

**EL Civics Objective 14.7
Achieving a Personal Goal**

Teacher Manual/Resources

Includes:

Links

Activities

Handouts

Practice Tests

Confidential

Teacher Manual/Resources

OBJECTIVE 14.7

TASK #1:

Reading and Education or Training Provider Webpage, Brochure, or Schedule

Advanced

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.

Materials

- Quizlet Vocabulary Sets / Sets and Quizzes in Canvas Module
 - Nouns: <https://quizlet.com/8j87qk?x=1jqt&i=u6odg>
 - Verbs: <https://quizlet.com/8j871l?x=1jqt&i=u6odg>
- Handout #1: Previewing / Reading and Quiz in Canvas Module
- Handout #2: Practice Reading: MSJC Career Training Courses / Reading in Canvas Module
- Handout #3: Scanning Handout / Reading and Quiz in Canvas Module
- Handout #4: Group Activity / Handout posted in Canvas Module
- Handout #5: Practice Test / Quiz in Canvas Module
- On the Canvas Commons, search for EL Civics Objective 14.7 for the module.

Assign Pre-work

Vocabulary:

- **Nouns:** <https://quizlet.com/8j87qk?x=1jqt&i=u6odg>
- **Verbs:** <https://quizlet.com/8j871l?x=1jqt&i=u6odg>

Review Homework

Use the “Learn” option on Quizlet to review vocabulary.

- **Nouns:** <https://quizlet.com/516025388/learn>
- **Verbs:** <https://quizlet.com/516024489/learn>

Other Quizlet Options:

- **Spell:** <https://quizlet.com/johnmcgowanaep/folders/msjc-objective-147-task-1-vocabulary/spell>
- **Test:** <https://quizlet.com/johnmcgowanaep/folders/msjc-objective-147-task-1-vocabulary/test?answerTermSides=2&promptTermSides=6&questionCount=19&questionTypes=7&showImages=false>

Additional Option:

- There is a vocabulary quiz in the Canvas Module.

Discussion

1. Display the following discussion questions on the whiteboard or share your Zoom screen with the students.

Think about your answers for the below questions:

What is the **job** you want or a **career field** you want to enter in the **next one to three years**? **Why** do you want this job? *Think about a job that will **help you achieve a career goal** or **help to improve your life**.*

2. Model an example of a job that a student in your class may want and why:

➤ *The job I want is _____ . I want this job because _____ .*

Examples you can discuss with the class:

- *What is the name of the job?*
- *Why does the person want this job?*

1. I want to be a pre-school aide. I want this job because I like working with children.

2. I want to be a customer service representative. I want this job because I like helping people.

3. I want to be a food prep worker. I want this job because I want to be a chef in the future.

4. I want to be a carpenter. I want this job because the pay is good.

3. Ask for volunteers to share. As a class, create a list of jobs and career fields as a class as well as a list of reasons why someone wants each job. This will help students with less certainty come up with their responses.
4. Put students into small groups or breakout rooms (if on Zoom) to share. Optional: Group students by career fields.
5. Ask additional students to share once they complete their small group discussions. *Optional:* Ask students to share what they learned from another student.
6. Choose a job or career field from a student and then brainstorm as a class the skills or training needed (Question #2). Repeat with other students.
 - If students lack the vocabulary to do this skill, you can use the below resources to enter a job title and then see a list of skills needed:
 - **Search Career with Keywords** option at: <https://www.mynextmove.org/>
 - **Browse Career by Industry Search** at: <https://www.mynextmove.org/>
7. *Optional:* Put students into small groups or breakout rooms to discuss skills or training need for their respective jobs/career fields.

Supplemental Discussion Resources: *To aid students with the discussion and/or prepare them for Task 3 of this objective, you can use the below resources.*

- You can go to the below Web site and show students some of career areas they can consider: <https://www.msic.edu/adulted/career-training-classes.html>
- If a student is not sure what job or career she/he wants, then she/he can take the [O-Net Interest Profiler](#).

**There is a detailed PPT (“Research & Reflect on Work/Secondary Education Opportunities”) from Milia Weiss that gives instructions on how to navigate the above resource. You can find it at:*

(https://docs.google.com/presentation/d/1ooPzetOaxVTOPIDOWiPzAyE1LuqMLdq6m7PozarSWSw/edit#slide=id.g7bc0e1a063_0_353).

- *If a student knows the specific job she/he wants, then she/he can use the **Search Career with Keywords** option at: <https://www.mynextmove.org/>*

- *If a student is not sure about a specific job title, but she/he knows the general career field she/he wants, then she/he can use the **Browse Career by Industry Search** at: <https://www.mynextmove.org/>*

Preview the Reading

See Handout #1 in this packet for more directions on previewing. See Handout #4 for the reading. The handout can be completed as homework, in class, and/or in groups. *There are also two resources on the Canvas Module:*

- Task 1 Reading - What is Previewing?
- Task 1: Previewing Practice

Scan the Reading

See Handout #2 in this packet for more directions on scanning. See Handout #4 for the reading. The handout can be completed as homework, in class, and/or in groups. *There are also two resources on the Canvas Module:*

- Task 1 Reading - What is Scanning?
- Task 1: Scanning Practice

Group Activity

1. See Handout #4 for detailed instructions. Each group will study and then present an assigned paragraph from the MSJC Career Training Course Web page.

Recommendation: Provide Handout #4 to students in advance to read only – NOT to complete. It is posted in the Canvas Module.

2. Demonstrate the activity with the class or with a group of students. See Handout #4 for an example (Light Duty Automotive) you can use for a demonstration.
3. When students present, the goal is to read the article in order with each group responsible for a specific paragraph. After each group presents its paragraph, the teacher can ask the whole class comprehension questions about that paragraph in preparation for the practice test.

OPTIONAL:

- Create a short evaluation form for students to use as they listen to other groups present.

AND/OR

- Provide a simple graphic organizer for students to take notes on each presentation.

Practice Test

See Handout #5. *There is also a Practice Test in the Canvas Module.*

Extension Activity/Homework

Student can write answers or use a discussion board (if teaching online).

- Based on what you learned about the MSJC Career Training Courses, which course is interesting to you or someone you know?
- What *Wh*-questions would you like to ask about the course, so you can learn more about it?

Wh-words: Who, what, where, when, why, how, how much, how often...

Handouts

HANDOUT #1

Practice Reading: MSJC Career Training Courses

PREVIEWING



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What is PREVIEWING?

Previewing is looking at the organization of an article or reading as well as any pictures, captions, and graphics to learn the main idea or topic. When we preview, we often read or look at the following:

- Title
- Photographs or graphics
- Heading or section names
- Introduction of the first paragraph
- The first sentence of each paragraph

Let's practice previewing! Use the Web page from the next page and answer the below questions.

1. What is the **name** or **title** of the Web page?
2. **How many sections** are there? How do you know these are sections? (Look at the words that are bigger than the other words.)
3. What is the **name** of the **first section**?
4. What is the **name** of the **last section**?
5. How many **course descriptions** are there?

6. Read the **first paragraph**: “Join us...”

Discuss in groups or breakout rooms:

- a. What will the courses **help you get started toward**?
- b. Are the courses listed **credit** or non-credit?
- c. What **two options** will the courses **prepare** you to do?

7. In one sentence, what is the **purpose** of this Web page?

HANDOUT #2

Practice Reading: MSJC Career Training Courses

MSJC
Mt. San Jacinto College

About Athletics Performing Arts Measure AA Employment Give Student Support Hub

Programs & Classes Getting in Student Life Departments Login

Home / Adult Education at MSJC / Career Training Classes

Career Training Classes

Join us in these new opportunities to help you get started toward a new career. These non-credit classes will prepare you to succeed as an apprentice or a continuing student in the certificate or degree programs that Mt. San Jacinto College offers.

Important Information

- Spring Classes meet January - May
- Contact office for details and start date
- Registration occurs in class during the first 2 weeks of class
- Bring your friends! However, due to high demand, all classes are offered on a first-come, first-served basis
- Students will be evaluated to determine their level at time of registration

For more information please call (951) 487-3707

Classes by Career and Location – Spring 2020

- Introduction to Business - Menifee
- Introduction to Business - San Jacinto
- Introduction to Child Development - Menifee
- Introduction to Child Development - San Jacinto
- College and Career Planning - Menifee
- College and Career Planning - San Jacinto
- Introduction to Culinary Arts - Murrieta
- Introduction to Culinary Arts - Temecula
- Introduction to Health Careers - Menifee
- Pre-Apprenticeship to Construction/Carpenters - Temecula
- Pre-Apprenticeship to Construction/Carpenters - Banning
- Light Duty Automotive - San Jacinto
- Principles of Digital Communication - Menifee

Course Descriptions – Spring 2020

Child Development: According to the MSJC Child Development and Education Program, child development education is the study of the “physical, psychosocial and cognitive growth and development of the child from conception through adolescence” (MSJC Web site). In the MSJC Adult Education Career Course for Child Development, you will learn entry level skills in working with children. This class will focus on understanding and addressing challenging behaviors in children. Prepare to enter MSJC Child Development and Education certificate or degree program.

Introduction to Culinary Arts: Introduction to Culinary Arts will provide students with the key skills of food handling, preparation, and cooking. Students will earn their food handler card and a certificate from the City of Temecula. This course is designed to align with our future MSJC credit culinary arts program in development, as well as prepare students for employment in local restaurant and resort kitchens.

Pre-Apprenticeship to Construction/Carpenters: Construction / Carpenters class will teach basic construction and carpentry skills, terminology, and safety. Students will gain skills to start a career in construction and carpentry in the building trades. Southwest Carpenters Training Program includes general orientation, apprenticeship, introduction to the construction industry, CPR and First Aid, OSHA safety certification, blueprint reading, applied mathematics for construction and more

Principles of Digital Communication: Students in this course will learn the foundational computer related skills involved in digital communication such as successfully navigating files and using Photoshop Elements. Instruction will include how to structure, transfer, and navigate basic image files. Prepare to enter into MSJC Digital Communication certificate and degree programs, or access entry-level jobs in the field.

Light Duty Automotive: Learn basic repair and maintenance skills. This class will prepare students to enter MSJC Automotive Transportation Technology certificate or degree program

HANDOUT #3

Practice Reading: MSJC Career Training Courses

SCANNING



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What is scanning?

Scanning is looking for important information without reading the whole article. *We often look for:*

- Name of people, places, companies, schools, etc. (look for **capital letters**)
- Numbers, statistics, and percentages
- Dates

Let's practice scanning!

1. **When** did **Spring** classes start?
2. What **phone number** can you call for **more information** about courses?
3. In what **cities** are the **child development courses** offered?
4. For the **Introduction to Culinary Arts** course, what **card** will students receive from the **City of Temecula**?
5. What **computer program** will you use in the **Principals of Digital Communication** course?

HANDOUT #4

Practice Reading: MSJC Career Training Courses

GROUP PROJECT



Your teacher will assign your group one paragraph from the MSJC Career Training Course Web page. As a group, you will discuss, and present your paragraph to the class.

❖ Our assigned paragraph is _____.

Step 1: Assign jobs:

Job:	Responsibilities:	Name:
Leader	<ul style="list-style-type: none">• Make sure all group members participate• Keep track of the time	
Note-taker	<ul style="list-style-type: none">• Take notes on the group's decisions	
Reader	<ul style="list-style-type: none">• Read assigned paragraph to group and class	
Speaker	<ul style="list-style-type: none">• Present the group's ideas	

Step 2 (Leader): Ask each group member to introduce themselves.

My name is _____ and I'm from _____.

Step 3 (Reader): Read your assigned paragraph to your group.

Tips:

- Read slowly.
- Pause after each comma and sentence.
- Ask your group or teacher for pronunciation help if needed.

Step 4 (Leader): Ask the group - Are there any words you do not understand?

- **Note-taker:** Write these words
- Look up the meaning of any words group does not know or ask the teacher.

Step 5 (Leader and Note-taker): Ask the below questions of the group and take notes.

1. What are the group members' names?
2. What is the name of the course?
3. What city or cities is the course offered?
4. What are two or three skills that students will learn or gain from the course?
5. What other program at MSJC will the course prepare students to enter or complete?

❖ **NOTE-TAKER:** Do NOT copy word for word from the reading. The group should only write the most important information.

For example:

- 1. What are the group members' names?**

Maria, Lin, and Jose

- 2. What is the name of the course?**

Light Duty Automotive

- 3. What city or cities is the course offered?**

The course is offered in San Jacinto.

- 4. What are two or three skills that students will learn or gain from the course?**

Maintenance and basic repair

- 5. What other program at MSJC will the course prepare students to enter or complete?**

MSJC Automotive Transportation Technology certificate or degree program

Step 5 (Group): Prepare a short outline for the speaker to present to the class. See below. Use information from Step 4 to complete the outline.

1. INTRODUCTION:

- Good morning/afternoon/evening!

My name is _____.

My group members are _____.

2. BODY:

- The name of the course we researched is _____.
- The course is offered in _____.
- Students will learn _____.
- This course will prepare students to _____.

3. CONCLUSION:

- Thank you!
- Any questions?

Step 6 (Group): Practice presentation (you will present to the class)

- **Reader:** Read the paragraph again. Speak slowly and clearly. Pause after each comma and sentence.
- **Speaker:** Practice presenting the outline. Speak slowly and clearly. Pause each comma and sentence.
- **Note-taker and Leader:** Please listen to the Reader and Speaker as they practice. Let them know what you like about their presentation and tell them any suggestions to improve.
 - *Do they speak slowly enough?*
 - *Can you clearly understand each word?*
 - *Do they pause after each comma and period?*
 - *Do they speak loudly enough?*

HANDOUT #5

Practice Reading: MSJC Career Training Courses Practice Test

Instructions:

Use the MSJC Career Training Course Web page reading (Handout #2) and answer the below questions. Write your answers.

1. What is the name of the school?
2. What is the name of the department?
3. When does registration occur?
4. What cities is the College and Career Planning course offered?
5. What course are offered in Banning?
6. What course will teach how to manage image files?
7. What course will teach CPR and First Aid?
8. What is a skill you will learn in the Light Duty Automotive course?

Teacher Manual/Resources

OBJECTIVE 14.7

TASK #2:

Students will write a composition (3 to 5 paragraphs) that describes a career, retraining, job or personal goal, the steps to achieve the goal, and information about an educational resource that can be utilized to attain the education or training required.

Advanced

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.

Materials

- Quizlet Vocabulary Sets / Sets and Quizzes in Canvas Module
 - Nouns: <https://quizlet.com/8jse9o?x=1jqt&i=u6odg>
 - Verbs: <https://quizlet.com/95lwys?x=1jqt&i=u6odg>
- Handout #1: Writing Prompt Analysis / Reading and Quiz in Canvas Module
- Handout #2: Example Composition Analysis / Reading and Quiz on Canvas Module
- Handout #3: Job Research / Handout #3 is posted in the Canvas Module
- Handout #4: Training Program Research / Handout #4 is posted in the Canvas Module
- Handout #5: Graphic Organizer / Handout #5 is posted in the Canvas Module
- On the Canvas Commons, search for EL Civics Objective 14.7 for the module.

Review Homework

Use the “Learn” option on Quizlet to review vocabulary.

1. **Nouns:** <https://quizlet.com/516966972/learn>
2. **Verbs:** <https://quizlet.com/553616164/learn>

Other Quizlet Options:

- **Spell:** <https://quizlet.com/johnmcgowanaep/folders/msjc-objective-147-task-1-vocabulary/spell>
- **Test:** <https://quizlet.com/johnmcgowanaep/folders/msjc-objective-147-task-1-vocabulary/test?answerTermSides=2&promptTermSides=6&questionCount=18&questionTypes=7&showImages=false>

Additional Option:

- There is a vocabulary quiz in the Canvas Module.

Revisit the Discussion from Task #1

Ask students to think about their answers for the below questions:

1. What is the **job** you want to have or a **career field** you want to enter in the **next one to three years**? **Why** do you want this job? *Think about a job that will **help you achieve a career goal** or **help to improve your life**.*

Optional: You can go to the below Web site to see some career fields you may want to consider: <https://www.msjc.edu/adulted/career-training-classes.html>

2. What **skills** or **training** do you need to have for that job or career field?*

 - a. If you feel students need help determining skills or training, you can use Handout #3 and brainstorm skills and training for some career areas.
 - b. If a student is not sure what job or career she/he wants, then she/he can take the [O-Net Interest Profiler](#).

**There is a detailed PPT (“Research & Reflect on Work/Secondary Education Opportunities”) from Milia Weiss that gives instructions on how to navigate the above resource. You can find it at:*

https://docs.google.com/presentation/d/1ooPzetOaxVTOPIDOWiPzAyE1LuqMLdq6m7PozarSWSw/edit#slide=id.g7bc0e1a063_0_353

- c. *If a student knows the specific job she/he wants, then she/he can use the **Search Career with Keywords** option at: <https://www.mynextmove.org/>*
- d. *If a student is not sure about a specific job title, but she/he knows the general career field she/he wants, then she/he can use the **Browse Career by Industry Search** at: <https://www.mynextmove.org/>*

Analyze the writing prompt with students

See Handout #1 for more directions on how to analyze the below prompt. **There is also an assignment in the Canvas Module.**

Prompt: Write a composition (3 to 5 paragraphs) describes a career, retraining, or personal goal; the steps to achieve the goal; and the information about an educational resource to be utilized to attain the education or training required.

Analyze and example composition.

See Handout #2 for more directions on how to analyze the example composition. **There is also an assignment in the Canvas Module.**

Make sure you discuss with students **the Other Areas to Consider** on the last page Handout #2. Students will need those ideas later.

Research and brainstorm jobs, skills, and job duties.

Handout #3

See Handout #3 for more directions on how to assist students with researching and brainstorming jobs, skills, and job duties. The purpose of the handout is to (1) give students practice using language associated with job skills and training programs and (2) provide examples for students who need additional career guidance. **There is also a section in which students can record their own research for their compositions. Make sure students do NOT skip this part. They will need it for their graphic organizers.**

CANVAS Pre-Work Quiz: There is a homework quiz on Canvas designed to familiarize students with this assignment and can be assigned as pre-work.

Teacher Feedback Option: Both Word and PDF versions of Handout #3 are available in the Canvas Module. Students can type directly onto the Word document and submit it for your feedback. You can also upload the Word version to Google Docs.

Suggestions:

- Use the career areas from MSJC Adult Education Career Training page and brainstorm job titles that fit into each area. If there is an area not listed that a student is interested in, then add it in the space provided on the below organizer.

- Survey students to determine general interest for their preferred career areas and assign groups to research a career area. See Handout #2 for some example career areas.
- Encourage student to use the [ONET Occupation Search function](#) to learn more about skills and job duties for each job or career field. **Demonstrate how to use this function during class time.**

Handout #4

*See Handout #4 for information students need to collect about training programs. Handout #4 can be done as a class, in groups, or as homework depending on the class. The purpose of this exercise is to give students practice finding the information they will need for their compositions. **There is also a section in which students can record their own research for their compositions. Make sure students do NOT skip this part. They will need it for their graphic organizers.***

Suggestion:

- Use information on the MSJC Web site ([MSJC Adult Education Career Classes Web page](#)) to complete Example #1. Use <https://www.onetonline.org/find/> to complete Example #2. See Handout #4 for more details.

CANVAS Pre-Work Quiz: There is a homework quiz on Canvas designed to familiarize students with this assignment and can be assigned as pre-work.

Teacher Feedback Option: Both Word and PDF versions of Handout #4 are available in the Canvas Module. Students can type directly onto the Word document and submit it for your feedback. You can also upload the Word version to Google Docs.

Pre-Write – Complete Graphic Organizer

See Handout #5 for more information. The purpose of this activity is to allow students to complete their research and brainstorm additional ideas for their compositions. Encourage students to use their notes from Handout #3 and Handout #4 as well as their notes from the class discussions.

Teacher Feedback Option: Both Word and PDF versions of Handout #5 are available in the Canvas Module. Students can type directly onto the Word document and submit it for your feedback. You can also upload the Word version to Google Docs.

OPTIONAL: Ask students to share their graphic organizers in groups or as a class. Other students can ask questions and provide feedback.

Handouts

HANDOUT #1

Writing Prompt Analysis



Step 1: Read the below information about **writing prompts**.

A writing prompt provides the topic and background information for a writing assignment, paragraph, composition, essay, or report.

Step 2: Read the below **writing prompt**.

Write a composition (three to five paragraphs) that describes (1) a career, retraining, or personal goal; (2) the steps to achieve the goal; and (3) the information about an educational resource to be utilized to attain the education or training required.

Step 3: Answer the below questions about the writing prompt.

- a. How long should your composition be?
- b. What three areas do you need to **describe** in your composition?

(1) _____

(2) _____

(3) _____

HANDOUT #2

Sample Composition Analysis

Part 1: Read the below paragraph. Then complete the exercises that follow.

My Path to a Pre-School Teacher's Aide

1. **My goal is to become a pre-school teacher's aide.** 2. I want to become a teacher's aide because I enjoy working with children and the hours will allow me time with my own children on weekends. 3. After I achieve my goal, I will be able assist a teacher with classroom activities.

4. **There are three steps I will need to complete to become a pre-school teacher's aide.** 5. **First**, I will finish my ESL courses, so I am ready to take certificate courses. 6. **Second**, I will meet with my counselor and learn more about child development courses at MSJC.

7. **Finally**, I will enroll in the MSJC Preschool Learning Foundations Certificate Program.

8. **The Preschool Learning Foundation Certificate Program has 10 courses.** 9. Some of the courses are Social and Emotional Development, Language and Literacy Development, and English Language Development. 10. Each course is four weeks.

Part 2: Answer the below questions. Use information from the preceding composition.

1. What is the title of the composition? _____.

2. How many paragraphs are there? _____

3. How many sentences are there in each paragraph?

○ Paragraph 1: _____

○ Paragraph 2: _____

- Paragraph 3: _____
4. What is the writer’s goal? _____
- Which paragraph and sentence number did you find this information?
_____.
5. How many steps does the writer discuss that will help her/him achieve her/his goal? _____
- Which paragraph and sentence number did you find this information?
_____.
6. What is the name of the certificate the writer wants to get? _____
- Which paragraph and sentence number did you find this information?
_____.

Part 3: Complete the below graphic organizer with information from the sample composition. Do not use your information. Use the information from the sample composition. Important: Do NOT write full sentences. A few words or a phrase is sufficient.

Graphic Organizer for “My Path to a Pre-School Teacher’s Aide”

	Questions:	The Writer’s Answers:
Paragraph 1	<ul style="list-style-type: none"> • What is the writer’s career, job, or personal goal? 	become a pre-school teacher’s aide
	<ul style="list-style-type: none"> • Why does the writer want to achieve this goal? 	
	<ul style="list-style-type: none"> • What will the writer be able to do after she/her achieves her/his goal? 	
	<ul style="list-style-type: none"> • What are the three or four steps the writer will need to do to meet her/his goal? To answer these questions use the below questions. 	

	Questions:	The Writer's Answers:
Paragraph 2	○ How will she/he improve her/his English?	
	○ From whom will she/he ask advice?	
	○ What training program, certificate program, or course will she/he take to meet her/his goal?	
	○ What requirements will she/he need to fulfill to take the training program, certificate program or course?	
Paragraph 3	● How many courses are in the program?	
	● How long will the program take?	
	● What are some courses she/he will take?	

Other Areas to Consider:

1. What are other ways someone can improve her/his language?
2. In addition to meeting with a counselor, who else can give you advice?

HANDOUT #3

Job Research – PART 1

Example #1:

Instructions: Please read the information below about the position of administrative assistant. The information is from: [ONET Occupation Search function](#). Then complete the table that follows.

Summary Report for: 43-6014.00 - Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

Tasks

+ 5 of 32 displayed

- ⊕ 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.
- ⊕ Operate office equipment, such as fax machines, copiers, or phone systems and arrange for repairs when equipment malfunctions.

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Technology Skills

+ 5 of 40 displayed [Show 14 tools used](#)

- ⊕ Accounting software — Fund accounting software; Intuit QuickBooks 🔥; Sage 50 Accounting; Tax software
- ⊕ Data base management system software — Apache Hadoop 🔥; Apache Hive 🔥; Apache Solr 🔥; Teradata Database 🔥
- ⊕ Data base user interface and query software — Data entry software 🔥; FileMaker Pro; Microsoft SQL Server 🔥; Oracle software 🔥
- ⊕ Enterprise resource planning ERP software 🔥 — Microsoft Dynamics 🔥; NetSuite ERP 🔥; Oracle JD Edwards EnterpriseOne 🔥; SAP 🔥
- ⊕ Operating system software — Apple macOS 🔥; Microsoft Windows 🔥; Oracle Solaris 🔥; Palm OS 🔥

Source

Career Field	Job Title/Goal	Job Duties	Skills
Business			

Example #2:

Instructions: Please read the information below about the position of administrative assistant. The information is from: [ONET Occupation Search function](#). Then complete the table that follows.

Summary Report for: 35-2014.00 - Cooks, Restaurant

Updated 4/24/14
Bright Outlook

Prepare, season, and cook dishes such as soups, meats, vegetables, or desserts in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.

Sample of reported job titles: Appetizer Preparer, Back Line Cook, Banquet Cook, Breakfast Cook, Broil Cook, Cook, Fry Cook, Grill Cook, Line Cook, Prep Cook (Preparation Cook)

View report: **Summary** | [Details](#) | [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks

+ - 5 of 20 displayed

- ⊕ Inspect and clean food preparation areas, such as equipment and work surfaces, or serving areas to ensure safe and sanitary food-handling practices.
- ⊕ Ensure freshness of food and ingredients by checking for quality, keeping track of old and new items, and rotating stock.
- ⊕ Ensure food is stored and cooked at correct temperature by regulating temperature of ovens, broilers, grills, and roasters.
- ⊕ Season and cook food according to recipes or personal judgment and experience.
- ⊕ Turn or stir foods to ensure even cooking.

[back to top](#)

Technology Skills

+ - 5 of 9 displayed [Show 22 tools used](#)

- ⊕ Data base user interface and query software — Menu planning software
- ⊕ Office suite software — Microsoft Office 🔥
- ⊕ Point of sale POS software — Point of sale POS restaurant software
- ⊕ Spreadsheet software — Microsoft Excel 🔥
- ⊕ Word processing software — Microsoft Word 🔥

Career Field	Job Title/Goal	Job Duties	Skills
Culinary Arts			

Job Research – PART 2

Instructions: As a class or in small groups, complete the below table job titles, common skills, and training programs for each career field. For examples of job titles, skills, and job duties, you may use the below site to assist you:

- [ONET Occupation Search function](#)

Career Field	Job Title/Goal	Job Duties	Skills
Business			
Culinary Arts			
Construction			
Digital Communication			
Child Development			
Light Duty Automotive			

Career Field	Job Title/Goal	Job Duties	Skills

My Research for My Job or Goal

Instructions: Now, it is time for you to research your job or goal. Please complete the below table for your job or goal. You may use the below site to assist you:

- [ONET Occupation Search function](#)

Career Field	Job Title/Goal	Job Duties	Skills

HANDOUT #4

Training Program Research – PART 1

Use the MSJC Adult Education Spring 2021 Catalog to Find a Course

Instructions: The information is from is from the [MSJC Adult Education Spring 2021 Catalog](#). The course listed would be helpful for some who has a goal to become a cook or chef. Please read the information and complete the table that follows. The purpose of this activity is to give your practice reading information from a program catalogue.

Introduction to Career Classes MSJC Adult Education Spring 2021

Introduction to Culinary Arts
Key skills of food handling, preparation, and cooking. Earn food handler card certification. This course is designed to align with our future MSJC credit culinary arts program in development, and leads to employment in local restaurant and resort kitchens.

Murrieta

Time: 3:30 p.m. - 6:00 p.m.
Days: Wednesday
Teacher: Chef Leah

San Jacinto

Time: 3:30 p.m. - 6:00 p.m.
Days: Wednesday
Teacher: Chef Leah

Instructions: Use the information from the previous page to complete the below chart.

a. Name of job or goal	
b. Name of training program, course, or certificate	
c. School or College Name:	
d. Location:	
e. Length of the program:	
f. Topics you will learn:	
g. Skills you will attain:	
h. Number of courses:* <i>*if it is a training program or certificate program</i>	
i. Some of the courses are:* <i>*if it is a training program or certificate program</i>	
j. Requirements to enter the program (if any):	

Training Program Research – PART 2

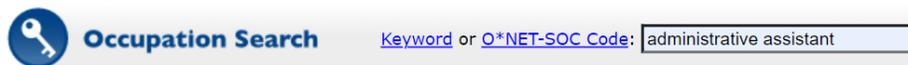
Use ONET Online to Find a Training or Certificate Program

Instructions: In this exercise, you will practice finding a training or certificate program for different jobs using ONET Online. For Example #1, we will use the job of Administrative Assistant. Please follow the below steps.

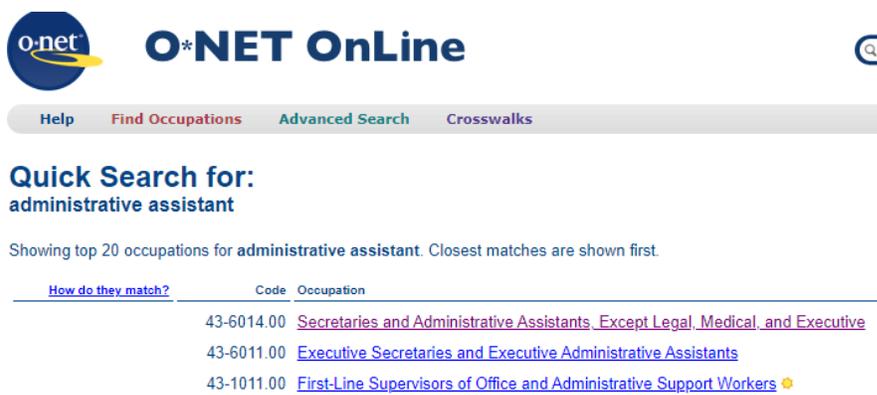
Step 1: Go to <https://www.onetonline.org/>



Step 2: Type Administrative Assistant in the Occupation Search box. Press Enter.



Step 3: Click on the first link/search result.

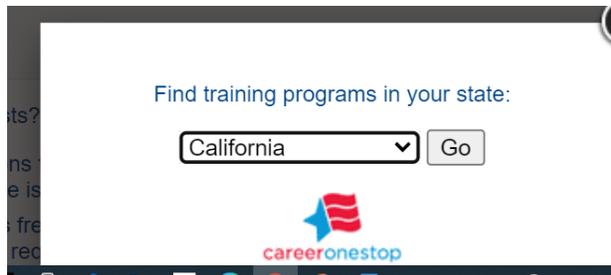


Step 4: After you click on the first result, you will go to Summary page. Scroll down to Credentials. Click on “Find Training.”

Credentials



Step 5: Search for programs in California.



Step 6: Find the training program at **College of the Desert**. Copy the name of the college and the name of the program. You will use that information later.

College of the Desert Palm Desert, CA	Administrative Assistant and Secretarial Science, General	Less than one year / 15
--	--	-------------------------

Step 6: Google the name of the school and training program: **College of the Desert Administrative Assistant and Secretarial Sciences**.



College of the desert administrative assistant and secretarial s

Google Search I'm Feeling Lucky

New! Check out Grasshopper, coding lessons in Spanish for beginners

Step 7: Choose the first result.

www.collegeofthedesert.edu > sasb > Pages > adminprof

Administrative Office Professional - College of the Desert

This course of study equips the student with the range of skills necessary to perform the duties of an entry level administrative assistant in today's technological ...

Missing: secretarial | Must include: secretarial

Step 8: Use the information you on the below page to complete Part 2 of this assignment (see below).

The screenshot shows the College of the Desert website. The header includes the college logo and navigation links like 'About COD', 'Campus map', and 'Directory'. A search bar is visible. The main navigation menu lists 'Academic Programs', 'Admissions', 'Catalogs & Schedules', 'Financial Aid', 'Library', and 'Student Services'. The page content is for the 'Administrative Office Professional' program, including a description of the course, an advisor's name (Pablo Romero), and contact information. A sidebar on the left lists various school programs under 'School of Applied Sciences & Business'.

Web site: <http://www.collegeofthedesert.edu/students/ap/sasb/Pages/adminprof.aspx>

Source

Training Program Research – PART 3

Instructions: Use the information from the **College of the Desert Web page on the Administrative Professional program** to complete the below chart.

a. Name of job or goal	
b. Name of training program, course, or certificate	
c. School or College Name:	
d. Location:	
e. Length of the program:	
f. Topics you will learn:	
g. Skill you will attain:	
h. Number of courses:* <i>*if it is a training program or certificate program</i>	
i. Some of the courses are:* <i>*if it is a training program or certificate program</i>	
j. Requirements to enter the program (if any):	

My Training Program, Certificate Program, or Course

Instructions: Use the research skills you learned in the previous exercise and complete the below table for **your job or goal**. You may use the below Web sites to assist you:

- [MSJC Adult Education Spring 2020 Catalog](#)
- [ONET Online](#)

a. Name of job or goal	
b. Name of training program, course, or certificate	
c. School or College Name:	
d. Location:	
e. Length of the program:	
f. Topics you will learn:	
g. Skill you will attain:	
h. Number of courses:* <i>*if it is a training program or certificate program</i>	
i. Some of the courses are:* <i>*if it is a training program or certificate program</i>	
j. Requirements to enter the program (if any):	

HANDOUT #5

Graphic Organizer

Instructions: Brainstorm ideas and research information for your goal. Use the below questions and write your answers in the below graphic organizer. Use the information you already researched in the previous exercises.

	Questions:	Your Answers:
Paragraph 1	<ul style="list-style-type: none"> • What is your career, job, or personal goal? 	
	<ul style="list-style-type: none"> • Why do you want to achieve this goal? 	
	<ul style="list-style-type: none"> • What will you be able to do after you achieve your goal? 	
Paragraph 2	<ul style="list-style-type: none"> • What are the three or four steps you will need to do to meet your goal? To answer these questions use the below questions. 	
	<ul style="list-style-type: none"> ○ How will you improve your English? 	
	<ul style="list-style-type: none"> ○ From whom will you ask advice? ○ What online resources can you utilize? 	
	<ul style="list-style-type: none"> ○ What training program, certificate program, or course will you take to meet your goal? 	

	Questions:	Your Answers:
	<ul style="list-style-type: none"> ○ What requirements, if any, will you need to fulfill to take the training program, certificate program or course? 	
Paragraph 3	<ul style="list-style-type: none"> ● What will you learn in the training program, certificate program, or course? 	
	<ul style="list-style-type: none"> ● What skills will you gain in the training program, certificate program, or course? 	
	<ul style="list-style-type: none"> ● How long will the training program, certificate program, or course take you to complete? 	