

# INTRODUCTION

## EL CIVICS EMPLOYMENT UNIT

### Advanced Level

**This guide will take you through the Employment Objective 33.** The objective is to: *“Identify and access employment and training resources needed to apply for a job.”*

There are three tasks for this assessment.

**In Task 1, students will research employment openings in fields related to job interests by using resources such as “help wanted” ads or the Internet, and students will create a list of 3 job openings each of which includes 4 key elements.**

There activities in the unit are suggestions only and can be adapted to meet your students’ specific needs.

Page 4: The first page of Task 1 contains a suggested list of activities and materials.

Pages 5-9: **Want Ad Abbreviations, Want Ad Practice, and Want Ad Practice Chart.** These pages have activities to practice reading want ads.

Page 10: **Employment Task 1: Assessment Chart.** Students create a list of 3 job openings which include 4 key elements for each job.

Page 11: **Employment Rubric: Task 1.** The task is worth 15 points. The student score will be added to Task 2 and Task 3 for the final score.

**In Task 2, students will complete a job application.**

Page 12: This page contains a suggested list of activities and materials for Task 2.

Page 13: **Reference Sheet.** Students complete a reference sheet, which includes previous job information and references. This sheet may be used during the assessment to help students complete the job application.

Pages 14-17: **What Goes In a Job Application, Tips For Filling Out A Job Application, Vocabulary Matching Exercise, Job Application.** These four pages provide vocabulary practice and practical tips for completing a job application.

Pages 18-19: **Practice Application for Employment.** For further practice, instructors can use their own sample applications or samples brought in by students.

Page 20: **Job Application Checklist.** For peer or self-review, use the application checklist. This can be done with partners, small groups, or as a final review when students are completing their job application.

Pages 21-22: **Employment Assessment: Task 2.** Application for Employment.

Page 23: **Employment Rubric: Task 2.** The task is worth 14 points.

**In Task 3, students will give an oral report on the training or educational pathway of their choice.**

Page 24: The first page of Task 3 contains a suggested list of activities and materials.

Pages 25-26: **MiraCosta College Schedule Information Gap.** Students look at an excerpt from the schedule on Customer Service Classes and ask and answer questions. Each student has information that the other student needs.

Pages 27-28: **MiraCosta Career Plan and Educational Goals.** These activities help students capture information about their own educational goals and prepare for the presentation.

Page 29: **Employment Assessment: Task 3 Directions.**

Page 30: **Employment Rubric: Task 3.** The task is worth 12 points. The student's score will be added to Task 1 and Task 2 for the final score.

Page 31: **Employment Rubric: Final Score** (Tasks 1, 2, and 3). The total points for this objective are 39 points.

**Instructors note total points for your level. At the advanced level, students need to score 35 points.**

**This number needs to be explained to your students. The score a student receives on Task 1 will be added to Tasks 2 and 3 for the final score. For this**

**objective, if an advanced student scores 15 on Task 1 and 10 on Task 2, they only need to score 10 points on Task 3 to pass the objective.**

REMINDER - The activities in this packet are meant to be suggestions for your use on completing the objectives. These additional assessments are not meant to be "additional work for you and your students." They are to be incorporated into your regular classroom activities.

# EMPLOYMENT OBJECTIVE: TASK 1

Identify and access employment and training resources needed to apply for a job.

**Level: Advanced**

Task 1	Materials	Suggested Activities
<p>Students will research employment openings in fields related to job interests by using resources such as “help wanted” ads or the internet, and students will create a list of 3 job openings each of which include 4 elements such as:</p> <ol style="list-style-type: none"> <li>1. Type of job</li> <li>2. Qualifications</li> <li>3. Experience required</li> <li>4. How to apply</li> </ol>	<ol style="list-style-type: none"> <li>1. Want Ad Abbreviations</li> <li>2. Want Ad Abbreviations Answer Key</li> <li>3. Practice Want Ads</li> <li>4. Want Ad Practice Chart</li> <li>5. Want Ad Assessment Chart</li> <li>6. Employment Rubric: Task 1</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice want ad abbreviations, using <b>Want Ad Abbreviations</b>.</li> <li>2. Look at <b>Practice Want Ads</b>. Have Ss answer questions and then complete the <b>Want Ad Practice Chart</b>.</li> <li>3. Have Ss look at local want ads or on the internet for jobs they would be interested in. If an ad does not have enough information to complete the chart, students should look for another ad. Possible websites may include:               <ul style="list-style-type: none"> <li><a href="http://www.monster.com">www.monster.com</a></li> <li><a href="http://sandiego.craigslist.org/">http://sandiego.craigslist.org/</a></li> <li><a href="http://sdjobs.signonsandiego.com/">http://sdjobs.signonsandiego.com/</a></li> </ul> </li> <li>4. Review the <b>Employment Rubric: Task 1</b> so that Ss understand the requirements. Be sure students write all the details on the chart.</li> <li>5. Direct Ss to complete the <b>Want Ad Assessment Chart</b>.</li> </ol>

# Want Ad Abbreviations

Match the abbreviations with their correct descriptions.

	<b>Abbreviation</b>		<b>Actual Word</b>
1. ___	Appt	<b>A.</b>	Weekend
2. ___	Asst	<b>B.</b>	part-time
3. ___	Avail	<b>C.</b>	Salary
4. ___	Dept	<b>D.</b>	per hour
5. ___	Diplma	<b>E.</b>	evenings
6. ___	Educ	<b>F.</b>	Immediately
7. ___	Yr	<b>G.</b>	Experience
8. ___	Eves	<b>H.</b>	Required
9. ___	Exp	<b>I.</b>	available
10. ___	Min	<b>J.</b>	Appointment
11. ___	Morn	<b>K.</b>	morning(s)
12. ___	Nec	<b>L.</b>	high school
13. ___	opp	<b>M.</b>	Diploma
14. ___	PT	<b>N.</b>	Necessary
15. ___	Req'd or Req	<b>O.</b>	Opportunity
16. ___	Sal	<b>P.</b>	Assistant
17. ___	FT	<b>Q.</b>	full-time
18. ___	Immed	<b>R.</b>	Minimum
19. ___	Wknd	<b>S.</b>	Department
20. ___	H.S.	<b>T.</b>	Year
21. ___	/hr	<b>U.</b>	Education

# Want Ad Abbreviations Answer Key

Match the abbreviations with their correct descriptions.

	<b>Abbreviation</b>		<b>Actual Word</b>
1. _J_	Appt	<b>A.</b>	Weekend
2. _P_	Asst	<b>B.</b>	part-time
3. _I_	Avail	<b>C.</b>	Salary
4. _S_	Dept	<b>D.</b>	per hour
5. _M_	Diplma	<b>E.</b>	evenings
6. _U_	Educ	<b>F.</b>	Immediately
7. _T_	Yr	<b>G.</b>	Experience
8. _E_	Eves	<b>H.</b>	Required
9. _G_	Exp	<b>I.</b>	available
10. _R_	Min	<b>J.</b>	Appointment
11. _K_	Morn	<b>K.</b>	morning(s)
12. _N_	Nec	<b>L.</b>	high school
13. _O_	opp	<b>M.</b>	Diploma
14. _B_	PT	<b>N.</b>	Necessary
15. _H_	Req'd or Req	<b>O.</b>	Opportunity
16. _C_	Sal	<b>P.</b>	Assistant
17. _Q_	FT	<b>Q.</b>	full-time
18. _F_	Immed	<b>R.</b>	Minimum
19. _A_	Wknd	<b>S.</b>	Department
20. _L_	H.S.	<b>T.</b>	Year
21. _D__	/hr	<b>U.</b>	Education

# Want Ad Practice

Read the want ads below.

<p>CUSTOMER SERVICE – F/T, Mon-Fri, \$9/hr. 2 yrs exp req'd. Know how to answer phones and help customers. Call (858) 555-2323 or apply at <a href="http://www.customer.com">www.customer.com</a></p>	<p>ASSEMBLY – F/T, all shifts. No exp. nec. Pay starting at \$7-8. Apply in person 11 a.m.-3 p.m. at 1250 Orange Ave in Oceanside.</p>	<p>CHILDCARE – Local daycare seeks P/T child care workers, Mon-Wed morn. Help with children. At least 1 year exp. Call (760) 555-4321 for application.</p>
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Write the name of the correct job next to each description. More than one job can fit a description. The first one has been done for you.

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. <u>Assembly, customer service</u> | A full-time job.                  |
| 2. _____                             | Experience required.              |
| 3. _____                             | Apply in person.                  |
| 4. _____                             | Call for an application.          |
| 5. _____                             | Pays more than \$6.00 an hour.    |
| 6. _____                             | Work in the mornings only.        |
| 7. _____                             | Work from Monday to Friday.       |
| 8. _____                             | More than one shift is available. |
| 9. _____                             | Apply online.                     |

# Want Ad Practice Chart

Look at the practice want ads. Write the information about each job on the chart. Include all the details.

Type of Job	Job Skills Needed	Experience	How to Apply
1.			
2.			
3.			



# Want Ad Practice Chart Answer Key

Look at the practice want ads. Write the information about each job on the chart. Include all the details.

Type of Job	Job Skills Needed	Experience	How to Apply
1. Customer Service	Know how to answer phones and help customers	2 years	Call (858) 555-2323 or apply at <a href="http://www.customer.com">www.customer.com</a>
2. Assembly	None	No experience necessary	Apply in person 11:00 a.m.-3:00 p.m. at 1250 Orange Drive, Oceanside
3. Childcare	Help with children	1 year	Call (760) 555-4321 for application

# Task 1: Assessment Chart

Look for 3 jobs you like. Write the job information on the chart. Include all the details.

Type of Job	Job Skills needed	Experience	How to apply
1.			
2.			
3.			

# Employment Rubric: Task 1

## Research Job Openings

Students will research 3 job openings and complete a chart describing 4 key elements of each job.

Use the rubric below to score each job listing. **Each listing is worth 5 points, for a total of 15 points.**

Scoring Rubric	Points
Each job listing related to job interests that include 4 required elements of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling.	5
Each job listing related to job interests that include 3 required elements of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling. (BL responds orally)	4
Each job listing related to job interests that include 2 required elements of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling. (BL responds orally)	3
Each job listing related to job interests that includes 1 required element of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling. (BL responds orally)	2
Each job listing not related or in which required elements are missing or they are not correctly or clearly stated.	0

### Job Listing

1. _____	0	2	3	4	5
2. _____	0	2	3	4	5
3. _____	0	2	3	4	5

**Total Score:** \_\_\_\_\_

## EMPLOYMENT OBJECTIVE: TASK 2

Identify and access employment and training resources needed to apply for a job.

**Level: Advanced**

Task 2	Materials	Suggested Activities
<p>Advanced students will complete a job application.</p>	<ol style="list-style-type: none"> <li>1. Reference Sheet</li> <li>2. Practice Application</li> <li>3. What Goes in a Job Application</li> <li>4. Tips for Filling out a Job Application</li> <li>5. Vocabulary Matching Exercise (and Answer Key)</li> <li>6. Practice Application</li> <li>7. Job Application Checklist</li> <li>8. Employment Task 2: Assessment Application</li> <li>9. Employment Rubric: Task 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Have Ss complete <b>Reference Sheet</b> with personal and previous job information.</li> <li>1. Review <b>Employment Rubric: Task 2</b> so that Ss understand the requirements.</li> <li>2. Demonstrate how to complete an application using the <b>Practice Application</b>.</li> <li>3. Practice vocabulary and how to correctly complete a job application with <b>What Goes in a Job Application, Tips for Filling out a Job Application, and Vocabulary Matching Exercises</b>.</li> <li>4. Complete <b>Practice Application</b> (optional: have Ss bring in applications from places they are interested in. Direct Ss to use the <b>Job Application Checklist</b> to review their own applications (and/or trade with partners for a peer review.)</li> <li>5. Have Ss complete <b>Employment Task 2: Assessment Application</b>.</li> </ol>

# REFERENCE SHEET

## Schools Attended

School Name	Dates Attended	City, State	Degree

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## Recent Jobs

Company Name	Dates Worked	Address	Reason for Leaving

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## References

Name	Address	City, State	Phone Number

# WHAT GOES IN A JOB APPLICATION

Melia is looking for a job. She has written some notes about her past work experience and education. Read the notes below and decide where they belong in the application. Write the letter of the note next to the correct section of the application. There can be more than one answer for each section.

1. I earned my GED in 2008.
2. My phone number is (760) 555-1654.
3. I worked as a cashier at McDonald's from 2004-2006.
4. I can type 35 words per minute.
5. My address is 435 Rialto Avenue.
6. I worked in customer service at Macy's from 2007-2009.
7. I took a computer class and received a certificate in 2008.
8. I know how to use a fax machine, a copier, and voicemail.
9. I volunteered at Jefferson Elementary School from 2003-2004.

Job Application
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\_\_\_\_ Personal Information

\_\_1\_ Education and Training

\_\_\_\_ Work History

\_\_\_\_ Skills and Experience

## TIPS FOR FILLING OUT A JOB APPLICATION



1. Read all of the application before filling it out.
2. Use a **blue** or **black** pen.
3. Print or type neatly and completely.
4. List a telephone number. Use a message number if you do not have a telephone.
5. Have permission (*in advance*) from three references to use their names on the application.
6. Put "open" or "negotiable" for salary.
7. List a specific position.
8. List all of your skills and abilities. Include volunteer experience.
9. Remember to sign your name.
10. Never leave any section blank. If a question does not apply to you, write "n/a."

# VOCABULARY MATCHING EXERCISE:

## JOB APPLICATION

Below are words you will often see on an employment application. Write the letter of the definition next to the correct word. Look up any words you don't know in a dictionary.

	<b>Word</b>	<b>Definition</b>
1. ___	Salary	<b>A.</b> Temporarily removed from a job without pay
2. ___	Convicted	<b>B.</b> Before
3. ___	Duties	<b>C.</b> Things that may be hard to do
4. ___	Reference	<b>D.</b> Not long ago
5. ___	Dismissed	<b>E.</b> Detail about a job
6. ___	Disability	<b>F.</b> Sent by someone
7. ___	Spouse	<b>G.</b> A legal member of a country
8. ___	Suspended	<b>H.</b> Married, single, divorced, widowed
9. ___	Previous/former	<b>I.</b> Job title
10. ___	Extracurricular/ hobbies	<b>J.</b> Insured against loss
11. ___	Maiden name	<b>K.</b> Past skills that you have learned to do
12. ___	Limitations	<b>L.</b> A physical or mental condition that may affect your ability to do the job without help
13. ___	Recent	<b>M.</b> Fired
14. ___	Experience	<b>N.</b> What you like to do in your free time when not working
15. ___	Position	<b>O.</b> Husband or wife
16. ___	Bonded	<b>P.</b> Activities you were supposed to do on your job
17. ___	Description	<b>Q.</b> What the job pays
18. ___	Referred	<b>R.</b> A woman's last name before she was married
19. ___	Marital status	<b>S.</b> Found guilty of a crime
20. ___	Citizen	<b>T.</b> Someone who knows you well enough to tell others about you or your past jobs



# Vocabulary Matching Exercise:

## Job Application (Answer Key)

Below are words you will often see on an employment application. Write the letter of the definition next to the correct word. Look up any words you don't know in a dictionary.

	<b>Word</b>	<b>Definition</b>
1. <u>  Q  </u>	Salary	<b>A.</b> Temporarily removed from a job without pay
2. <u>  S  </u>	Convicted	<b>B.</b> Before
3. <u>  P  </u>	Duties	<b>C.</b> Things that may be hard to do
4. <u>  T  </u>	Reference	<b>D.</b> Not long ago
5. <u>  M  </u>	Dismissed	<b>E.</b> Detail about a job
6. <u>  L  </u>	Disability	<b>F.</b> Sent by someone
7. <u>  O  </u>	Spouse	<b>G.</b> A legal member of a country
8. <u>  A  </u>	Suspended	<b>H.</b> Married, single, divorced, widowed
9. <u>  B  </u>	Previous/former	<b>I.</b> Job title
10. <u>  N  </u>	Extracurricular/ hobbies	<b>J.</b> Insured against loss
11. <u>  R  </u>	Maiden name	<b>K.</b> Past skills that you have learned to do
12. <u>  C  </u>	Limitations	<b>L.</b> A physical or mental condition that may affect your ability to do the job without help
13. <u>  D  </u>	Recent	<b>M.</b> Fired
14. <u>  K  </u>	Experience	<b>N.</b> What you like to do in your free time when not working
15. <u>  I  </u>	Position	<b>O.</b> Husband or wife
16. <u>  J  </u>	Bonded	<b>P.</b> Activities you were supposed to do on your job
17. <u>  E  </u>	Description	<b>Q.</b> What the job pays
18. <u>  F  </u>	Referred	<b>R.</b> A woman's last name before she was married
19. <u>  H  </u>	Marital status	<b>S.</b> Found guilty of a crime
20. <u>  G  </u>	Citizen	<b>T.</b> Someone who knows you well enough to tell others about you or your past jobs

## Practice Application for Employment Personal Information

Name (Last Name First)		Phone Number ( )	
Present Address	City	State	Zip Code
Permanent Address	City	State	Zip Code
Phone Number ( )		Work/Message Phone ( )	
Referred by	Do you have any relatives working for this company? <b>Yes</b> <b>No</b> Name _____ Relationship to you _____		

### EMPLOYMENT DESIRED

Position	Start Date	Salary Desired
Are You Employed? <b>Yes</b> <b>No</b>	If so, may we contact your present employer? <b>Yes</b> <b>No</b>	
Ever applied to this company before? <b>Yes</b> <b>No</b>	Where?	When?
Are you legally eligible to work in this country? <b>Yes</b> <b>No</b>		
Have you ever been convicted of a felony? <b>Yes</b> <b>No</b> (If your answer is yes, please explain. A conviction will not necessarily disqualify you.) _____ _____		

### EDUCATION HISTORY

School Name	Years Attended	Degree	Subjects Studied
High School			
College			
Trade or Business School			

### RECENT JOBS

(LIST BELOW YOUR LAST THREE EMPLOYERS, BEGINNING WITH THE MOST RECENT ONE FIRST)

Dates: From: _____ To: _____ (mo/yr) (mo/yr)		Employer's Name	
Address		Phone Number ( )	
Immediate Supervisor	Salary	Position	
Job Duties			
Reason for Leaving			

Dates: From: _____ To: _____ (mo/yr) (mo/yr)		Employer's Name	
Address		Phone Number ( )	
Immediate Supervisor		Salary	Position
Job Duties			
Reason for Leaving			

Dates: From: _____ To: _____ (mo/yr) (mo/yr)		Employer's Name	
Address		Phone Number ( )	
Immediate Supervisor		Salary	Position
Job Duties			
Reason for Leaving			

### General Information

Special Training/Skills or Additional Job-Related Information

**References** Give the names of three people not related to you, whom you have known at least one year.

Name	Address	Phone Number	Business	Years Known
1.				
2.				
3.				

Date \_\_\_\_\_ Signature \_\_\_\_\_

## JOB APPLICATION CHECKLIST

Directions: After you fill out the application, answer the following questions. If you circle "No" for any question, go back to the application and make any necessary changes. Always check your application carefully before turning it in.

1. I used a blue or black pen.	<b>Yes</b>	<b>No</b>
2. I used my personal information sheet.	<b>Yes</b>	<b>No</b>
3. I wrote clearly and neatly.	<b>Yes</b>	<b>No</b>
4. I completed every section.	<b>Yes</b>	<b>No</b>
5. I used "n/a" for every question that did not apply to me.	<b>Yes</b>	<b>No</b>
6. I checked the spelling.	<b>Yes</b>	<b>No</b>
7. I used commas and periods correctly.	<b>Yes</b>	<b>No</b>
8. I used correct grammar.	<b>Yes</b>	<b>No</b>
9. I signed my name.	<b>Yes</b>	<b>No</b>

## Employment Assessment: Task 2

### APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION				
Date: _____ Social Security Number: _____ <u>XXX-XX-XXXX</u> _____				
Name: _____				
Last	First	MI		
Present Address: _____				
Street	City	State	Zip Code	
Permanent Address: _____				
Street	City	State	Zip Code	
Home Phone: _____ Business/Message Phone: _____				
State name and department of any relative, other than spouse, already employed by this company: _____				
Referred by: _____				
EMPLOYMENT DESIRED				
Position: _____	Date You Can Start: _____	Salary Desired: _____		
Are you employed now? _____				
If, so may we contact your present employer? _____				
Have you ever applied to this Company before? _____				
Where? _____ When? _____				
CONVICTIONS: Have you ever been convicted of a felony? Yes _____ No _____				
(If your answers is "YES" please list below circumstances, places and dates. A conviction will not necessarily disqualify you).				
_____				
EDUCATION				
	Name of School	Circle Last Year Completed	Did You Graduate?	Subjects Studied/ Degrees Received
High School		1 2 3 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
College		1 2 3 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Trade or Business School</b>		1 2 3 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**WORK HISTORY :** List below last three employers, starting with the last one first

Dates (mo/yr)	Firm Name and Address	Position Title and Description of Duties:
From: _____	_____	_____
To: _____	_____	_____
	Telephone No. _____	_____
Salary: _____	Immediate Supervisor: _____	_____
	Reason for Leaving: _____	

Dates (mo/yr)	Firm Name and Address	Position Title and Description of Duties:
From: _____	_____	_____
To: _____	_____	_____
	Telephone No. _____	_____
Salary: _____	Immediate Supervisor: _____	_____
	Reason for Leaving: _____	

Dates (mo/yr)	Firm Name and Address	Position Title and Description of Duties:
From: _____	_____	_____
To: _____	_____	_____
	Telephone No. _____	_____
Salary: _____	Immediate Supervisor: _____	_____
	Reason for Leaving: _____	

**REFERENCES:** Give the Names of Three Persons Not Related to You, Whom You Have Known at Least One Year.

NAME	ADDRESS	PHONE	BUSINESS	HOW LONG?

<b>Signature</b> _____	<b>Date :</b> _____
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# Employment Rubric

## Task 2: Complete a Job Application

Scoring Rubric Beginning High-Advanced	Points (12 possible)
<b>Content</b>	
90% complete and 90% correct.	10
80% complete and 90% correct.	8
70% complete and 90% correct.	6
60% complete and 90% correct.	4
50% complete and 90% correct.	2
Less than 50% and/or less than 90% correct, or form is incomprehensible, or task is not submitted.	0
<b>Legibility, Neatness and Spelling</b>	
Neatness, legibility and 90% correct spelling.	2
Lack of neatness, legibility, or less than 90% correct spelling.	0

**Content Score:** \_\_\_\_\_

**Legibility, Neatness and Spelling:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

## EMPLOYMENT OBJECTIVE: TASK 3

Identify and access employment and training resources needed to apply for a job.

**Level: Advanced**

Task 3	Materials	Suggested Activities
<p><b>Present an oral report</b> After doing level-appropriate research on the training or educational pathway to the career of their choice, student will give an oral report on their findings. The report will be based on the answers to 4 questions such as:</p> <ul style="list-style-type: none"> <li>• What is the name of the program?</li> <li>• What do you need to apply for the program? What is the application process?</li> <li>• How long is the program?</li> <li>• What job(s) can you get after finishing the program?</li> </ul>	<ol style="list-style-type: none"> <li>1. College Schedule (selected pages)</li> <li>2. Educational Goals Worksheet</li> <li>3. Career Plan</li> <li>4. Task 3 Oral Presentation Directions</li> <li>5. Task 3 Assessment</li> <li>6. Employment Rubric: Task 3</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss and research training needed for career goals. Use internet, want ads, training program catalogues, etc. Use the <b>College Schedule examples</b> to practice.</li> <li>2. Have students complete <b>Educational Goals Worksheet</b> and <b>Career Plan</b>. Share results.</li> <li>3. Help students prepare for the oral presentation on their training program. Review <b>Employment Task 3: Rubric</b> so they understand the requirements.</li> <li>4. Practice presentations in small groups/partners.</li> <li>5. Have Ss prepare a poster to use as a visual aid in their presentation.</li> </ol>



**COLLEGE SCHEDULE  
PARTNER A  
(TAKEN FROM MCC COLLEGE CATALOGUE)**

**COLLEGE SCHEDULE  
PARTNER B  
TAKEN FROM MCC COLLEGE CATALOGUE**

Name\_\_\_\_\_

Date\_\_\_\_\_

## EDUCATIONAL GOALS

1. What job would you like to have in the future?	
2. What training do you need for this job?	
3. Where can you get this training?	
4. What do you need to apply for the training program?	
5. How long does the program take?	
6. What other jobs can you do with this training?	

Now you are going to give a presentation to explain your goals to your class. To help you, make a poster with all information you learned about the training program to help you reach your goals. Make sure to include all the information you wrote on this worksheet.

## CAREER PLAN - MiraCosta College English as a Second Language Program

Date: \_\_\_\_\_

NAME: \_\_\_\_\_ Student ID \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
(street) (city) (zip code)

PHONE# (\_\_\_\_) \_\_\_\_\_

1. I am attending Noncredit ESL classes to ...
- |                                 |  |
|---------------------------------|--|
| ____ Advance in my current job  | ____ Brush up on basic skills              |
| ____ Change my job career       | ____ Prepare for college or other training |
| ____ Earn a high school diploma | ____ Personal Growth                       |
| ____ Earn a GED                 | ____ Other _____                           |

2. \*My career goal is: \_\_\_\_\_

3. What is the educational preparation needed to enter this career? (check below)
- |                            |                                      |                              |
|----------------------------|--------------------------------------|------------------------------|
| ____ H.S. diploma/GED      | ____ Vocational training/certificate | ____ Other                   |
| ____ 2-year college degree | ____ 4-year college degree           | ____ more than 4-year degree |

- 4) Information I gathered on this career:
- a) Salary \_\_\_\_\_
- b) Demand for people in this career \_\_\_\_\_
- c) Duties \_\_\_\_\_
- \_\_\_\_\_
- d) Related Occupations \_\_\_\_\_

**NOTE:** If you do not yet have this basic information regarding your chosen career, or if you are undecided about a career, a good starting point for conducting research is the EUREKA, California Career Information System. The following three EUREKA assignments are recommended:

- 1) Eureka MicroSkills IV – Use previously acquired job skills to find new career options.
- 2) Career Research Assignment using EUREKA
- 3) Is this Occupation right for me?

# Employment: Task 3 Assessment Directions

## Oral Presentation

After researching the training or educational pathway to the career of their choice, students will give an oral presentation. The report will be based on the answers to 4 questions such as:

1. What is the name of the program?
2. What do you need to apply for the program?
3. How long does the program take?
4. What jobs can you get after finishing the program?

**The oral report will be scored according to content and language for a total of 12 points. Use the rubric to score the following:**

**Content: 6 points**

**Language: 6 points**

**Total Points: 12**

## Employment Rubric: Task 3—Oral Report

Score the oral report. Total points = 12 (Content: 6, Language: 6)

Scoring Rubric	Points
<b>Content</b>	<b>(6 possible)</b>
Report is correct, complete and level appropriate. All four questions are answered.	6
Report is correct, complete and level appropriate. Three questions are answered.	5
Report is correct level appropriate. Two questions are answered.	4
Information has 1 or 2 topics, is not clearly presented, but meaning can be inferred.	3
Report is incorrect, no questions are answered or there is no report.	0
<b>Language</b>	<b>(6 possible)</b>
Learner speaks clearly but may have minor errors in pronunciation and grammar. Learner uses effective body language during the presentation and refers to a visual aid.	6
Learner speaks with errors in pronunciation and grammar that do not interfere with meaning. Learner uses effective body language during the presentation, and refers to a relevant visual aid.	5
Learner speaks with errors requiring inference to understand. Learner refers to a list of the information.	4
Learner may not always be understood, but attempts to communicate by repeating or speaking more slowly.	3
Learner's speech is incomprehensible or learner cannot be heard.	0

**Content Score:** \_\_\_\_\_

**Language Score:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

## Employment Objective: Final Score

Student _____	Total Points Task 1 _____
Class Level _____	Total Points Task 2 _____
Date _____	Total Points Task 3 _____
Circle One: <b>Pass</b> <b>Not Pass</b> <b>Total Score</b> _____	

Add the scores of Tasks 1, 2, and 3 together for the final score. Use the rating scale below to determine if a student has passed or not passed.

Rating Scale	
<b>Total Points Possible (Tasks 1-3):</b>	<b>39</b>
<b>Advanced:</b>	<b>35</b>
<b>Intermediate High:</b>	<b>31</b>
<b>Intermediate Low:</b>	<b>26</b>
<b>Beginning High:</b>	<b>19</b>
<b>Beginning Low:</b>	<b>6</b>