**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****.*

1. 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.*
5. 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.
6. Put students into small groups or breakout rooms (if on Zoom) to share. Optional: Group students by career fields.
7. Ask additional students to share once they complete their small group discussions. *Optional:* Ask students to share what they learned from another student.
8. 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/*](https://www.mynextmove.org/)
  + ***Browse Career by Industry Search*** *at:* [*https://www.mynextmove.org/*](https://www.mynextmove.org/)

1. *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.msjc.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](https://www.mynextmove.org/explore/ip).

\**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/1ooPzetOaxVTOPlDOwiPzAyE1LuqMLdq6m7PozarSWSw/edit#slide=id.g7bc0e1a063\_0\_353*](https://docs.google.com/presentation/d/1ooPzetOaxVTOPlDOwiPzAyE1LuqMLdq6m7PozarSWSw/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/*](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/*](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.

1. 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.
2. 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**



[This Photo](https://www.mynextmove.org/profile/summary/25-2023.00) by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/3.0/)

**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:*

* 1. What will the courses **help you get started toward**?
  2. Are the courses listed **credit** or non-credit?
  3. What **two options** will the courses **prepare** you to do?

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

**HANDOUT #2**

**Practice Reading: MSJC Career Training Courses**

A screenshot of a cell phone

Description automatically generated

Cla​​sses 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**



[This Photo](http://blog.okfn.org/2012/06/01/the-right-to-read-is-the-right-to-mine/) by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/3.0/)

**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** | * Make sure all group members participate * Keep track of the time |  |
| **Note-taker** | * Take notes on the group’s decisions |  |
| **Reader** | * Read assigned paragraph to group and class |  |
| **Speaker** | * 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*

1. **What is the name of the course?**

*Light Duty Automotive*

1. **What city or cities is the course offered?**

*The course is offered in San Jacinto.*

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

*Maintenance and basic repair*

1. **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **BODY:**
   * + The name of the course we researched is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + The course is offered in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + Students will learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
     + This course will prepare students to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. **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? |
| 1. What is the name of the department? |
| 1. When does registration occur? |
| 1. What cities is the College and Career Planning course offered? |
| 1. What course are offered in Banning? |
| 1. What course will teach how to manage image files? |
| 1. What course will teach CPR and First Aid? |
| 1. 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*](https://www.msjc.edu/adulted/career-training-classes.html)

1. What **skills** or **training** do you need to have for that job or career field?\*
   1. If you feel students need help determining skills or training, you can use Handout #3 and brainstorm skills and training for some career areas.
   2. If a student is not sure what job or career she/he wants, then she/he can take the [O-Net Interest Profiler](https://www.mynextmove.org/explore/ip).

\**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/1ooPzetOaxVTOPlDOwiPzAyE1LuqMLdq6m7PozarSWSw/edit#slide=id.g7bc0e1a063\_0\_353*](https://docs.google.com/presentation/d/1ooPzetOaxVTOPlDOwiPzAyE1LuqMLdq6m7PozarSWSw/edit#slide=id.g7bc0e1a063_0_353)*).*

* 1. *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/*](https://www.mynextmove.org/)
  2. *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/*](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](https://www.onetonline.org/link/summary/43-6014.00) 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](https://www.msjc.edu/adulted/career-training-classes.html)) 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**.**

* 1. How long should your composition be?
  2. 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:** |
| --- | --- | --- |
|  | * What is the writer’s career, job, or personal goal? | become a pre-school teacher’s aide |
| **Paragraph**  **1** | * Why does the writer want to achieve this goal? |  |
|  | * What will the writer be able to do after she/her achieves her/his goal? |  |
| **Paragraph**  **2** | * 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. |  |
| * + 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? |  |
|  | * How many courses are in the program? |  |
| **Paragraph 3** | * 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?

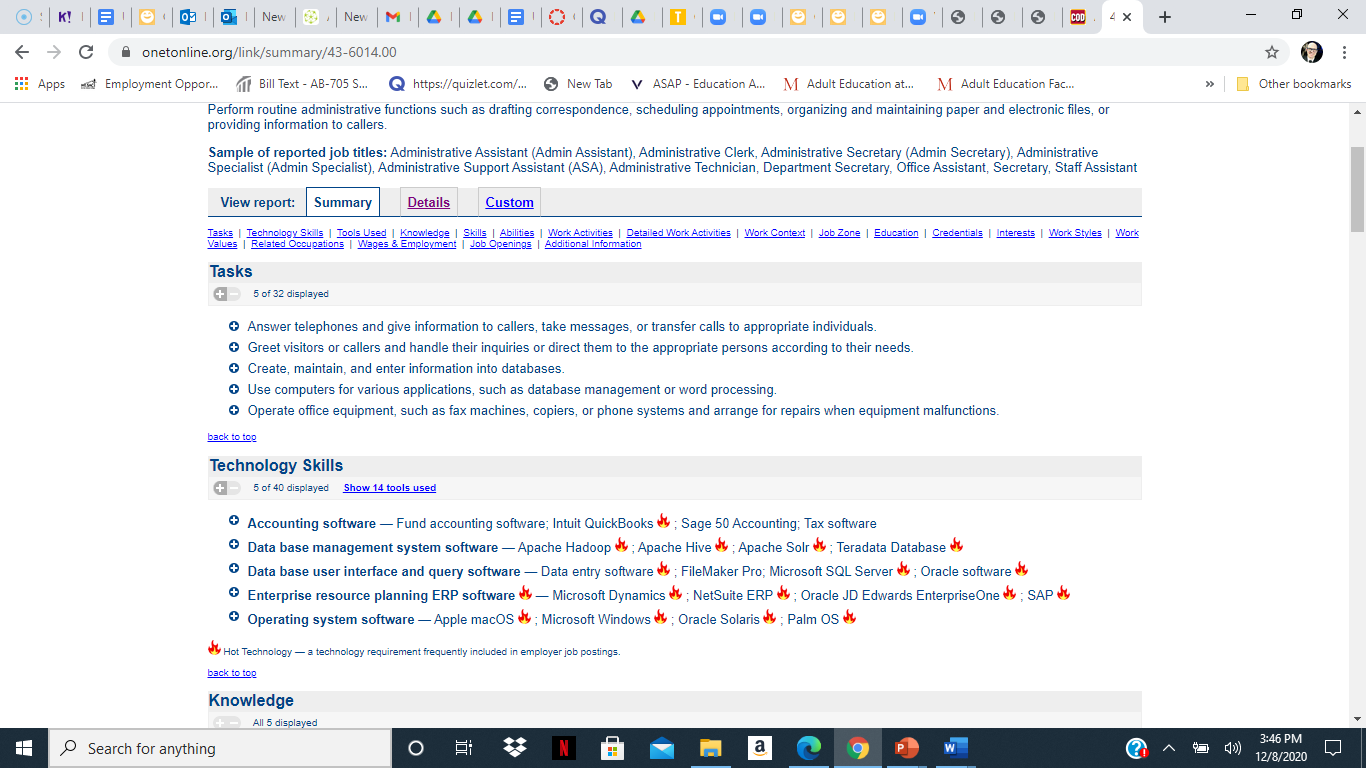
**HANDOUT #3**

**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](https://www.onetonline.org/link/summary/43-6014.00). Then complete the table that follows.

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

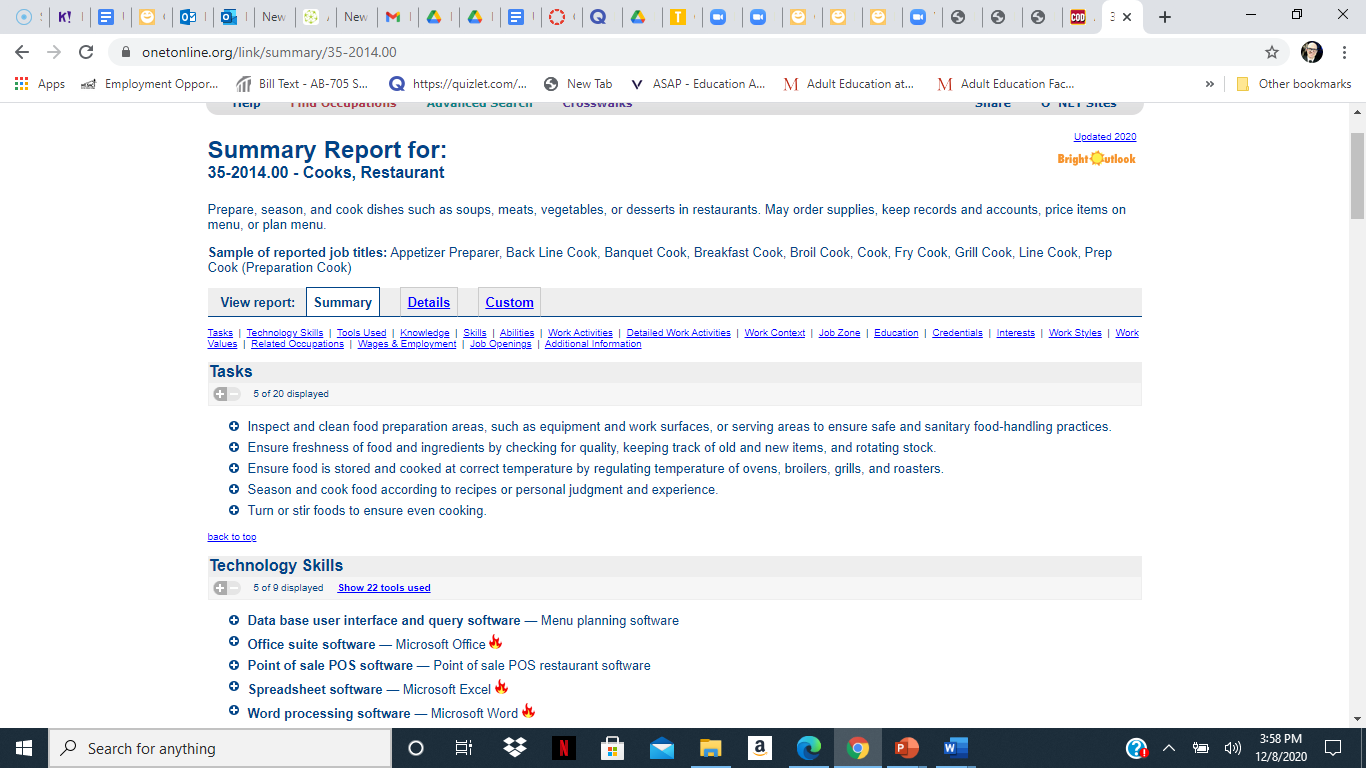


[Source](https://www.onetonline.org/link/summary/43-6014.00)

| **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](https://www.onetonline.org/link/summary/35-2014.00). Then complete the table that follows.



| **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](https://www.onetonline.org/link/summary/35-2014.00)

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

**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](https://www.onetonline.org/link/summary/35-2014.00)

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Field** | **Job Title/Goal** | **Job Duties** | **Skills** |
|  |  |  |  |

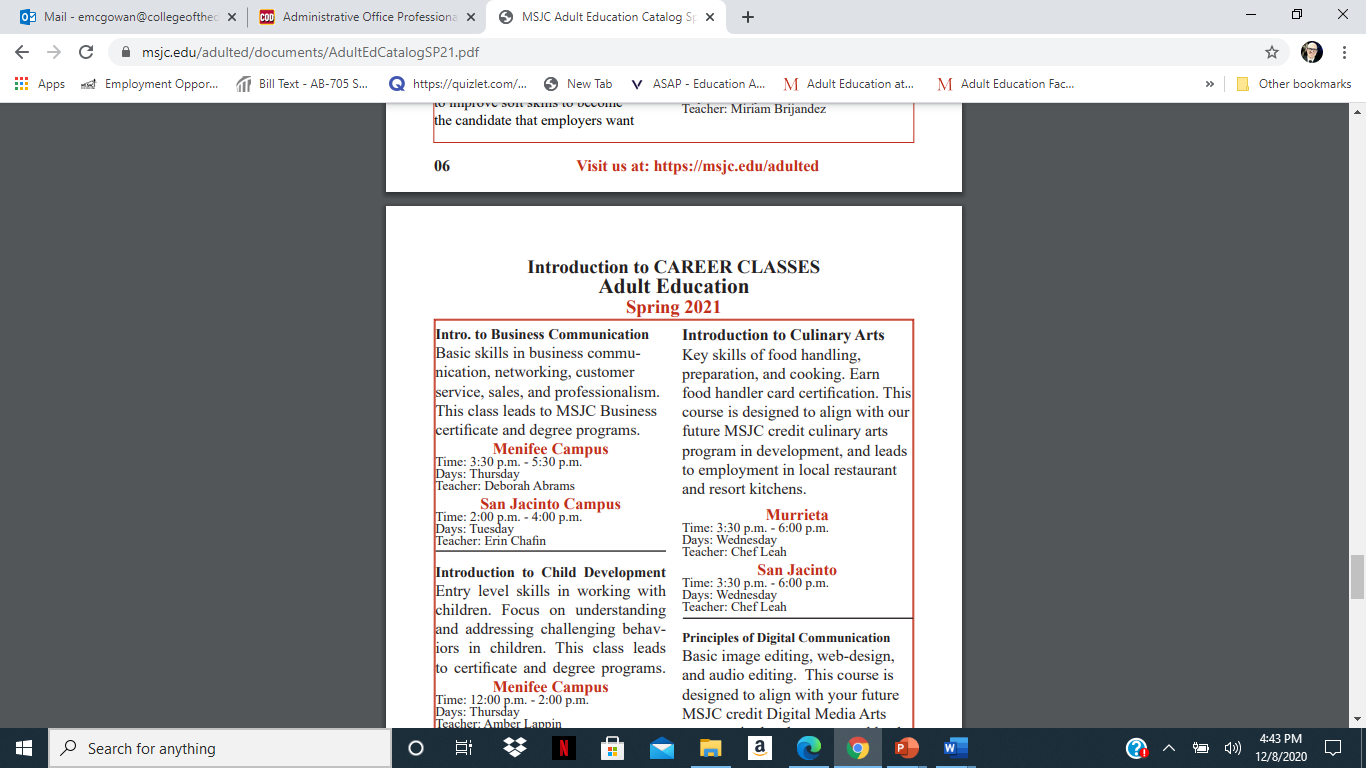
**HANDOUT #4**

**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**](https://www.msjc.edu/adulted/documents/AdultEdCatalogSP21.pdf)**. 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**



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

|  |  |
| --- | --- |
| 1. **Name of job or goal** |  |
| 1. **Name of training program, course, or certificate** |  |
| 1. **School or College Name:** |  |
| 1. **Location:** |  |
| 1. **Length of the program:** |  |
| 1. **Topics you will learn:** |  |
| 1. **Skills you will attain:** |  |
| 1. **Number of courses:\***   *\*if it is a training program or certificate program* |  |
| 1. **Some of the courses are:\***   *\*if it is a training program or certificate program* |  |
| 1. **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.” |
| **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. |
| **Step 6:** Google the name of the school and training program: **College of the Desert Administrative Assistant and Secretarial Sciences.** |
| **Step 7:** Choose the first result. |
| **Step 8:** Use the information you on the below page to complete Part 2 of this assignment (see below).    **Web site:** <http://www.collegeofthedesert.edu/students/ap/sasb/Pages/adminprof.aspx> |

[Source](https://www.onetonline.org/)

**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.

|  |  |
| --- | --- |
| 1. **Name of job or goal** |  |
| 1. **Name of training program, course, or certificate** |  |
| 1. **School or College Name:** |  |
| 1. **Location:** |  |
| 1. **Length of the program:** |  |
| 1. **Topics you will learn:** |  |
| 1. **Skill you will attain:** |  |
| 1. **Number of courses:\***   *\*if it is a training program or certificate program* |  |
| 1. **Some of the courses are:\***   *\*if it is a training program or certificate program* |  |
| 1. **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](https://www.msjc.edu/adulted/documents/AdultEdCatalogSP21.pdf)
* [ONET Online](https://www.onetonline.org/)

|  |  |
| --- | --- |
| 1. **Name of job or goal** |  |
| 1. **Name of training program, course, or certificate** |  |
| 1. **School or College Name:** |  |
| 1. **Location:** |  |
| 1. **Length of the program:** |  |
| 1. **Topics you will learn:** |  |
| 1. **Skill you will attain:** |  |
| 1. **Number of courses:\***   *\*if it is a training program or certificate program* |  |
| 1. **Some of the courses are:\***   *\*if it is a training program or certificate program* |  |
| 1. **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:** |
| --- | --- | --- |
|  | * What is your career, job, or personal goal? |  |
| **Paragraph**  **1** | * Why do you want to achieve this goal? |  |
|  | * What will you be able to do after you achieve your goal? |  |
| **Paragraph**  **2** | * What are the three or four steps you will need to do to meet your goal? To answer these questions use the below questions. |  |
| * + How will you improve your English? |  |
| * + From whom will you ask advice?   + What online resources can you utilize? |  |
| * + What training program, certificate program, or course will you take to meet your goal? |  |
| * + What requirements, if any, will you need to fulfill to take the training program, certificate program or course? |  |
|  | * What will you learn in the training program, certificate program, or course? |  |
| **Paragraph 3** | * What skills will you gain in the training program, certificate program, or course? |  |
|  | * How long will the training program, certificate program, or course take you to complete? |  |