvd, Suite B	Dominos	Moreno Valley, California	07/25/2019
Apply for Job			
assistant store manager - Moreno Valley/Banning/Beaumont, CA	Starbucks Coffee Company ★ Federal Contractor	Moreno Valley, California	09/15/2019
Apply for Job			
Baker	Golden Corral	Lake Elsinore, California	07/31/2019
Apply for Job			



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Occupation information for Kindergarten Teachers, Except Special Education United States

DESCRIPTION

Teach elemental natural and social science, personal hygiene, music, art, and literature to kindergarten students. Promote physical, mental, and social development. May be required to hold State certification.

[Compare Skills](#)

DETAILS

Currently Employed: 154,400
Projected Annual Job Openings: 16,700
Typical Hourly Wage: Not Available
Typical Annual Salary: \$44,300 - \$69,400

[See Job Listings \(1864\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: Bachelor's degree

Typical work experience needed for a job in this occupation: None

Typical on-the-job training once you have a job in this occupation: None

[Find Training](#)

TYPICAL JOB DUTIES

- Establish and enforce rules for behavior and policies and procedures to maintain order among students.
- Prepare children for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Instruct students individually and in groups, adapting teaching methods to meet students' varying needs and interests.
- Teach basic skills, such as color, shape, number and letter recognition, personal hygiene, and social skills.
- Demonstrate activities to children.
- Read books to entire classes or to small groups.
- Guide and counsel students with adjustment or academic problems or special academic interests.
- Observe and evaluate children's performance, behavior, social development, and physical health.
- Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and in imaginative play.
- Prepare and implement remedial programs for students requiring extra help.

TOOLS & TECHNOLOGY

Tools:

- Desktop computers
- Laser printers
- Notebook computers
- Personal computers
- Sand or water tables or activity centers

Technology:

- Computer based training software
- Office suite software
- Presentation software
- Spreadsheet software
- Word processing software

MORE INFO

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13 jobs by **National Labor Exchange** found for
 Kindergarten Teachers, Except Special Education
 Within 25 miles of ZIP Code 92584

Change the job posting source

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More [job posting sources](#) are coming soon.

Job Title	Company	Location	Date Posted
Child Care Teacher Apply for Job	Right at School	Murrieta, California	09/04/2019
Child Care Teacher Apply for Job	Right at School	Temecula, California	09/04/2019
Classroom Assistant Apply for Job	University of California Riverside, Bourns College	Riverside, California	08/21/2019
Lead Teacher Apply for Job	Learning Care Group	Riverside, California	09/13/2019
Teacher Apply for Job	Learning Care Group	Moreno Valley, California	10/02/2019
Teacher Apply for Job	Learning Care Group	Riverside, California	09/20/2019
Teacher Apply for Job	Learning Care Group	Temecula, California	09/20/2019
Teacher Apply for Job	Learning Care Group	Riverside, California	09/13/2019



Occupation information for Landscape Architects United States

DESCRIPTION

Plan and design land areas for projects such as parks and other recreational facilities, airports, highways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites.

[Compare Skills](#)  **Green**

DETAILS

Currently Employed: 24,700
Projected Annual Job Openings: 1,900
Typical Hourly Wage: \$25.52 - \$43.00
Typical Annual Salary: \$53,100 - \$89,400

[See Job Listings \(328\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: Bachelor's degree

Typical work experience needed for a job in this occupation: None

Typical on-the-job training once you have a job in this occupation: Internship/residency

[Find Training](#)

TYPICAL JOB DUTIES

- Confer with clients, engineering personnel, or architects on landscape projects.
- Prepare site plans, specifications, or cost estimates for land development.
- Develop marketing materials, proposals, or presentation to generate new work opportunities.
- Analyze data on conditions such as site location, drainage, or structure location for environmental reports or landscaping plans.
- Inspect landscape work to ensure compliance with specifications, evaluate quality of materials or work, or advise clients or construction personnel.
- Prepare graphic representations or drawings of proposed plans or designs.
- Present project plans or designs to public stakeholders, such as government agencies or community groups.
- Integrate existing land features or landscaping into designs.
- Manage the work of subcontractors to ensure quality control.
- Create landscapes that minimize water consumption such as by incorporating drought-resistant grasses or indigenous plants.

TOOLS & TECHNOLOGY

Tools:

- Desktop computers
- Digital cameras
- Notebook computers
- Personal computers
- Scanners

Technology:

- Computer aided design CAD software
- Desktop publishing software
- Graphics or photo imaging software
- Office suite software
- Project management software

MORE INFO

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11 jobs by **National Labor Exchange** found for
Landscape Architects
Within 50 miles of ZIP Code 92584

Change the job posting source

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More [job posting sources](#) are coming soon.

Job Title	Company	Location	Date Posted
Continuous Improvement Landscape Development Intern	BrightView ★ Federal Contractor	Fountain Valley, California	10/02/2019
Apply for Job			
Entry-Level Architect	Burns & McDonnell ★ Federal Contractor	Brea, California	08/14/2019
Apply for Job			
Job Captain, Architecture	Ware Malcomb	Irvine, California	07/18/2019
Apply for Job			
Landscape Design Internship	BrightView ★ Federal Contractor	Irvine, California	07/27/2019
Apply for Job			
Landscape Development Internship	BrightView ★ Federal Contractor	Fountain Valley, California	10/04/2019
Apply for Job			
Project Architect - K-12/Higher Education	CyberCoders	Irvine, California	08/16/2019
Apply for Job			
Project Architect - REVIT	CyberCoders	Orange, California	09/17/2019
Apply for Job			
Project Architect/Designer - DSA, Higher Ed	CyberCoders	Newport Beach, California	10/04/2019
Apply for Job			


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Occupation information for Multimedia Artists and Animators United States

DESCRIPTION

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.

[Compare Skills](#)

DETAILS

Currently Employed: 73,700
 Projected Annual Job Openings: 6,600
 Typical Hourly Wage: \$26.15 - \$46.68
 Typical Annual Salary: \$54,400 - \$97,100

[See Job Listings \(916\)](#)

[Find Businesses](#)

TYPICAL TRAINING

Typical education needed for entry: Bachelor's degree

Typical work experience needed for a job in this occupation: None

Typical on-the-job training once you have a job in this occupation: None

[Find Training](#)

TYPICAL JOB DUTIES

- Design complex graphics and animation, using independent judgment, creativity, and computer equipment.
- Create basic designs, drawings, and illustrations for product labels, cartons, direct mail, or television.
- Participate in design and production of multimedia campaigns, handling budgeting and scheduling, and assisting with such responsibilities as production coordination, background design, and progress tracking.
- Implement and maintain configuration control systems.
- Script, plan, and create animated narrative sequences under tight deadlines, using computer software and hand drawing techniques.
- Create two-dimensional and three-dimensional images depicting objects in motion or illustrating a process, using computer animation or modeling programs.
- Develop briefings, brochures, multimedia presentations, web pages, promotional products, technical illustrations, and computer artwork for use in products, technical manuals, literature, newsletters, and slide shows.
- Create and install special effects as required by the script, mixing chemicals and fabricating needed parts from wood, metal, plaster, and clay.
- Make objects or characters appear lifelike by manipulating light, color, texture, shadow, and transparency, or manipulating static images to give the illusion of motion.
- Apply story development, directing, cinematography, and editing to animation

TOOLS & TECHNOLOGY

Tools:

- Digital cameras
- Graphics tablets
- Personal computers
- Pressure stylus

Technology:

- Computer aided design CAD software
- Development environment software
- Graphics or photo imaging software
- Video creation and editing software
- Web platform development software

MORE INFO

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[Salary Info](#)

[Resumes + Interviews](#)

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13 jobs by **National Labor Exchange** found for **Multimedia Artists and Animators** Within 50 miles of ZIP Code 92584

Change the job posting source

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More [job posting sources](#) are coming soon.

Job Title	Company	Location	Date Posted
Digital Artist Apply for Job	Robert Half International ★ Federal Contractor	Irvine, California	09/21/2019
Environmental Graphic Designer Apply for Job	The Cheesecake Factory	Irvine, California	09/14/2019
Graphic Artist Apply for Job	Reyes Holdings ★ Federal Contractor	Huntington Beach, California	09/05/2019
Graphic Designer Apply for Job	CalAmp	Irvine, California	09/25/2019
Graphic Designer Apply for Job	QSC, LLC	Costa Mesa, California	09/21/2019
Graphic Designer Apply for Job	Window To Recovery	Irvine, California	09/12/2019
Jr. Designer/Motion Graphics Artist Apply for Job	OneKreate	Carlsbad, California	07/19/2019
Lead Animator Apply for Job	Turtle Rock Studios	Lake Forest, California	09/18/2019

Task 3: Present an Oral Report

Beginning 3 - Advanced

Teacher Instructions

This assessment will be done as a team project. In order to receive full credit, each student must participate in a speaking portion of the task. *If you believe a student was not a full-fledged group member because of absences or lack of participation in the work, that student can be asked to do an individual oral presentation, which is harder. However, this is not an option for those who just don't like groups.* The expectation is **collaboration and teamwork** – very important employment skills.

*Refer to *Teacher Resource Packet* for detailed instructions on this task.

Step 1: In the days prior to assessment give students appropriate time to practice their presentation.

Step 2: The day of the assessment: have students do group presentations, using the visual aid.

Step 3: Grade Assessment

1. Use rubric to grade presentations.
2. Grade content/presentation based on individual student performance.
3. Grade visual aid based on group performance.
4. You may share with the individual students and groups whether they passed or not. If they did not pass the Task, they still may have enough points with the other tasks to pass the Objective.
5. Idea: Make it fun by awarding groups for “Best Visual,” “Most Interesting,” “Best Explanation.”

Task 3 Rubric: Present an Oral Report

Student Name _____ Student Level _____

Beginning 3 – Advanced

Keep in mind the individual student’s level and assigned part.

	Excellent – exceptional	Great – clear and complete	Good – adequate and mostly clear	Needs Improvement – Has content but lacking in clarity	Incomplete/ No Report
Content	14	12	10	8	0
Presentation	2		1		0

Individual Score: _____

	Excellent	Great	Good	Needs Improvement	No Visual Aid
Visual Aid	4	3	2	1	0

Group Visual Score: _____

Total Points: _____ /20

For students: 14 points and above is passing.