

# 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:**

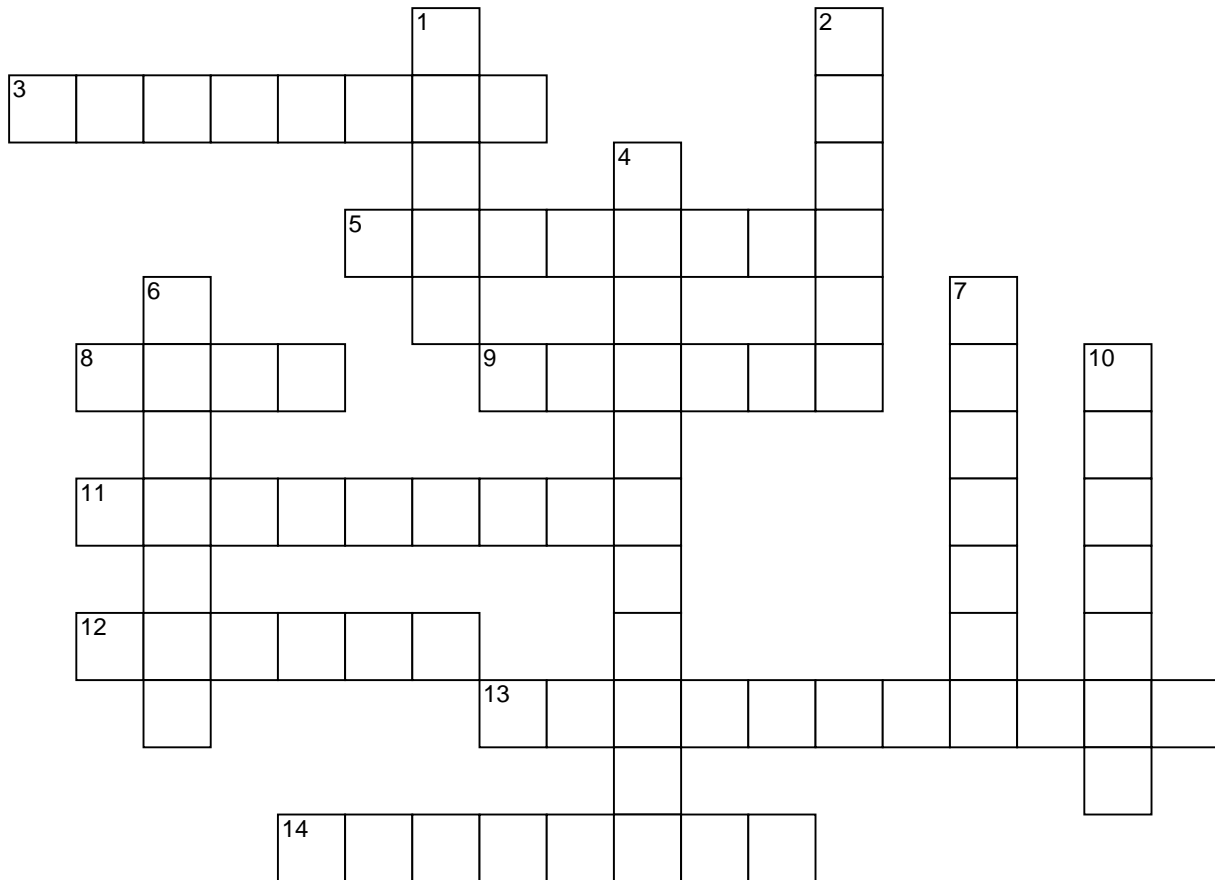
Standout Basic: Unit 7: Work--with "What do you/What does he/she do? (BEG)

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

## Practice Chart for Task 2: Research Jobs

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<b><u>INT. – ADV. STUDENTS:</u> Name of the Resource:</b>	

## 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	<b>Education:</b> some college, no degree <b>Experience:</b> None On-the-job training available
JOB DUTIES	TOOLS & TECHNOLOGY	
<ul style="list-style-type: none"><li>• Operate computers</li><li>• Process payroll</li><li>• Check numbers</li><li>• Send payments to bank</li><li>• Prepare checks</li></ul>	<ul style="list-style-type: none"><li>• Desktop computers</li><li>• Ledger paper</li><li>• Accounting software</li><li>• Financial analysis software</li><li>• </li></ul>	

### 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



## 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	<b>Education:</b> high school diploma or equivalent <b>Experience:</b> None On-the-job training available
JOB DUTIES	TOOLS & TECHNOLOGY	
<ul style="list-style-type: none"> <li>• Work with blueprints</li> <li>• Measure materials</li> <li>• Weld materials</li> <li>• Make ducts for heating and A/C</li> </ul>	<ul style="list-style-type: none"> <li>• Metal cutters</li> <li>• Metal folding machine</li> <li>• Shears</li> <li>• CAD software</li> </ul>	

## 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

[Explore Careers](#)

[Salary Info](#)

[Resumes + Interviews](#)

[Employer Research](#)



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	Hub International Federal Contractor	Riverside, California	09/20/2019
<a href="#">Apply for Job</a>			
Accounting Associate	Hub International Federal Contractor	Riverside, California	09/10/2019
<a href="#">Apply for Job</a>			
Accounting Clerk	Robert Half International Federal Contractor	Menifee, California	09/28/2019
<a href="#">Apply for Job</a>			
Accounting Clerk	Robert Half International Federal Contractor	Riverside, California	09/28/2019
<a href="#">Apply for Job</a>			
Accounting Clerk	Robert Half International Federal Contractor	Corona, California	09/24/2019
<a href="#">Apply for Job</a>			
Accounting Clerk	Robert Half International Federal Contractor	Murrieta, California	09/14/2019
<a href="#">Apply for Job</a>			
Accounting Clerk	Robert Half International Federal Contractor	Riverside, California	09/14/2019
<a href="#">Apply for Job</a>			
Accounting Clerk II	AECOM Federal Contractor	Riverside, California	08/01/2019
<a href="#">Apply for Job</a>			




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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](#)

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3 [jobs](#) by **National Labor Exchange** found for  
**Sheet Metal Workers**  
Within 50 miles of ZIP Code 92585

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

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

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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) (<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?	