In **Unit One**, students read and analyzed graphs about the labor market in general, and learned about job trends specific to the Technology sector. They also learned about the different types of employers in this sector.

In **Unit Two**, students reflected on their own work history, as well as their personal values and interests. They also practiced using career databases such as New York State’s CareerZone and Career Cruising.

In **Unit Three**, students learned about different factors that impact the choice to change careers. They also learned about different career paths in Technology, as well as how to access the training and education required to pursue these careers.

In **Unit Four**, students explored the daily realities of various Technology careers through detailed worker narratives.

In **Unit Five**, students learned about the ways that Technology affects our society, including how technology is re-shaping the job market, how demographic factors such as race and gender play out in the technology workforce, and how technology is affecting young people and education.

In **Unit Six**, students learn how to leverage their networks for job seeking and to navigate the job search process. They also learn about current developments in the workforce as well as workplace expectations. Students engage with a panel of Technology professionals and evaluate their own career journeys.
1 - NETWORKING SERIES

Students first draw on their own experiences of gathering information from people they know, learn how to identify a pool of workers who can become a source for gathering career information in particular, and develop potential informational interview questions.

1.1 • Identifying Your Network
Students write a reflection about a personal experience of gathering information from someone they know or have met. They then identify a potential professional network, including people they know and businesses with which they are familiar.

1.2 • How to Develop Informational Interview Questions
After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

2 • CAREER ADVANTAGES OF BEING BILINGUAL

Students read and answer questions about the advantages of being a bilingual employee and job-seeker.

3 • READING SAMPLE HELP WANTED ADS IN TECHNOLOGY*

Students read a selection of help wanted ads in Technology. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to determine what the job entails. Then they read job applicant profiles and match the applicant with the job they seem best suited for, based on the ad.

4 • ASSESSING TECHNOLOGY JOB OFFERS*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.
5. **EMPLOYER EXPECTATIONS SERIES**

Through reading and role plays, students consider employer expectations in technology and across all sectors.

5.1 **Expectations in the Workplace**

Students learn about expectations employers have of employees and practice demonstrating professional expectations through role plays.

5.2 **The Electronic Workplace**

Computers, e-mail, voice mail, cell phones, instant messaging, and the Internet all have brought a new age of ease and efficiency to workplace tasks. But, along with those advantages comes a dizzying array of workplace expectations around technology use.

6. **TASC ESSAY SERIES: NEW FOR NEW YORK’S WORKERS**

Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning.

7. **A PANEL OF TECHNOLOGY PROFESSIONALS**

Students have the opportunity to interact directly with Technology professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

8. **MY CAREER MAP**

Students map their own career trajectory, including past and current jobs, what they learned from them about themselves, future goals, and steps they can take to reach those goals.

8.1 **Career Map Writing Activity**

Students complete a writing activity analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future. Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.
Networking Series

In this series of activities, students write a reflection on a personal experience of using people they know or have met as a source for information. They then identify people and places of business that might be useful in creating a professional network in general and in the Technology sector in particular. Next, they develop questions that can be used for an informational interview within their network.

ACTIVITIES IN THIS SERIES

2.1 • Identifying Your Network

2.2 • How to Develop Informational Interview Questions
Identifying Your Network

Students learn how to identify a pool of workers and others who can become a source for gathering career information.

PREP

Be prepared to discuss the terms: *Word of Mouth* and *Networking*.

MATERIALS

- *Networking* handout
- *My Network* handout
- *Journal: Using My Network* assignment

EXPLAIN

1. Write the term *Word of Mouth* on the board. Ask students what it means.
   
   ▶ Information that is passed from one person to another verbally. This is one way of conducting research informally, not by using a website or directory, but by asking another person.

2. What is a piece of information you have gathered through word of mouth? Write responses on the board.
   
   ▶ An app (computer or mobile application); a recommended doctor or healthcare facility; a school or teacher; a job; an apartment; a roommate; a product, such as a hair product or pharmaceutical; a specific staff person, such as a public assistance caseworker; a neighborhood resource, such as an immigration legal practice; a travel route, such as subway or bus directions.

3. Who have you gotten this information from?
   
   ▶ A family member, friend, classmate, teacher, neighbor, member of your house of worship or community group, a local merchant, employee of a service you use, even a stranger.

4. Distribute *Journal: Using My Network*. Ask a student to read the instructions and summarize the goals of the assignment. If students have trouble thinking of a personal experience using their network, direct them to the list on the board.
Once students have finished writing, ask them to discuss what they wrote about.

How is this similar to and different from networking? What is networking? What are some ways you have learned about careers in general and job opportunities in particular?

A network can include people you know, media, your places of work, businesses you use. Career networking consists of talking to professionals about their career and industry in order to learn about the career, the industry or about job opportunities. It can be informal, such as talking to someone you meet casually, or more formal as in the case of an informational interview in which you sit down and ask a set of predetermined questions. An informational interview is a conversation between someone wanting to learn about a particular career and someone who already works in that career. This is different from a job interview because the job researcher has not yet applied for a position. The purpose of the conversation is to gather knowledge. Sometimes informational interviews can lead to jobs, even though that is not necessarily their goal.

Divide students into groups of 4 and ask each group to discuss how they got one of their jobs, either a current or past job. If they have not held a job, they can ask questions and keep the conversation moving and on task. While students are in discussion, write the following tasks on the board:

- Summarize the main ideas
- Define a network
- Explain the benefits of networking
- Discuss who is in your network

Distribute the Networking handout and ask students to read the article. After reading, they should respond in writing to the first three tasks written on the board, and discuss the last one together. When they are finished reading and writing, ask them to share their responses.

Now you are going to identify your own network, in as broad a way as possible. The key to networking is to cast as wide a net as possible. The purpose is to think about how to make connections you might not think you already have. Distribute the My Network handout and ask students to complete it individually, listing as many names or businesses as they can.
Journal: Using My Network

Write one page about a positive experience you have had using your network to gather information. Include:

- Who gave the recommendation and how you know or met the person.

- What the product or service was.

- A description of your conversation, including questions you asked and information you received.

- The result of this conversation. How did it affect your life?

- Sometimes talking to people, especially new people, can be difficult. What made this conversation possible?
“It’s not what you know, it’s who you know.” This common expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbors, strike up a conversation with someone at the store, or connect with friends online.

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also be great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to Quintessential Careers, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.
# My Network

Thinking as broadly as possible, write down as many people *with work experience* as you can. Some may even be people whose names you don’t yet know, but are people you see regularly, such as a shopkeeper or security guard. Make special note of people or businesses in the Technology field.

<table>
<thead>
<tr>
<th>How I Know This Person</th>
<th>Name and Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Friends, Family, Neighbors</td>
<td></td>
</tr>
<tr>
<td><strong>Work Connections:</strong></td>
<td></td>
</tr>
<tr>
<td>Co-workers, Supervisors/Managers</td>
<td></td>
</tr>
<tr>
<td><strong>Places of Business:</strong></td>
<td>Business or Organization</td>
</tr>
<tr>
<td>A place where you do business, such as a store or clinic.</td>
<td></td>
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<tr>
<td><strong>School Connections:</strong></td>
<td></td>
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<tr>
<td>Classmates, Teachers, Counselors, Administrators</td>
<td></td>
</tr>
<tr>
<td><strong>Other Connections</strong></td>
<td></td>
</tr>
</tbody>
</table>
How to Develop Informational Interview Questions

After having identified their professional networks, students develop questions as a research technique, specifically the questions one might ask in an informational interview.

MATERIALS

Developing Interview Questions worksheet

DISCUSS

What are ways you can learn about careers or jobs?

- Help wanted ads, friends, family, co-workers, career guide books, observation.

Today we are going to focus on gathering information from workers themselves. Everyone has a network, whether or not they are aware of it. Who could be included in a network?

- Family, friends, classmate, student, professor, people who work at a particular place of business, acquaintances.

DISTRIBUTE

Distribute the Developing Interview Questions worksheet. Ask a student to read aloud the instructions at the top of the page. Check for comprehension by asking students to rephrase the requirements of the assignment.

When students rephrase instructions they solidify their understanding of the required tasks. Give students time to complete the worksheet and then share their questions with the class.
### Developing Interview Questions

Imagine that you are interviewing a worker about a career you are interested in. Write the questions you will ask them. Think about everything you want to know about working in this field and ask questions that help you learn about their experience and get some advice from an experienced worker. Use the words below to begin your questions.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Question</th>
</tr>
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<tbody>
<tr>
<td>What</td>
<td></td>
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<tr>
<td>Where</td>
<td></td>
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<tr>
<td>How</td>
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<td>How often</td>
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<td>How much</td>
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<tr>
<td>Who</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
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<tr>
<td>Describe</td>
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</tbody>
</table>
Career Advantages of Being Bilingual

Students read about the workplace advantages of being bilingual, answer questions about the reading, and analyze a resume from a bilingual job-seeker.

**PREP**

Write the following questions on the board:

- How does speaking more than one language affect your chances of getting a job?
- Is it an advantage or a disadvantage, or neither?
- Should you speak about it in an interview? If so, how?
- Should it be on your resume?
- In which fields would it be an advantage?
- Are there fields for which it would be a disadvantage?

**MATERIALS**

- *How Being Bilingual Can Boost Your Career* article
- *Questions for How Being Bilingual Can Boost Your Career* worksheet

**DISCUSS**

Ask students to discuss the questions on the board as a class.

**EXPLAIN**

1. Distribute *How Being Bilingual Can Boost Your Career* and ask students to read and annotate it, marking anything that might help you more fully answer the questions we just discussed.
2 With a partner, identify which questions written on the board are addressed in the article. Underline the parts of the reading that address those questions. Discuss the evidence provided in the article.

3 Distribute the Questions for “How Being Bilingual Can Boost Your Career” worksheet and ask pairs to complete it together.

4 Distribute the resume. Ask students to read the instructions at the top and work in pairs to complete it.
How Being Bilingual Can Boost Your Career

Experts agree that fluency in a second language can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss.

In today’s global economy, the ability to communicate is key, and the ability to communicate in another language has become a significant advantage in the workforce. Research from RosettaStone found that people who speak at least one foreign language have an average annual household income that’s $10,000 higher than the household income of those who only speak English. And about 17 percent of those who speak at least one foreign language earn more than $100,000 a year.

In a tough job market, it’s smart to make yourself more valuable to your employer. As the country becomes more diverse, businesses are responding to a greater number of people, both employees and customers, who don’t speak English. “There’s a growing awareness that studying a foreign language can help one obtain a really successful career and make them a lot more hirable,” said Jerry Lampe, deputy director of the National Foreign Language Center.

Language skills can be key for service industries. At the Willard InterContinental Washington, a luxury hotel a few blocks from the White House, a staff of about 570 represents 42 nations, speaking 19 languages. The Willard’s front-of-house employees such as the concierge have at least two languages. Of four doormen, three speak Spanish and English. Bilingualism is not an absolute requirement, but it is desirable, according to Wendi Colby, director of human resources.

Workers with skills in a second language may have an edge when it comes to climbing Willard’s professional ladder. “The individual that spoke more languages would have a better chance for managerial role, whatever the next level would be,” Colby says. “They are able to deal with a wide array of clients, employees.”

So which languages can give you a leg up on the job market? Insiders agree the most popular—and marketable languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Mandarin, given China’s booming economy.

And while any business may have a need for bilingual employees based on where it operates and with whom, the individual sectors with a strong demand for bilingual workers include (but aren’t limited to) finance, sales, technology, manufacturing, professional services and government jobs.

“We see demand from a full range of industries,” says Wellesley. “It really depends on which company you’re working for and the country in which they’re located.”

Source: Yahoo, Paula Andruss, March 2008
Questions for “How Being Bilingual Can Boost Your Career”

Answer the questions below using the article, “How Being Bilingual can Boost Your Career.”

1. According to the article, what are the different ways that being bilingual can help you in the job market? Explain at least 3.

2. Re-read the article to find two specific jobs that bilingual workers have an edge in.
   
   Job 1: ________________________   Job 2: ________________________

   For one of the jobs above, why do you think employers might look for a bilingual worker?

3. Now describe one other example that’s not mentioned in the article. What other kinds of jobs might be looking for bilingual workers, and why?
In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: see if you can find them all).

Donald L. Gordon
1455 Brooke Street
Sugar Land, TX 77478
Tel: 713-687-0081
Email ID: donaldl@freemail.com

Career Objective
Seeking a position in a reputed organization where my skills and abilities can be explored to the fullest and where the scope of work will enhance my career growth.

Summary of Qualifications
• 8 years of total work experience
• Strong interpersonal skills
• Positive attitude and adaptable to change
• Excellent written and verbal communication skills
• Fluent in two languages - English and Spanish (read, write and speak)
• Work experience in the hospitality and IT industry

Computer Skills
• Proficient with Microsoft Suite—Excel, Word, Internet and MS Windows
• Knowledge of hardware - PC, Mac

Professional Experience
APR 2010—TILL DATE
XYZ Software Services, NY
Bilingual Customer Service Manager
• Provided support to all customer queries in two languages
• Responsible for handling a big team and training bilingual customer service representatives
• Manage and analyze customer feedbacks, follow-up methods and quality of after sales service
• Improving customer service based on client feedback
• Development of new policies and procedures for better organizational benefits

JAN 2007 - MAR 2010
ABC Communications Pvt. Ltd., Texas
Customer Service Representative
• Responsible for handling customer inquiries
• Kept a check on pricing, delivery and product information in a call center environment
• Provided support to the sales team
• Assisted in the development of new policies and techniques
• Involved in market research surveys on customer needs and requirements

JUNE 2004—DEC 2006
Ford Matt Co Pvt. Ltd., Texas
Assistant Sales Manager
• Provided support to the sales team
• Prepared weekly reports and monthly reports for sales team and sales management
• Trained and motivated team members to achieve sales and customer service goals
• Built long-term relationships with business clients

MAY 2000—JUNE 2004
RST Group, Texas
Customer Service Representative
• Provided customer service in the hospitality department
• Assisted all customers via phone, digital communication and in-person
• Handled all customers in English and Spanish language
• Responsible for attending customer queries, solving problems and providing detailed information on the services provided

Educational Qualifications
• Bachelor's Degree in Computer Science from ABC University, Texas, 1998
• Graduated from Bernard High School, 1997

A. Why do you think Donald Gordon kept talking about being bilingual in his resume?

B. If you are bilingual, would you put it on your resume? Why or why not?
Reading Sample Help Wanted Ads in Technology*

Students read a selection of help wanted ads in Technology. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to determine what the job entails. Then they read job applicant profiles and match the applicant with the job they seem best suited for, based on the ad.

**PREP**

- Read the *Selected Job Ads for Tech Retail Salesperson**

**MATERIALS**

- *Selected Job Ads for Tech Retail Salesperson**
- Job Ad Information worksheet*
- Paraphrasing and Inferring Help Wanted Ads worksheet*
- Job Applicant Profiles handout*

**EXPLAIN**

1. Imagine you have completed the training in your field, have had some internship or field experience, and are now ready to look for a job. You’re looking through help wanted ads. What information is included? Write student responses on the board. Review this information as a class.

   > Salary, Location, Start date, Responsibilities, Population served, Contact person

2. Put students into groups of three. Distribute *Ad Information Checklist* and ask students to copy the list from the board into the left-hand column on the worksheet, and add any additional types of information they think should be included.
3 Distribute the *Selected Job Ads* and ask students to read the job ads, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for Noor Associates lists the start date, put a check in the corresponding box. If it does not, students will leave it blank.

4 Distribute the *Paraphrasing and Inferring Help Wanted Ads* worksheet and have students work on it in their group. They should paraphrase the duties required of the worker, and infer which characteristics the ideal candidate would have, based on the help wanted ad.

5 Students read applicant profiles and match the applicant to the job. Distribute the *Job Applicant Profiles* and ask the students to continue working in pairs to recommend a job for each applicant.

**DISCUSSION**

The class will discuss their experience of reading the job ads:

- How are they different from one another?
- Were some more informative than others? How so?
- What information was missing from the less informative job ads?
- What questions should a job-seeker ask for the less informative ones?
- How can this information be applied to positions besides tech retail salesperson?
### Ad Information Checklist*

In the left-hand column, write information you expect to find in a help wanted ad. Then read the sample ads and check which ads contain which pieces of information.

<table>
<thead>
<tr>
<th>Job Information</th>
<th>Noor Associates*</th>
<th>Yorkville Staffing*</th>
<th>Michael Page*</th>
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</table>
Selected Job Ads for Tech Retail Salesperson*

**HELP DESK TECHNICIAN AT NOOR ASSOCIATES**  
New York, NY

**About the Job**  
Our Client, a top tier law firm, is seeking a Help Desk Technician for their New York Office to provide hardware and software technical assistance to the Firm's users.

**Our client is looking for a candidate who has experience with:**  
- Troubleshooting  
- Providing phone support or deskside support if needed  
- Supporting and providing general assistance to senior technical staff.  
- Working with Microsoft Windows desktop environment,  
- Repairing Computer desktop and laptop hardware  
- Working with Microsoft Office 2010 with particularly strong working knowledge of Outlook and Word, Adobe Acrobat  
- Smartphones and all mobile devices  
- Printer repair  
- Legal specific software such Filesite, Worksite is a plus.  
- Law firm or professional service firm background a plus.

**Requirements**  
- Needs to have strong interpersonal skills as well as good aptitude to learn new tasks quickly.  
- Bachelor’s degree

**Job type**  
Full Time, Employee
HELP DESK TECHNICIAN AT YORKVILLE STAFFING, LTD
Manhattan, NY 10019

About the Job
HELP DESK TECHNICIAN—NEW YORK OFFICE

The Help Desk Technician will provide hardware and software technical assistance to the firm’s users. They will troubleshoot, support and provide general assistance to senior technical staff. You should have experience with Microsoft Windows desktop environment, computer desktop and laptop hardware repair and knowledge, Microsoft Office 2010 with particularly strong knowledge of Outlook and Word, Adobe Acrobat, smartphones and all mobile devices. Legal specific software such as Filesite and Worksite is a plus. Applicant needs to have strong interpersonal skills as well as good aptitude to learn new tasks quickly. Law firm background is a plus.

Job type
Full Time, Employee
### MonsterJobs.com

**HELP DESK ANALYST—LEVEL 1**

**Location:** New York, NY  
**Date Posted:** 10/31/2016  
**Company:** Page Group New York  
**Reference:** 1216055_1477952 584  
**Job Type:** Full Time, Employee  
**Contact:** Paul Gaughan

You will be amenable to working nights and weekends and be on call on a rotating, non-regular schedule. You will be a responsible self-starter, extremely organized, have excellent people skills, and be completely committed to the well-being of technology infrastructure.

**Client Details**  
Not for profit.

**Description**
- Comprehensive desktop support for standard office productivity and other proprietary applications
- Active Directory support, account creation and maintenance
- Exchange account management, suspension and deactivation
- Track and respond to user queries
- Maintain and update SharePoint helpdesk system
- Enforcing desktop security protocols
- Deploying new workstations and laptops
- User account management for application and phone systems
- Basic LAN troubleshooting
- Mobile device management

**Profile**
- Comprehensive desktop support for standard office productivity and other proprietary applications
- Active Directory support, account creation and maintenance
- Exchange account management, suspension and deactivation
- Track and respond to user queries
- Maintain and update SharePoint helpdesk system
- Enforcing desktop security protocols
- Deploying new workstations and laptops
- User account management for application and phone systems
- Basic LAN troubleshooting
- Mobile device management

**Job Offer**
- PTO bank of 23 days, 10 paid holidays and 2 summer Fridays.
- A strong belief in work-life balance.
- Competitive salary plus incentive compensation plan.
- Rich benefits package—EG contributes 82-90% to medical and dental premiums, 100% employer-paid LTD, STD
### Paraphrasing and Inferring Help Wanted Ads*

Using the Help Wanted Ads, complete the chart below, paraphrasing the job responsibilities and inferring what characteristics would make an ideal worker for each position.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Responsibilities</th>
<th>Ideal Candidate Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noor Associates*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yorkville Staffing*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Page*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*RAENs will provide regional adaptations.
**Job Applicant Profiles**

**ROSIE** is a student at York College in Queens, NY*, studying to become a paralegal. She is 34 years old and has two school aged children. Before she started college, she worked as a cashier, then a manager, in a clothing store. As a manager, she supervised a staff of five salespeople, training them on the cash register, store policies and timekeeping systems. She now works part-time in the student computer lab, managing the flow of student users and providing assistance to them, troubleshooting issues with logins, printing and accessing software.

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**ALI** is 20 years old and lives with his mother and brother in the Bronx, NY.* He currently works at a small computer repair business in his neighborhood. He assists the owner of the business by organizing supplies, taking calls in which customers describe their computer problems, and processing payments. He also accompanies the owner on calls where they go to a home or business and the owner repairs the computer problems. Ali is very interested in how computers work, and how to make them work when they don’t, so when he gets to go out in the field, he observes closely to learn as much as he can. When there is down time at work, he experiments with the computer parts in the office. He doesn’t have any formal training in computers, but has learned a lot since he started working there, such as terms for various computer parts, for example.

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**CYNTHIA** is 31 years old. She earned a GED from New York City College of Technology*, then earned an Associate’s degree from the same college in Computer Information Systems. Last Spring, she earned a Bachelor’s degree in Computer Technology from Brooklyn College.* At NYCCT, she worked on campus as part of her financial aid package, in the childcare center. She managed a database which contained the family information for each child, medical information and parents’ class schedule. She was responsible for keeping this information up to date, including writing letters to students to provide documentation as needed.

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*RAENs will provide regional adaptations.
Assessing Technology Job Offers*

Students assess two job offers with different wages, work hours, commutes, and duties. They make various computations of the wages, take personal strengths and preferences into account, and write a response identifying which position they would choose and why.

MATERIALS

- Assessing Job Duties handout*
- Assessing Job Wages handout*
- My Job Acceptance writing assignment

EXPLAIN

1. After conducting an interview and checking references, an employer chooses an employee. But an employee also chooses. She can accept, reject, or negotiate. What factors will you consider when assessing a job offer?
   
   ➢ Examples: work responsibilities, wages, bonus/commissions, workplace, responsibilities, commute, time off, hours, benefits.

2. Distribute the Assessing Job Duties handout*. Ask students to work in pairs to identify as many job responsibilities for each job as possible.

3. Share responses with the class.

   Ask: What personal attributes would make a good employee for each job? How is this different from the responsibilities?

   ➢ Responsibilities are what an employee does. Attributes are the qualities that the employee possesses, such as patience or facility with calculating large numbers, for example.

4. If a computer lab is available, ask students to navigate to CareerCruising or CareerZone to find additional duties.

   Ask: If you are looking for software salesperson, what are some keywords you can use to search:

   ➢ Examples: Sales, Retail, Software
5 If a computer lab is not available, print the entries from CareerZone or CareerCruising.

6 Distribute *Assessing Wages* worksheet*. Let students know that some questions have one clear answer and others have multiple possible answers. Ask students to read the worksheet and determine which type of answer each question will have. Ask students to complete the worksheet.

7 Ask students to discuss which job they would prefer, taking into account the job responsibilities, wages, schedule, commute and any other factors.

8 Distribute *My Job Acceptance* writing assignment and ask students to complete it. Teachers should divide this assignment into steps according to how they teach the writing process, for example, by using an outline, a freewrite or pair discussions.
Assessing Job Duties*

Great news! You've been offered a technical support position providing assistance with computers to employees at a medical billing company and a software sales position at healthcare software company.

Which duties do you think are required for each position?

<table>
<thead>
<tr>
<th>JOB RESPONSIBILITIES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Support—MedLine Medical Billing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software Sales—Qualifact Healthcare Software</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


*RAENs will provide regional adaptations.
Assessing Wages*

The two jobs are very different. Analyze the chart to answer the questions below. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>TECHNICAL SUPPORT</th>
<th>SOFTWARE SALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>10am-5pm, Monday–Friday</td>
<td>10am–7pm, Wednesday–Thursday 8am–6pm, Friday and Saturday</td>
</tr>
<tr>
<td>Pay Rate</td>
<td>$9.50/hour</td>
<td>$7.75/hr base pay</td>
</tr>
<tr>
<td>Commission or Bonus</td>
<td>A year-end bonus is likely.</td>
<td>10% commission on every sale</td>
</tr>
<tr>
<td>Breaks</td>
<td>½ hour unpaid break</td>
<td>½ hour unpaid break</td>
</tr>
<tr>
<td>Commute</td>
<td>15 minute walk from home</td>
<td>45 minutes by subway*</td>
</tr>
<tr>
<td>Duties</td>
<td>Providing phone and in-person assistance resolving computer problems.</td>
<td>Sell selling healthcare software to medical businesses.</td>
</tr>
<tr>
<td>TECHNICAL SUPPORT</td>
<td>SOFTWARE SALES</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Paid hours</td>
<td>Paid hours per week, excluding additional seasonal hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Pay</td>
<td>Weekly pay before commission</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of sales you think you can make per week</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly earnings if you meet your selling target and the average software cost is $400</td>
<td></td>
</tr>
<tr>
<td>Weekly transportation costs</td>
<td>Weekly transportation costs</td>
<td></td>
</tr>
</tbody>
</table>
**My Job Acceptance**

Taking into account all that you know about each job and all that you know about yourself, which job would you choose?

Write a 1-2 page letter to your friend or sibling, describing your choice and the reasoning behind it. Be sure to include:

- Expected responsibilities and why you think you would enjoy this job.
- Your skills and interests and how you can grow as a professional in this job.
- How this job fits in to your short-term or long-term goals.
- A discussion of the wages, including salary, base pay, commissions, year-end bonus and transportation costs.
- A discussion of the work hours and how this fits in with your schedule.
- Was it a difficult or easy choice? Explain why.

Make sure that each paragraph has one main idea and that all paragraphs are organized in a way that is easy to follow.
Students learn about expectations employers have of employees and practice demonstrating workplace expectations through role plays. After reading about general workplace expectations, they learn about expectations of technology employers in particular, writing about how they would respond to a given scenario that would challenge their professionalism.

**Activities in This Series**

- 5.1 • Expectations in the Workplace
- 5.2 • Workplace Expectations in Technology Settings
Expectations in the Workplace

Students consider the qualities and behaviors employers expect of their employees, and do role plays demonstrating how a worker does (or does not) fulfill these expectations.

PREP

1. Read through each scenario and decide the number of actors you will need for each scene. Roles will include employer or supervisor and employee, and may also include co-workers, or customers.

2. Cut up enough Employer Expectations Scenarios to assign a positive and negative scenario of each characteristic to each group of students. It’s ok to give the same scenario to more than one group.

MATERIALS

- Workplace Expectations handout
- Workplace Expectations Scenarios

EXPLAIN

1. Ask students to imagine they are the owner of a computer repair shop and are responsible for hiring a new employee. What skills and qualities would you want that new employee to have? List their answers on the board.

   > Reliable, responsible, trustworthy, punctual, attention to detail, good math skills, good communication, customer service skills, respectful, team player

2. Employers hire people to contribute to the success of their company or organization. Whether it’s a manager who makes business decisions, a receptionist who makes the first impression on customers or a maintenance worker who makes the building a safe place to conduct the company’s business, every workplace has expectations of its employees. An employee’s success at his or her job will depend on how well she or he lives up to these expectations. We’re going to learn about characteristics that employers value in their employees, characteristics that can be possessed by anyone, regardless of their job title.

3. Write each of the expectations/characteristics from the Employer Expectations handout on the board one at a time and ask students to brainstorm synonyms or phrases that describe the meaning of the word. Write their answers on the board under each term.
4 Distribute the *Workplace Expectations Handout*. Call on students to read each expectation and its description aloud. Ask students to explain why an employer might value each characteristic.

5 Put students into groups of an appropriate size depending on the scenario, and explain that they are going to work with their group to role play workplace expectation scenarios based on the characteristics they have been discussing. This is an opportunity to see what can go wrong and practice what to do right in the workplace.

6 Distribute the scenarios. Each group should receive one positive and one negative scenario for the same characteristic. Explain to students that they are going to create two skits: one that shows what the employee might do when not meeting this expectation and another skit that shows what the employee might do in order to meet this expectation. Tell the group what the roles for the scenario will be. For example, the Dependability scenario could have: Joe, the worker; Joe’s supervisor; Joe’s daughter; Joe’s daughter’s babysitter; Joe’s co-worker; a customer.

7 The group should decide which student will play which role.

8 Students will have 20 minutes to develop and practice both the positive and negative skits for their assigned expectation. Skits should be no more than 2-3 minutes long.

9 After 20 minutes, have each pair or group perform their scenarios in front of the class.

10 After a group presents, the class discusses what it saw. Use the following or additional questions to engage deeply with the scenario and workplace expectation.

   - Which characteristic did this skit demonstrate, either positively or negatively?
   - Was the employer or supervisor satisfied with the worker? Why or why not?
   - How did the employer show she or he was satisfied or dissatisfied?
   - What were the consequences, either negative or positive, of the worker’s performance?
   - How did the worker’s performance affect the business?
   - What would you do if you were the worker?
   - What would you do if you were the employer or supervisor?
**Workplace Expectations**

Below are descriptions of common expectations employers have of their employees.

**Dependability**

Dependability is one of the most important employer expectations. A dependable employee will be on time, dress and work in a professional manner, and demonstrate a high level of commitment to their job. Employers know they can count on dependable employees to be trustworthy, responsible, and dedicated workers even when their job is challenging or stressful.

**Positive Attitude**

Great employees maintain a positive attitude, even during difficult situations. Your attitude affects the relationships you have at work and how happy you are with your job. Employees with a positive attitude take on challenges without complaining, promote team spirit among co-workers, are easy to get along with, and handle conflict with maturity and respect for everyone involved. A positive attitude also includes being honest and always doing your very best.

**Initiative**

Employers want employees who are motivated to make things work better, who are self-motivated, have new ideas they aren’t afraid to share, can think ahead and be prepared, can deal with problems, take action and make decisions. Employers should guide and support you, but they won’t want to hold your hand every step of the way. They will want you to be independent. Employees who are self-motivated and take initiative stand out among their co-workers and will likely be noticed in a positive way by their employers.

**Cooperation**

Employers expect employees to get along with each other and help each other succeed in the workplace. In many work environments, you won’t be able to get a job done without collaborating with your co-workers. If you can work well with others, you will be able to use the talents and skills you have together to make your company a better place.

**Ongoing Learner**

We are always learning new things at our workplaces to make us better workers, co-workers, employees, and people. Being an ongoing learner means you take the time to learn new skills, attend trainings, ask questions, and ask for feedback on your performance from your employer and co-workers so that you can learn how to become even better at your job.
Employee Expectations Scenarios

Dependability

Joe has to be at his job at the Apple repair store at 7am. He is the managing supervisor and it is his job to open the store so the employees can get the store ready for the day. They open for business at 8am. At 6:30am Joe finds out his daughter’s babysitter cannot make it today and he does not have a back-up. He will need to get her ready for school and drop her off. He doesn’t call the boss to tell him because he knows he will probably be only be about 15-20 minutes late. He figures his co-workers will understand and they will just have to work twice as fast to get the store open on time. When he arrives to work 30 minutes late because of traffic, his co-workers are upset with him and have already called the boss to tell him Joe hadn’t shown up to open the store.

Dependability

The team manager has been out on disability leave and Lisa has been asked to run the weekly meeting at the tech start up where she works. She has been hoping for an opportunity like this for a long time. If she does well, maybe they will consider promoting her or giving her a raise. Every night for a week, Lisa has come home from work and prepared for the meeting so that her bosses will know they can count on her. She picks out a very professional outfit to wear and leaves a half hour earlier than usual to be certain she is there on time. When everyone arrives for the meeting, Lisa is there to greet them, has the meeting agenda ready to distribute.

Positive Attitude

Sheila is a help desk specialist. She loves being able to work with computers and helping people, but she absolutely hates the forms she and the other specialists have to fill out so that the company has accurate records of all the calls they take. Today she has been asked to make sure her and all her coworkers reports are complete and up to date. The company has been very busy lately and they need to make sure all their records are up to date. When her boss comes by Sheila’s desk, he asks her how her day is going. Shelia responds by complaining about how much she hates filling out forms, creating reports and checking data because it’s so boring and she can’t wait till the day is over.

Positive Attitude

Carlos is part of a team of web developers and lately his co-workers have been really discouraged because the project they are working on is taking longer than expected. They are working long hours because the client keeps changing their mind about what he wants and it feels like the job might never end. When they are on their...
lunch break, Carlos hears some of his coworkers complaining to each other, which seems to be bringing everyone else down. Carlos knows that their negative attitudes are only going to make the project harder and the day go by slower. Even though Carlos is tired and frustrated too, he decides to encourage everyone by telling jokes and reminding them that the longer they work, the more money they make. Carlos makes a game out of it, challenging his co-workers to not complain for the rest of the work day just to see if they feel better at the end of the day or if it has gone by any faster.

Initiative

JOHN works for an IT company installing and repairing networks for large companies. His boss mentions at a meeting that he needs someone to take the lead on working with a new client who is notoriously difficult to work with because the client needs a lot of attention and isn’t always very nice. John averts his eyes during the meeting, hoping he won’t get the bad luck of having to work with this difficult client.

Initiative

CHRIS’s boss at the electronics store where he works is struggling to figure out inexpensive ways to make their business better for the environment. Chris came up with an idea about how to help solve the problem, but he isn’t sure his idea is good enough or will work. He really wants his boss to know how dedicated he is to his job and to the company being successful, so he decides to overcome his fear and tell his boss the idea. His boss is very impressed with Chris’s initiative and decides to implement his idea.

Cooperation

ALIYAH’s co-worker, José, has asked her to help re-organize the office where they work together as technology customer support specialists. This is not a task that Aliyah enjoys and José did not ask very nicely, but their boss has said the task needs to be finished by 4:00pm and it is already 3:00pm. Aliyah knows José will not be able to get the job done on his own and that it is important for the office to be organized by the end of the day, but she has somewhere to be at 3:30pm and it’s not her fault that José didn’t work hard enough that day. Aliyah leaves the office for the day to rush to her appointment.
Cooperation

**VERONICA** has to create a brochure for the audio engineering lab she works for that includes descriptions of their services, pictures of the staff and clients, and the inside of the sound studios. It also needs to look nice so that people will want to take one and read it. Veronica is a good writer, but she doesn’t know how to take photographs well or have the graphic design skills to make the brochure look nice. She knows that her co-worker Sam took a graphic design class at the local community college last semester and that another co-worker loves to take pictures as a hobby on the weekends. She decides to ask her co-workers to help her on the project so that the brochure can be the best it can be. Her co-workers gladly agree and the brochure turns out great.

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**Ongoing Learner**

**LAWRENCE** has been asked to count and record the inventory of electronic equipment at the cable company office where he works as an installation specialist. He has never done this task before. He wants to do his very best at this task so he asks his boss if there is another co-worker who could show him how to do the task or a manual he could read that would help him learn this new skill. His boss gives him a binder that has detailed instructions for how to take inventory. Lawrence takes the binder home and studies it carefully that night. The next day he arrives at work confident he can do the job well. When he is finished, his boss is very impressed and glad that he now has another person he can count on to do inventory.

**Ongoing Learner**

**ROBERTA**’s IT job is offering to pay for her to take a weekend workshop in order to learn new computer skills that will help her do her job as a field technician better. Her sister calls her that afternoon and asks Roberta if she wants to go to a concert that she got free tickets to. Roberta likes having her weekends to relax and really wants to go to the concert. Besides, she already does her job well. Her boss has approached her for an answer and the registration forms to fill out for the workshop. She tells her boss that she won’t be able to make it because she already has other plans.
The Electronic Workplace

Students learn about workplace expectations specific to technology use. They read and annotate a fact sheet about technology expectations in the workplace, and create a quiz using sentence stems for a classmate to answer.

MATERIALS

- The Electronic Workplace Fact Sheet
- Technology Expectations in the Workplace worksheet

DISCUSS

1. In addition to the common workplace expectations that employers have across many sectors, there are some expectations that employers have when it comes to working with technology on the job. Today you will read about expectations that are specific to technology in the workplace and use question stems to develop quizzes for your classmates to take.

2. Distribute The Electronic Workplace Fact Sheet. Ask students to read and annotate the fact sheet, underlining unfamiliar words and marking anything they find interesting, confusing or surprising.

3. When students are finished ask:
   - Were there any words you were unfamiliar with?
   - What did you find interesting in the reading that you didn’t know before?
   - Which facts surprised you?
   - Describe any parts that were confusing to you.

4. Explain that they will now use sentence stems to write a quiz for a classmate to take, based on the fact sheet they just read. Distribute Technology Expectations in the Workplace worksheet.

5. When students are finished, have them exchange papers with a partner and answer each other’s questions. Point out that they need to supply a quote from the text to support each of their answers. Afterwards, they should exchange their papers again and correct each other’s answers.
Workplace Expectations Fact Sheet


Computers, e-mail, voicemail, cell phones, instant messaging, and the internet all have brought a new age of ease and efficiency to workplace tasks. But, along with those advantages comes a dizzying array of workplace expectations that seems to grow almost daily.

**Technology use and abuse:**
Many employers now monitor employees’ use, and abuse, of company computer and phone systems. At the same time, they must walk a fine line between monitoring company technology and infringing on employee privacy. In many workplaces, employees are expected to use company technology for the purposes of work activity only. Policies concerning the responsible use of company hardware, as well as the use of email, social media, such as Twitter and Facebook, instant messaging, company and personal blogs may vary between workplaces and employees should ask about the tech policies at their place of employment, if they are not already made clear.

**BYOD:**
Many employers now have Bring Your Own Device (BYOD) policies that allow employees to use their own technology in the workplace—smartphones, tablets, laptops, etc.—but require them to follow strict guidelines about usage and privacy while using these devices in the workplace and connecting to the company’s digital networks and systems.

**Online Security:**
Employees should learn the privacy settings for any technology they’re using. Most office technology has privacy settings. Know how they are set and how to change them. Practice good security. Breaches in security are an issue for individuals and organizations. It’s important to understand the difference in secure and unsecure wifi. It’s always important to use strong passwords in your activities online.
Social Media:
The internet has made finding information on just about everything, including job candidates and current employees, relatively easy. Employers often use social media to find out information about employees and applicants. Some of what they find may be information that an employee or applicant wouldn’t want an employer to see, like pictures from a vacation or a party. There is also the possibility that the information they might find about you isn’t accurate—maybe friends or enemies have doctored photos or made exaggerations or jokes about you. This can reflect poorly on you and the company, as employers want their employees to have a public image that reflects the values of the company. When posting pictures or information about yourself online, it’s a good idea to consider whether or not you would want your employer, or potential future employers, to see it.

Cell phones, cars, and work—a dangerous mix:
Mobile technology allows many employees to work from home or practically anywhere. But when employees use company cell phones to work while driving, it can create safety issues and expensive liability for the employer if there is an accident.

Confidential Information:
Workplace technology is often used to store and maintain confidential records and other information such as contact and financial information for clients and customers. In addition, employees may have access to intellectual property or trade secrets through company technology including things like technical know-how, formulas, customer lists, financial information, and manufacturing processes that are specific to the product or service the business provides. Employees will be expected to adhere to strict confidentiality rules, as loss of this information to media or other businesses could be detrimental to the employer.
Technology Workplace Expectations

SENTENCE STEMS

Use the sentence stems below to develop questions about the information you just read. The goal is to make a quiz to test your classmate’s knowledge of technology workplace expectations. When it is time to take each other’s quizzes, provide a quote from the text that supports each of your answers.

1. Why is it important that employees ________________________?
   Answer:
   Supporting Quote:

2. What should an employee consider when using ____________________?
   Answer:
   Supporting Quote:

3. In your own words, explain how _________________________.
   Answer:
   Supporting Quote:

4. Why do employers expect _______________________________?
   Answer:
   Supporting Quote:

5. How does __________________________ affect _________________________?
   Answer:
   Supporting Quote:
6 How is __________________________ similar to __________________________?
   Answer:
   Supporting Quote:

7 How is __________________________ different than __________________________?
   Answer:
   Supporting Quote:

8 Can you give another example of __________________________ from your own
   life or something you have read?
   Answer:
   Supporting Quote:

9 Do you agree that workers who use technology should __________________________?
   Why or why not?
   Answer:
   Supporting Quote:

10 In your opinion, do you think it’s right to __________________________?
    Answer:
    Supporting Quote:
TASC Essay Series: New for New York’s Workers

Students practice writing informational and argumentative essays, both of which appear on the TASC exam. Each essay prompt is modeled after TASC exam prompts and activities include various levels of scaffolding, including model essays for students to analyze, developing guiding questions for reading the texts, essay templates, and graphic organizers for essay planning. It is not necessary to do all the activities in this series or to do them in order.

Note: These activities, especially the writing strategies, can be adapted for use with non-TASC essays.

ACTIVITIES IN THIS SERIES

6.1 • TASC Informational Essay: Sick Leave in New York City
(Scaffolding Level: High)

6.2 • TASC Argumentative Essay: A New Minimum Wage
(Scaffolding Level: High)

6.3 • TASC Informational Essay: NY Paid Family Leave Law
(Scaffolding Level: Medium)
TASC Informational Essay: Sick Leave in New York City

Students read and analyze two sample informational TASC essays. Then they read and analyze two articles about the recent law passed in NYC requiring companies to pay sick leave to their employees, use a graphic organizer and an essay template to plan their essays, and finally write an informational essay on the topic.

PREP

- Read Sample TASC Informational Essays handout and be prepared to discuss it.
  1. Be prepared to discuss what makes a “good” TASC informational essay.
  2. Know the difference between a TASC informational and argumentative essay.
  3. Understand the TASC scoring rubric.
- Read TASC Informational Essay Prompt: Paid Sick Leave handout.
- Be prepared to explain paid sick leave.
- Read Template for Informational Essay worksheet. Be prepared to discuss the parts of the informational essay.

MATERIALS

- Sample TASC Informational Essays handout
- TASC Informational Essay Prompt: Paid Sick Leave handout
- Paid Sick Leave articles (New Law Guarantees Paid Sick Leave for some 200,000 New Yorkers and Why Paid Sick Leave?)
- Paid Sick Leave Graphic Organizer worksheet
- Template for TASC Informational Essay handout
EXPLAIN

1. Tell students that they will be writing a sample TASC informational essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?

2. After a few minutes, ask them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

3. Tell students that they will now look at two sample TASC informational essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).

4. Distribute Sample TASC Informational Essays handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.

5. Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.

   - For each essay, was there a clear introduction?
   - What the question answered?
   - Was each paragraph about one main idea?
   - Was there a clear conclusion?

6. As you discuss, write some basic criteria for the informational essay on the board:

   - answers the question
   - has a clear introduction and conclusion
   - organized paragraphs
   - uses information from the text given

7. Tell students that now they will read two short articles about paid sick leave. Make sure students understand what paid sick leave is. Distribute TASC Informational Essay Prompt: Paid Sick Leave handout and ask students to read only the prompt, silently.

8. Once students have read the prompt, ask them to respond to the multiple-choice question below and then discuss. Review the question and make sure students can state in their own words what the prompt is asking them to do. (You may want to write this on the board).
Distribute the paid sick leave articles. Have students read the titles of the two articles. Since the first part of their “job” is to explain the new sick leave law, which article is more likely to have that information? (New Law Guarantees Paid Sick Leave for Some 200,000 New Yorkers). Ask students to read only this first article and underline the parts that explain what the law actually is.

Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have. Students may have questions about the following sentences: Eliminated the phase-in period that would have delayed coverage for some workers. Removed exemptions for the manufacturing sector.

Bring the class together and discuss the two italicized sentences above to make sure students understand what they mean. Let students know that they need to summarize the information about the new law in their own words for the essay they are writing. Have students work together as a class to use their underlines as a guide as to what to include in this summary. You, the teacher, will be the “scribe” and write the summary on the board while they dictate what to write. Negotiate this process until you have a 3-4 sentence summary of the information written in a way that someone who did not read the article would understand.

Have students read the second article: Why Paid Sick Leave? Ask students to underline the places where they find reasons to offer paid sick leave, and evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence).

Distribute the Paid Sick Leave Graphic Organizer worksheet. Fill out the organizer for the first “Reason for sick leave from the article” together as a model, asking students to guide you from their underlines.

Ask students to work individually or in pairs to fill in the rest of the graphic organizer. You may want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:

- One reason a sick leave law was needed is...
- One benefit of the new sick leave law is... For example...

Tell students that now that they have gathered the information they need from the two texts, it’s time to write the essay. Distribute the Template for TASC Informational Essay handout and ask students to look it over. Point out that there are four main “parts:
Lesson Guide

Section 6.1

- Introduction
- Paragraph on one category of information
- Paragraph on 2nd category of information
- Conclusion

16 Review with students which categories of information are needed to address the prompt:

1) What is the new sick leave law?
2) What are the benefits?

These are two different categories of information. Help students see that their essay is now mostly written—they have only to take the summary they wrote for Article 1 and the reasons/benefits from Article 2 and put them together so that the middle of their essay is written.

17 Have students write their two middle paragraphs using the information they have gathered on their templates. As an alternative, if you wish, work together as a class to write an introduction, using the template as a guide, then have the students write the rest of their essays while you walk around to give guidance and support.
Sample TASC Informational Essays

Read the essay prompt and both essays. Discuss the questions below with a partner.

Essay Prompt

Proponents of students in the workforce say that employment teaches time management and responsibility while providing income and useful experiences. Opponents say that mixing school and jobs adds stress and adult temptations to a student’s life while reducing the time available for study and extracurricular activities. Is it possible to create a balance?

Read both texts and then write an informational essay detailing a plan that a high school student could use to balance school and a part-time job. Be sure to use information from both texts in your essay.

ESAY A

Many high school students are interested in starting to work part time while they are still in school. Whatever the reason it is important for students who want to mix work and school to make a good plan so they can manage a balance in their responsibilities as well as have some time for fun and enjoying their high school years.

Students who take a part-time job obviously have the benefit of extra money in their pocket. While it is fun to think about the clothes and music they can buy with extra money it is also true that many students who are going on to college or technical school do actually save some of the money they earn to help with future expenses. This leads to a second benefit that the article “Benefits of Part-Time Work” points out. These students are learning about how to manage their money and plan for the future, and that helps them mature.

On the other hand there are definitely drawbacks to taking a job while still in high school. The important thing is that students do not try to work more hours than they can handle. Students who try to work more than 20 hours a week start to see less benefits and more problems according to the article “Employment Disadvantages.” Their grades may suffer, and some of them may even drop out of high school. Sometimes these students feel they are failing and their self-esteem suffers.

If a student really does want to work while in high school, they need to take all these things into consideration and create a workable plan that they can manage. Most important, they have to decide on how many hours they can devote to a job and still keep their focus on high school classes high. They also need positive ways
to deal with the extra stress that adding another responsibility to their schedule will absolutely bring.

It is important for high school students to think carefully about the positive benefits and negative consequences that can come from taking a job while still in school. If they do, they can maximize the positives and avoid the problems.

**ESSAY B**

There are many things to consider if you are a high school student who wants a part-time job. Since the main focus needs to be on school at this time, it is important to not take on too much or their grades, not to mention social life, will probably suffer.

Even though many adolescents think they are mature enough to handle the extra responsibilities a job will bring, the facts show they may be wrong. Many possible negatives can happen when a student works more than 20 hours a week. First is just the stress of adding work hours to the day. If students aren’t realistic about what they can do, they can start to get lower grades in school leading sometimes to dropping out.

But, if a job workload is manageable, then students have things to gain from working. Money and independence as well as work experience gives the student more maturity. They can use the extra money to fund their entertainment, but they can also save for their futures.

Deciding whether or not to take a job while you are a high school student is just one of the difficult decisions that you will have to make.

**DISCUSSION QUESTIONS**

For each essay:

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
TASC Informational Essay Prompt: Paid Sick Leave

WHAT’S MY JOB?

Read the essay prompt below, then answer the multiple-choice question that follows.

Until recently, many low-income workers did not receive paid sick leave. Recently, however, Mayor Bill de Blasio signed into law a bill that required companies to pay sick leave to their employees. Read the two texts provided, then write an informational essay in which you explain the new law regarding sick leave in New York City and the ways this law can benefit workers, their families, and the general public.

According to the prompt above, your job as a writer is to:

A. Compare the advantages and disadvantages of the sick leave law

B. Argue for a sick leave law that will provide employees across the United States with paid sick leave.

C. Explain the NYC sick leave law and how it benefits people.

D. Explain the history of the current NYC sick leave law.
New Law Guarantees Paid Sick Leave For Some 200,000 New Yorkers

By Rebecca Fishbein in News, March 20, 2014 5:35 PM

Mayor de Blasio signed the expanded Paid Sick Leave bill into law today, paving the way for thousands of New Yorkers who once had to choose between losing a paycheck and being ill at work to receive sick pay.

The bill, which is the first de Blasio has signed into law, requires businesses with 5 or more employees to grant those employees five days of paid sick leave; a previous bill voted on by City Council during Bloomberg's mayoral reign only required businesses with 20 or more employees to offer paid sick time. De Blasio proposed an expansion of the bill in January and it was approved by City Council last month.

In addition to minimizing the number of employees required per business, the expanded bill eliminated the phase-in period that would have delayed coverage for some workers, removed exemptions for the manufacturing sector and added grandparents, grandchildren and siblings to the family members permitted to take family time. The administration estimates that the expanded bill will offer coverage to 200,000 New Yorkers who do not currently have paid sick time. The law goes into effect on April 1.
Why Sick Leave?

By Austin Frakt, adapted from the New York Times

Maybe the person working near you, the one who dragged himself to work and is now coughing and sneezing, couldn’t afford to stay home.

Each week about 1.5 million Americans without paid sick leave go to work despite feeling ill. At least half of employees of restaurants and hospitals—two settings where disease is easily spread—go to work when they have a cold or the flu, according to a recent poll.

To address that issue, Chipotle began offering paid sick leave to all its employees in the United States this year. The restaurant chain is hoping to reduce the spread of infectious disease. Though many other industrialized countries already require employers to offer paid sick leave to all employees, the United States does not.

Paid sick leave slows the spread of disease. Cities and states that require employers to offer paid sick leave—Washington, D.C.; Seattle; New York City; and Philadelphia, as well as Connecticut, California, Massachusetts and Oregon—have fewer cases of seasonal flu than other cities and states. According to one estimate, an additional seven million people contracted the H1N1 flu virus in 2009 because employees came to work while infected. The illnesses led to 1,500 additional deaths.

Another study found that employees who work while sick are more likely to have heart attacks than those who take time off.

Children benefit from their parents’ paid sick leave, too. Paid sick leave makes it possible for parents who are workers to take their children to the doctor when they are sick. Additionally, the babies of new mothers who can spend more time at home with their newborns are more likely to be breast-fed or to receive recommended medical checkups and immunizations.
# Paid Sick Leave Graphic Organizer

<table>
<thead>
<tr>
<th>Reason for sick leave from the article</th>
<th>In my own words</th>
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Evidence from the article that supports this reason

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**Evidence from the article that supports this reason**

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Template for TASC Informational Essay

**ESSAY TEMPLATE: INFORMATIONAL ESSAY**

**PARAGRAPH ONE: Introduction**

- **The topic in general and how it affects people**
  (Examples: The rise of 3-D printing is bringing change to many businesses… Global warming is a problem that affects us all… More and more, we have been hearing in the news about the effects on young children of watching television.)

- **Why the topic is important**
  (The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors… Global warming is a danger both for our present and our future… Television is an important topic because it affects our children’s health and well-being…)

- **A BRIEF preview of what the reader will learn by reading your essay.**
  (3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields… The dangers of global warming include x, y and z, but there are also solutions… The harmful effects of television watching include x, y and z)

Helpful phrases:

- *An important topic today is…*
- *A much-discussed topic today is…*
- *A problem today is…*

**PARAGRAPH TWO: ONE category of information**

- **For example:** If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.

- **For example:** If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.

- **For example:** If you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.

Start with a **topic sentence that tells the reader in general what the paragraph is about:**
(There are a number of advantages to working part time while in high school… Global warming causes several problems… One of the main types of harm done to young children who watch television is…) 

Include specific examples from the article. Remember to include the specific information and the source:
(According to the article (title of article), students who work part-time learn how to manage their time successfully… The Alliance of Concerned Scientists found that crop production had declined by 30 percent… For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have trouble learning to read…)
**Paragraph Three: Second Category of Information**

- **For example:** If you wrote about advantages in Paragraph Two, write about disadvantages in Paragraph Three.
- **For example:** If you wrote about problems in Paragraph Two, write about solutions in Paragraph Three.
- **For example:** If you wrote about ONE kind of harm or danger in Paragraph Two, write about ANOTHER kind of harm or danger in Paragraph Three.

Start with a topic sentence that tells the reader in general what the paragraph is about:

*(Although there are advantages, there are also drawbacks to working part time while in high school... While global warming causes a variety of problems, there are several solutions... Another of the main types of harm done to young children who watch television is...)*

Include specific examples from the article. Remember to include the specific information and the source:

*(For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have social problems... According to the article (title of article), students who work part-time often see their grades suffer... The Alliance of Concerned Scientists states that taking public transit instead of driving saves a pound of carbon a day...)*

**Paragraph Four: Conclusion**

- Two or three sentences that return to your topic and say again
  1. why it is important
  2. summarize the causes/solutions/ types of good or harm
  3. how things in general will be better if people do things the way you have recommended in your essay.

**Helpful phrases:**

*In conclusion...*

*To summarize...*
TASC Argumentative Essay: A New Minimum Wage

Students read and analyze two sample argumentative TASC essays. Then they read and analyze two articles about raising the minimum wage, use a graphic organizer and an essay template to plan their essays, and finally write an argumentative essay on the topic.

PREP

- Read *Sample TASC Argumentative Essays* handout and be prepared to discuss it.
  
  1. Be prepared to discuss what makes a “good” TASC argumentative essay.
  2. Know the difference between a TASC informational and argumentative essay.
  3. Understand the TASC scoring rubric.
- Review the TASC Argumentative Essay Prompt included in Step #9 below.
- Be prepared to explain paid sick leave.
- Read *New Minimum Wages in the New Year* and *John Boehner on the Minimum Wage* articles.
- Read *Template for TASC Argumentative Essay* worksheet. Be prepared to discuss the parts of the argumentative essay.

MATERIALS

- *Sample TASC Argumentative Essays* handout
- *TASC Argumentative Essay Graphic Organizer* worksheet
- *New Minimum Wages in the New Year* article
- *John Boehner on the Minimum Wage* article
- *Template for TASC Argumentative Essay* handout
**EXPLAIN**

1. Tell students that they will be writing a sample TASC argumentative essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?

2. After a few minutes, ask them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.

3. Tell students that they will now look at two sample TASC argumentative essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).

4. Distribute *Sample TASC Argumentative Essays* handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.

5. Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.
   - For each essay, was there a clear claim?
   - What was it?
   - Were there reasons given to support the claim—what were they?
   - Were the paragraphs organized? What makes you say so?
   - Which one had a more formal tone?

6. As you discuss, write some basic criteria for the TASC argumentative essay on the board:
   - a claim, supported in the form of reasons and examples
   - organized paragraphs
   - a formal tone

7. Tell students that they are also given two articles to read when they take the test, and they are expected to use information from the articles in their essay. Ask students to point out any places in either essay that mention another article.
Point out that in the passing essay, it wasn’t necessary to quote from the essay—they just needed to use some information from it when they write. Tell students that the TASC essay is timed. They don’t have time to carefully read the article, so they should just skim and find a piece of information they can use.

Introduce the topic: *Raising the minimum wage*. Write the following question on the board:

**Should the federal government raise the minimum wage to $15 for all workers?**

Make sure all students understand what is meant by the minimum wage.

Tell students that since this is their first time writing a TASC essay, it will be simpler if everyone chooses the “pro” side—for the minimum wage, rather than against it. Ask students to turn the question on the board into a claim for the “pro” side. For example, if the question was, “Should students study for the TASC exam before taking it?”, you could turn it into a claim for the “pro” side by stating, “Students should study for the TASC exam before taking it.” Ask students to turn the question on the board into a “pro” claim.

Remind students that for the TASC essay they need a claim and they need reasons. They now have the claim, so they need to think about the reasons. Ask students to brainstorm:

- What are some reasons to have a minimum wage?
- What are the benefits?
- What are the disadvantages of NOT having a minimum wage?

Once you have one or two reasons written on the board, talk about examples. Let’s say that a student has said that a minimum wage guarantees that people can buy necessities for their families. Ask them for an example. It can either be a personal example such as, “I make less than minimum wage and I can’t buy meat to feed my family more than once a week.” Or it can be a general example such as, “If people don’t have enough money, they can’t afford basic necessities for their families.”

Once there have been a few ideas thrown out and you have written them on the board and discussed them, distribute the *TASC Argumentative Essay Graphic Organizer* worksheet, review it, and draw a large version of the graphic organizer on the board. Then have students work in small groups to flesh out their reasons and examples using the organizer.
As students discuss, walk around and listen in on their conversations. When you hear a good reason or example, go to the board and write it on the large template on the board. This helps students see that their ideas are good enough to include in their essay.

Bring the class together and review some of the good ideas and examples written on the template. Tell the students that these graphic organizers will help them when they start writing the essay. Remind them that for the TASC argumentative essay, they have to read two articles and include some of the information from the articles in their essay.

Distribute the *New Minimum Wages in the New Year* article. Ask students to read the title and information just below it.

- What does the title suggest about whether the article is “pro” or “con” for a higher minimum wage?
- Who is the writer of the article and where does it come from? Discuss students’ answers.
- What is meant by "Editorial Board?" Discuss the implications.

Point out a few features of the article: (1) the paragraphs are numbered so it is easier to keep track of information and (2) some of the more difficult words and phrases are footnoted at the bottom of the page. If students need the support, briefly demonstrate how they can use the footnotes to understand footnoted phrases and words.

Ask students to read the article silently. Remind them that they are looking for information they can use in their own essays. Ask them to look for two things: (1) what is the claim and (2) what are the reasons the writer gives to support his claim? They should mark these two things when they find them in the article.

When students are finished reading, bring the class together and discuss:

- **Where is the claim?** (It is only explicitly stated in the last sentence, but there may be hints of it beforehand.)
- **What reasons are given in support of the claim?** (Again, this is only explicitly given in paragraph 5. See whether students can find the reasons. If not, you may want to direct them to paragraph 5.)

Students may struggle with the following complex sentence: *These state and local increases, though important, are no substitute for a robust federal minimum because they don’t affect places that will never act on their own to lift minimum wages.*
Read this above sentence out loud several times. Because it is long, read it with pauses to give students time to digest what they’re listening to. You may also want to write it on the board and work with students to simplify it, for instance:

*It’s helpful that some states have raised the minimum wage on their own, but we need the federal government to raise the minimum wage, because some states will never do it on their own.*

Tell students this is one argument the writer is making for why there needs to be a federal minimum wage. Ask students to reread Paragraph 5 and see if they find another one, for instance:

…it takes nearly $20 an hour to meet living expenses for one adult and one child.

AND

“Even in states that have raised their minimum wages, the levels are still not high enough to meet living expenses for typical workers and families.”

Have students choose ONE of these reasons to use in their essay. Write one or two sentence starters on the board:

According to the article ______________, ______________.

As the article ______________ states, ______________.

Model how to fill one or two of these in, then have all students fill in one sentence starter with the reason they will use in their essay.

Remind students again they will have to read two articles for the TASC argumentative essay. Distribute John Boehner on the Minimum Wage article. Ask students to read the title.

• Who is John Boehner?
• What is the Speaker of the House of Representatives? How might that position be relevant to the article?
• Tell students that John Boehner was a Republican. Based on this, do they think he would be for or against a minimum wage?

Ask students to read until they identify his position on the minimum wage, then raise their hands when they know. Once this is established, ask students
to read until they find a reason that Boehner gives for not raising the
minimum wage. They should underline any reasons that they find, then confer
with a partner about these reasons.

25 Bring the class together and ask students to tell you the places where they
found Boehner’s reasons in the text. Make sure everyone can put these into
their own words.

26 **FOR MORE ADVANCED STUDENTS:** Discuss the concept of
counterargument. Ask students how they might argue AGAINST Boehner's
reason that a minimum wage will actually cost jobs. What are some
counterarguments they could give to this idea?

27 Have students return to their graphic organizers and add in the information
from the article that they will use in their essays, then tell them it is time
to write. If students need the support, you may want to write a “meat-and-
potatoes” introduction on the board:

```
An important issue today is ____________. Some people feel
____________. Others believe ______________. My own opinion is
____________.
```

28 Once they have written their introductions:

**LESS ADVANCED** students should aim to write a four-paragraph essay:

- **Paragraph One:** Introduction
- **Paragraph Two:** Reason 1 with example
- **Paragraph Three:** Reason 2 from the article, with example
- **Paragraph Four:** Conclusion

**ADVANCED STUDENTS:** If students are advanced, you can use this as an
opportunity to have them write a true TASC argumentative essay, which
should include a counterargument.

29 Distribute the *Template for TASC Argumentative Essay* handout, and ask
them to read through it. What information from the first template or the
articles would they include in this template? Once you have provided some
guidance about this, get students writing the rest of their essays (assuming
the introduction has been written as a class as above).

30 Walk around as students are working to provide guidance and support. When
students are finished writing, collect the papers. Reading them will help you
decide what to teach next.
Sample TASC Argumentative Essays

Read the essay prompt and both essays. Discuss the questions below with a partner.

Essay Prompt:

SHOULD LIBRARIES BE FREE?

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today’s world. What are the implications for society of a “free” public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the free library system. Be sure to use information from both texts in your argumentative essay.
ESSAY A

Although libraries once were important to communities, they have lost that importance and therefore should no longer be free to the public. Fees should be established for the services that the libraries provide. Tax payers should not bear the burden of operating libraries that they no longer use.

The article titled “Can We Afford ‘Free’ Libraries?” states that “the library is losing some of its relevance.” This is true. People now have computers they can use to Google anything they want. They no longer have to go to a library to look through old books and newspapers to find the information they need. They can also use computers to purchase books for themselves and their children from Amazon. They can build their own libraries without having to drive or walk to the community library to look for books that may end up not even being there. The article also says that tax payer’s money should go to other more important services, like EMT and fire departments. Saving people’s lives is far more important than giving them a place to hang out. As the article points out, taxes should be used for these services because they “could save valuable jobs and services.”

It’s true that a library also employs people and provides services. Like the first article says, libraries do give people a place to meet, they help educate people, and they preserve history. But why must all taxpayers pay for these, especially if they don’t use the services? Therefore, libraries should charge membership fees to belong. If people don’t want to pay the fees, they can go to schools.

In conclusion, I feel that libraries should no longer be subsidized by tax payer money. Libraries are a thing of the past. “The nonprofit public library is well over 100 years old.” People who want a library should pay for it, and people who don’t use libraries should use their money to support other community services.

DISCUSSION QUESTIONS

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
- Is there a counterclaim?
ESSAY B

Yes, libraries should still be free to everyone. Some people cannot afford internet or computers and can’t learn information they need to know unless they have a library where they can do that. Other people need help with their taxes. Some people need a place to meet their friends where it’s quiet and you can work.

Everyone has to pay a lot of taxes. Too much, I think. So we should get something from all those taxes that we pay.

Libraries help to make people smarter, like the article says. They help people self-educate and stop “brain drain.”

Libraries also are a place where history can be saved. Like, important things about your community can be found out by going to the library. If we didn’t have libraries, people will not have a place to learn those things for free. They would have to pay for them and not everyone has the money to pay for those services. They are a hub of community activity because they are a place where people can meet and learn things, like how to get ready for a test or how to babysit.

People’s taxes are needed for other services, too, like EMT and fire services; that is true. But that doesn’t mean taxes can’t still keep libraries open and free to the public. So I say, keep libraries free to keep people smart.

DISCUSSION QUESTIONS

- Is it organized? Is each paragraph about one main idea? Provide an example.
- Was the question satisfactorily answered? Explain why.
- Do the introduction and conclusion summarize the main points of the essay? How so?
- How does the writer provide evidence that supports her claims? Is there sufficient evidence?
- Does the writer draw information from the source texts?
- Which essay, A or B, is better? Why do you say so?
- Is there a counterclaim?
- Which essay, A or B, is better? Why?
### TASC Argumentative Essay Graphic Organizer

<table>
<thead>
<tr>
<th><strong>Claim:</strong></th>
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<tbody>
<tr>
<td><strong>Reason One:</strong></td>
<td><strong>Example:</strong></td>
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<tr>
<td><strong>Reason Two:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td><strong>Reason from the article:</strong></td>
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New Minimum Wages in the New Year


Sam Hodgson for The New York Times

1. In five states and nine cities—including California, New York, Oregon and Washington, D.C.—voters and lawmakers will consider proposals in 2016 to gradually raise minimum wages to $15 an hour.

2. The ballot initiatives and pending legislation will build on momentum from this year, in which 14 states and localities used laws, executive orders and other procedures to lift wages for all or part of their work forces to $15 an hour.

3. In New York City, for instance, the minimum wage for workers in fast food and state government will rise to $10.50 on New Year’s Eve, and to $15 by the end of 2018. In the rest of New York, the minimum for those workers will reach $15 an hour in mid-2021. In Los Angeles County, including the city of Los Angeles, the minimum wage for most workers will rise to $10.50 by mid-2016 and to $15 by mid-2020. Seattle and San Francisco are also phasing in citywide minimums of $15 an hour, while five other cities—Buffalo and Rochester in New York; Greensboro, N.C.; Missoula, Mont.; and Pittsburgh—are gradually raising their minimums to $15 for city workers.

4. Minimum-wage raises are examples of states and cities leading in the absence of leadership by Congress, which has kept the federal minimum at $7.25 an hour since 2009. State and local increases are also potent shapers of public perception. It was only three years ago that a walkout by 200 or so fast-food workers in New York City began the Fight for $15, now a nationwide effort to raise pay and support unions. Two years ago SeaTac, Wash., home to an international airport, voted in the nation’s first $15-an-hour minimum for some 6,500 workers in the city, on and off airport property. Since then, $15 an hour has gone from a slogan to a benchmark.
5. These state and local increases, though important, are no substitute for a robust federal minimum because they don’t affect places that will never act on their own to lift minimum wages. Currently, 21 states do not impose minimums higher than the federal rate, and that includes the poorest states, like Alabama and Mississippi, where it takes nearly $20 an hour to meet living expenses for one adult and one child. Even in states that have raised their minimum wages, the levels are still not high enough to meet living expenses for typical workers and families.

6. Sooner or later, Congress has to set an adequate wage floor for the nation as a whole. If it does so, the minimum should be $15.

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1 Pending—something that is pending is waiting to happen.
2 Momentum—momentum is energy that gets built up more and more until it starts movement or action.
3 Localities may mean towns, cities or counties.
4 Phasing in—gradually introducing.
5 Potent shapers of public perception—“potent” means “powerful” or “effective.” This phrase means that the actions being described (cities that have raised the minimum wage) can be powerful in shaping or influencing public perception—in other words, the way people perceive or think about the issue.
6 A “slogan” can be something people chant, such as “We want jobs.” A “benchmark” is more like a standard or expectation for someone or something to meet.
7 “Robust” means “healthy” or “strong.”
8 Wage floor—the lowest amount of hourly pay a worker could receive.
John Boehner, Speaker of the House of Representatives, on the Minimum Wage

Growing up in Reading, Ohio, I had every type of job you can imagine—mopping floors, washing dishes, tarring roofs, and driving a bulldozer, to name a few. I’ve got 11 brothers and sisters, and today they’re on every rung of the economic ladder. As a nation, our goal should be to help every individual get on and climb that ladder so they can live the American Dream.

Raising the minimum wage is one of those ideas that sounds good but will actually hurt the very people it’s supposed to help. Before I was elected to Congress, I spent 15 years running a plastics and packaging company. Operating a small business, I learned firsthand a basic principle of economics: that when you raise the price of something, you get less of it. And if you raise the cost of hiring workers, fewer will be hired.

Don’t take my word for it; the experts say the same thing. Janet Yellen, head of the U.S. Federal Reserve, said that “almost all economists” agree that raising the minimum wage would hurt employment. A recent report from the non-partisan1 Congressional Budget Office says it would cost the economy up to 1 million jobs.

Here’s what happens when the government mandates2 that businesses pay workers more: Businesses have to find a way to offset the additional cost. Sometimes that means letting a worker go or not hiring a new worker. Sometimes it means offering workers fewer hours on the job.

And it isn’t just workers who lose out. Some businesses will also compensate3 for the additional cost by charging higher prices for their goods and services. Forcing consumers to pay higher prices doesn’t help American families and it isn’t good for the economy.

Ultimately, while raising the minimum wage may mean higher pay for some, it will mean fewer jobs overall and higher prices for many families. •

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1 Non-partisan. This means an organization that does not belong to either political party—neither the Republicans nor the Democrats.
2 Mandates—requires
3 Compensate—make up for, or balance out
# Template for TASC Argumentative Essay

## ESSAY TEMPLATE: ARGUMENTATIVE ESSAY

### PARAGRAPHS

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Content</th>
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| **PARAGRAPH ONE:** Introduction | - The topic  
- Why the topic is important  
- Your claim about the topic  

An important issue today is _________________. Some people feel that _________________. Others believe _________________. 
My own opinion is that _________________. |
| **PARAGRAPH TWO:** Reason One to support your claim | Further explanation/examples/evidence to support this reason  
(Check that your whole paragraph is ONLY about Reason One)  

One reason I believe ________________ is that _________________. 
The article ________________ states that _________________. This article gives the example of _________________. |
| **PARAGRAPH THREE:** Reason Two to support your claim | Further explanation/examples/evidence to support this reason  
(Check that your whole paragraph is ONLY about Reason Two and that Reason Two is DIFFERENT from Reason One)  

Another reason I think ________________ is that _________________. As the author of ________________ shows, _________________. In my own experience, _________________. For instance, _________________. |
**PARAGRAPH FOUR: Counterclaim**

Mention ONE reason from the text that goes AGAINST your claim and explain why you disagree with it.

Although ________________ provides some evidence that ________________, I do not believe this is enough to justify the claim that _________________. Instead, _________________.

**PARAGRAPH FIVE: Conclusion**

Two or three sentences that return to your claim and say again (1) why it is important (2) how things in general will be better if people do things the way you have recommended in your essay.

In conclusion, ________________________ (restate your claim in different words and why it is important.)
TASC Informational Essay: NY Paid Family Leave Law
Scaffolding Level: Medium

Students read and analyze articles about New York’s paid family leave law, create guiding questions from an essay prompt, use a graphic organizer or essay template to plan their essay, and then write a TASC informational essay on the topic.

PREP

- Read New York State Passes 12-Week Paid Family Leave Law and New Family Leave Law Helps Working Parents and Families articles
- Read TASC Informational Essay Prompt: Paid Family Leave handout and be prepared to lead students through turning the essay prompt into guiding questions.
- Decide which essay planning strategy you want to introduce or implement (graphic organizer, template, outline, etc.).

MATERIALS

- TASC Informational Essay Prompt: Paid Family Leave handout
- New York State Passes 12-Week Paid Family Leave Law article
- New Family Leave Law Helps Working Parents and Families article
- Paid Family Leave Graphic Organizer worksheet
- Template for TASC Informational Essay handout

EXPLAIN

1. Ask students to turn to a partner and discuss the following questions:
   - Do workers have a right to take time off to care for a new child in their family or a sick relative?
   - If not, why not? If so, should it be paid or unpaid time?

2. Ask pairs to summarize their conversations and share highlights with the class.
Today we are going to practice writing an informational essay. This is one kind of essay that appears on the TASC exam. Distribute *TASC Informational Essay Prompt: Paid Family Leave* handout and ask students to read just the prompt (the first paragraph). Make sure students understand what paid family leave is.

Ask for a volunteer to read Step 1 and, using the example as a guide, support students through creating 2 guiding questions based on the prompt that they will use to guide their reading, planning and essay writing. These questions should closely resemble the following:

- What is the 12-week paid family leave?
- How can this law benefit workers, families and the general public?

Students should understand that their “job” is to answer these questions in their essay.

When the class has decided on 2 guiding questions and written them into the worksheet, ask for a volunteer to read Step 2, then ask:

Since the first part of their “job” is to explain the new family leave law, which article is more likely to have that information? (*New York State Passes 12-Week Paid Family Leave Law*).

Distribute this article only and ask students to read it and underline the parts that explain what the law actually states.

Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have.

Let students know they need to summarize the information about the new law in their own words for the essay they are writing. Have students work together as a class to use their underlines as a guide as to what to include in this summary. You, the teacher, will be the “scribe” and write the summary on the board while they dictate what to write. Negotiate this process until you have a 3–4 sentence summary of the information written in a way that someone who has not read the article would understand.

Have students read the second article: *New Family Leave Law Helps Working Parents and Families* article. Ask them to underline the places where they find information about who the law will benefit and reason why it will benefit them. They should also underline evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence. In this case, it might also be anecdotal evidence from the mother being interviewed).
9 Next ask a student to read Step 3. Distribute the *Paid Family Leave Graphic Organizer* handout. Fill out the organizer for the first “Reason” together as a model, asking students to guide you from their underlines.

10 Ask students to work individually or in pairs to fill in the rest of the graphic organizer. You may then want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:

- *One reason a paid family leave law was needed is...*
- *One benefit of the new paid family leave law is... For example...*

11 Next ask students to read Step 4 and discuss briefly why each piece of advice is important. Give students time to write their essays.
TASC Informational Essay Prompt: 
Paid Family Leave


**Essay Prompt**

New York, in addition to California, New Jersey and Rhode Island, is one of four states that has passed a bill granting workers up to 12 weeks of paid family leave. Read the two texts provided, then write an informational essay in which you explain the new law regarding paid family leave in New York and the ways this law can benefit workers, their families, and the general public.

**STEP 1**

In the box below, you will turn the essay topic—what you are going to write about—into one or more questions. For example, if the essay assignment read, “Write an informational essay explaining what the TASC exam is and how to prepare for it,” you then turn the assignment into the following 2 questions: What is the TASC exam? How can students prepare for it? These questions will be your guiding questions for your reading. Your essay will be focused on answering those two questions.

**GUIDING QUESTIONS: TURN TOPIC INTO QUESTIONS**

**STEP 2**

Read and annotate the two texts: *New York State Passes 12-Week Paid Family Leave Law* and *New Family Leave Law Helps Working Parents and Families*. As you read, underline parts that relate to the guiding questions, and try to answer them. Write any questions or comments you have in the margins.
**STEP 3**

Plan your essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. A graphic organizer is one way to plan your essay.

**STEP 4**

Now write your informational essay. Be sure to:

- Introduce the topic to be examined.
- Develop the topic with specific facts, details, definition, examples and other relevant information from both passages.
- Organize the information and evidence effectively.
- Use words, phrases, and/or clauses to connect and show the relationship among your ideas.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information presented.
New York State Passes 12-Week Paid Family Leave Law

By Lisa Lewis and Nicole Zolla April 5, 2016

On April 4, 2016, New York Governor Andrew Cuomo signed legislation adopting a 12-week paid family leave policy for New York employees (the “Paid Leave Law”). Once fully implemented, the Paid Leave Law will provide New York employees with up to 12 weeks of paid family leave for the purpose of (1) caring for a new child, (2) caring for a family member with a serious health condition, or (3) relieving family pressures when a family member, including a spouse, domestic partner, child or parent, is called to active military service.

Paid leave to care for a new child will be available to both men and women and will include leave to care for an adoptive or foster child. An employee may take paid leave to care for a new child any time within the first 12 months after the child’s birth or 12 months after the placement for adoption or foster care of a child with the employee. Paid leave to care for a family member with a serious health condition, includes leave to care for a child, parent, grandchild, grandparent, spouse or domestic partner. The legislation allows employers to establish rules limiting employees from receiving paid leave benefits for the care of the same family member at the same time as another employee.

Employers should note that the new paid family leave policy will be implemented gradually. Starting on January 1, 2018, employees will be eligible for eight weeks of paid leave, earning 50% of their weekly pay (capped at 50% of the statewide average weekly pay). The number of weeks of leave and amount of pay increases yearly until, by 2021, employees will be eligible for the full 12 weeks of paid leave, earning 67% of their weekly pay (capped at 67% of the statewide average weekly pay).

In order to be eligible to receive paid leave benefits, employees are required to have worked for their employer for at least six months. Paid leave benefits will be available on the first full day that leave is required for eligible employees (unlike New York State disability benefits where there is a waiting period before employees start receiving benefits).

Significantly, the paid family leave will be funded by a weekly payroll tax of about $1 per employee, deducted from employees' paychecks. Based on this insurance model, employers will not have to face the direct financial burden of funding the paid leave benefits provided under the new law. Nonetheless, employers should begin to prepare for other administrative costs associated with the new law, including costs for implementing changes to internal policies and costs related to employee absences during their paid family leaves.

Since the Paid Leave Law was just signed into legislation and the first phase of implementation is not scheduled to begin until 2018, there has not yet been any significant guidance issued on the new law. We will continue to monitor for additional analysis or guidance issued by the State, if any, and will provide employers with updates on implementation as more information develops.
New Family Leave Law Helps Working Parents and Families

By Dina Bakst

Adapted from https://www.usnews.com/opinion/economic-intelligence/articles/2016-02-09/new-yorks-paid-family-leave-proposal-sets-a-strong-example-for-the-nation

Photo © AntonioDiaz / Bigstock

Only 12 percent of workers in the U.S. have access to paid family leave through their employers. This means while a growing number of companies are rolling out paid leave policies for their employees, the vast majority of American workers are on their own, with no financial cushion or job security when a new baby is born or family member becomes seriously ill. This stands in sharp contrast to the rest of the world: The U.S. is the only high-income developed nation in the world not to offer any paid leave. This is shameful.

Thankfully, New York is now joining the handful of other states—California, New Jersey and Rhode Island—who have enacted their own paid family leave programs. These laws allow workers to continue to earn a portion of their pay while taking time away from work when serious family and medical needs arise.

New York Governor Andrew Cuomo has passed a bill guaranteeing 12 weeks of job-protected paid leave for all New Yorkers—the most generous state law in the nation. Paid family leave would offer crucial financial security when it is most needed. Paid leave has proven to help women remain attached to the workforce and increase their earnings over time. In fact, when women take family leave, they are 39 percent less likely to receive public assistance or food stamps. And when fathers take leave, they are not only less likely to turn to public assistance, research reveals women’s wages rise by nearly seven percent. Better wages and economic conditions leads to stronger families—and a stronger economy.

Paid leave also improves health outcomes for mothers and babies, including adequate time to recover from childbirth and establish breastfeeding, increased birth weight, faster recovery times and shorter hospital stays. With the support of loved ones, paid leave also allows ill and aging individuals to recover at faster rates and spend less time in hospitals and other long-term care facilities.

Paid leave also has numerous benefits for employers, including reduced turnover as well as increased employee loyalty, morale and productivity. It would also help small businesses retain talented employees by providing a benefit they wouldn’t be able to afford on their own. Although some may view paid leave as another tax on employers, this is simply not true: paid family leave in New York would be funded solely by employee payroll contributions, estimated to be less than the cost of a cup of coffee. And in a business survey of California’s paid family leave law, 91 percent of employers reported the effect of the policy was either not noticeable or positive.
Paid Family Leave Graphic Organizer

Use the boxes below to outline your main idea, supporting details, and evidence for your essay. Use this outline to guide your essay writing.

Introduction/Main Idea:

- Reason 1:
- Reason 2:
- Reason 3:

- Evidence 1:
- Evidence 2:
- Evidence 3:

Conclusion:
### Template for TASC Informational Essay

**ESSAY TEMPLATE: INFORMATIONAL ESSAY**

<table>
<thead>
<tr>
<th>PARAGRAPH ONE: Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The topic in general and how it affects people</strong></td>
</tr>
<tr>
<td>(Examples: The rise of 3-D printing is bringing change to many businesses... Global warming is a problem that affects us all... More and more, we have been hearing in the news about the effects on young children of watching television.)</td>
</tr>
<tr>
<td><strong>Why the topic is important</strong></td>
</tr>
<tr>
<td>(The availability of 3-D printing is creating jobs in some sectors and creating job loss in other sectors... Global warming is a danger both for our present and our future... Television is an important topic because it affects our children’s health and well-being...)</td>
</tr>
<tr>
<td><strong>A BRIEF preview of what the reader will learn by reading your essay.</strong></td>
</tr>
<tr>
<td>(3-D printing makes some products stronger, longer lasting and less expensive, but also leads to a loss of jobs in some fields... The dangers of global warming include x, y and z, but there are also solutions... The harmful effects of television watching include x, y and z)</td>
</tr>
<tr>
<td><strong>Helpful phrases:</strong></td>
</tr>
</tbody>
</table>
| *An important topic today is...*
| *A much-discussed topic today is...*
| *A problem today is...* |

<table>
<thead>
<tr>
<th>PARAGRAPH TWO: ONE category of information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong> If you are supposed to write about advantages and disadvantages, make one body paragraph about advantages and one body paragraph about disadvantages.</td>
</tr>
<tr>
<td><strong>For example:</strong> If you are supposed to write about problems and solutions, make one body paragraph about problems and one body paragraph about solutions.</td>
</tr>
<tr>
<td><strong>For example:</strong> If you are supposed to write about different kinds of dangers arising from a particular cause (global warming, pollution, etc.), make one body paragraph about one type of harm and the second paragraph about another type of harm.</td>
</tr>
<tr>
<td><strong>Start with a topic sentence that tells the reader in general what the paragraph is about:</strong></td>
</tr>
<tr>
<td><em>(There are a number of advantages to working part time while in high school... Global warming causes several problems... One of the main types of harm done to young children who watch television is...)</em></td>
</tr>
<tr>
<td><strong>Include specific examples from the article. Remember to include the specific information and the source:</strong></td>
</tr>
<tr>
<td><em>(According to the article (title of article), students who work part-time learn how to manage their time successfully... The Alliance of Concerned Scientists found that crop production had declined by 30 percent... For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have trouble learning to read...)</em></td>
</tr>
</tbody>
</table>
### PARAGRAPH THREE: SECOND category of information

- **For example:** If you wrote about **advantages** in Paragraph Two, write about **disadvantages** in Paragraph Three.
- **For example:** If you wrote about **problems** in Paragraph Two, write about **solutions** in Paragraph Three.
- **For example:** If you wrote about **ONE kind** of harm or danger in Paragraph Two, write about **ANOTHER kind** of harm or danger in Paragraph Three.

Start with a topic sentence that tells the reader in general what the paragraph is about:

(Although there are advantages, there are also drawbacks to working part time while in high school… While global warming causes a variety of problems, there are several solutions… Another of the main types of harm done to young children who watch television is…)

Include specific examples from the article. Remember to include the specific information and the source:

(For example, a study done by The Alliance of Concerned Parents states that young children who watch more than three hours a day of TV have social problems… According to the article (title of article), students who work part-time often see their grades suffer… The Alliance of Concerned Scientists states that taking public transit instead of driving saves a pound of carbon a day…)

### PARAGRAPH FOUR: Conclusion

- Two or three sentences that return to your topic and say again
  1. why it is important
  2. SUMMARIZE the causes/solutions/ types of good or harm
  3. how things in general will be better if people do things the way you have recommended in your essay.

**Helpful phrases:**

*In conclusion…*

*To summarize…*
A Panel of Technology Professionals

Having watched video interviews and read narratives by Technology professionals, students now have the opportunity to interact directly with professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

PREP

Having a career panel requires a lot of preparation, but it is very engaging to students.

1 Select technology careers interest to students. You may want to create a career interest survey prior to the class.

2 Invite 5–6 panelists who work in fields of interest to students. These can include professionals and students. Students can offer some insight into the career preparation process, but not about actually working in the field.

3 Where to find panelists:
   - Ask people you know—relatives, friends, neighbors.
   - Ask other teachers at your site for recommendations.
   - Ask at local college, for example student services personnel or professors. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
   - Ask at places of business with which you are familiar.
   - Ask students for recommendations.

4 What to ask for:
   - Explain that you teach basic education classes, or specify literacy, HSE or ESL, to adult students who are studying careers while they are working on their academic skills.
   - Explain that as part of the class you are creating a career panel, and that students are interested in hearing about their ________ profession. Ask the panelists to be available for 1.5 hours (adjust this time as needed). Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
   - Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned to school after their children have graduated, or people who come to school
after working a night shift, or young people who do their homework while their friends are socializing.

**Confirm, confirm, confirm**

You can never confirm too many times. It’s terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

**Prepare the panelists**

The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss.

**Email the panelists** a list of 4-5 topics you would like them to discuss. Use the ones listed below or create your own.

- Can you describe what you do on a daily basis at work?
- How did you get your job?
- What do you like about it?
- What is difficult about your job?
- What majors or certificates are required? Is licensing required?
- Is there a path to advancement? What are some higher level and lower level positions on this track?
- What personality traits are a good match for this career?
- What hours do you work?
- What benefits are typical in this profession?
- How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

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**TIPS FOR A SUCCESSFUL CAREER PANEL**

**A Mix of Formal and Informal Settings**

A mix of formal and informal settings is ideal, for example, a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists’ presence.

**Be Flexible**

It’s ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.

**Be gracious**

Be gracious and tell the panelists the value of their participation. Also remember that this can be a rewarding experience for panelists. It’s inspiring to meet hard-working students and feel like you’ve contributed to their learning.
Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

NOTE: This lesson refers to Denise’s Technology Career Change Story from Unit 3. If you have not done this lesson, you do not need to refer to it. The reference is in italics.

EXPLAIN

1. You have read graphs and maps, watched video and read written interviews, now it’s time to meet the professionals themselves. Remember when Denise asked questions of the IT field technician about her profession? This is similar. We’ve invited professionals here today so that you can learn about their experience in the workplace.

2. The professionals we have invited work as ________________, ________________, and ________________. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

3. Write at least two questions—they shouldn’t be the same—for each panelist. What is it you really want to know about this career? Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, WH-questions.

4. If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.
My Career Map

Students will consider their work histories, then portray them in career maps, before identifying their career goals.

PREP

- Consider using the CareerZone and Career Cruising activities in Unit Two before doing this activity.
- Create your own sample Career Map to show as an example to students.

NOTE: This activity refers to Denise’s Technology Career Change Story, Unit 3, Section 3, in the boxed portion below. If you have not done that activity, skip the boxed portion.

MATERIALS

- My Career Map handout
- Paper and markers

EXPLAIN/REVIEW

1. What were some steps Denise took in making her career changes?
   - Examples: Talked to professionals working in the field, went back to school, researched careers online, went to an alumni event to network.

2. When you moved from one job to another, what are some reasons you left one job in search of another?
   - Examples: Didn’t enjoy the work, needed different schedule, needed more money.

3. When you moved to a new job, what are some steps you took to get it or to find out about it?
   - Examples: Talked to friends and family who have worked there; wore professional clothes to interview, prepared resume, prepared references.

CAREER MAP FOR UPPER LEVELS

Give the following instructions, one at a time, making sure the class completes one step before giving instructions on the next. Today you are going to map your career changes.
1. Take out two pieces of paper. On one, list your jobs in order, starting with the earliest and moving to more recent jobs. Include jobs that you’ve held as well as ones that you interviewed for, but did not hold, either because they weren’t offered to you or because you couldn’t accept.

2. Next to each job, list anything you did to help you get or find out about the job, either one you accepted or one you didn’t. This could include research about the company or the job, talking to other employees, or preparing for the interview in other ways.

3. On the other piece of paper, draw a map, with a circle around each job you accepted, and a circle with a diagonal line through it for jobs you did not accept.

4. Draw dotted lines to show how you moved from one job to the next.

5. Draw a legend or key, explaining what the circles, boxes and dotted lines mean. Add any additional symbols that will make your map more informative and clear.

Lower Level Option:
For a more scaffolded approach, use the worksheet on the following page.
My Career Map

Tell the story of your work history by completing the chart below, from earliest to most recent.

1. Job:
   What Made Me Interested in this Job:
   What I Did to Get the Job:

2. Job:
   What Made Me Interested in this Job:
   What I Did to Get the Job:

3. Job:
   What Made Me Interested in this Job:
   What I Did to Get the Job:
Career Map Writing Activity

Students practice writing skills by analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future.

*Note:* Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

**PREP**

- Review the writing assignment.
- **OPTIONAL:** Choose a writing strategy to incorporate into the activity. This could be a skill you have already introduced or are introducing for the first time. Some possible options include:
  - **Topic Sentences:** Use sentence starters/stems to help students focus on developing effective topic sentences for their paragraphs. For example:
    
    According to the article,…
    The article focused on…
    The key issue discussed in the article…
  
  - **Paragraph Structure:** Use a Sandwich Paragraph (or other) graphic organizer to help students understand the different parts of a paragraph. See the following link or google “sandwich paragraph” for more guidance. https://missisparagraphpage.weebly.com/paragraph-sandwich.html
Lesson Guide

- **Transition phrases/sentences:** Use transitional sentence stems/staters to help students understand strategies useful for transitioning between ideas. For example:

  *In addition,...*
  *As a result,...*
  *First,... Second,... Third,... Finally,...*

**MATERIALS**
- *Career Map Writing Activity* worksheet

**EXPLAIN**

1. Tell students they are now going to write about their Career Map. They will need paper and pens or pencils.

2. Review any applicable writing skills you have decided to focus on, such as topic sentences, paragraph structure, transition sentences, etc. (See Prep section for examples)

3. Distribute *Career Map Writing Activity* worksheet. Have students read and explain the instructions and then give students time to write.
Career Map Writing Activity

Analyze your Career Map to complete the following writing activity. Each paragraph must answer all of the questions listed for each paragraph, but may also include as many more details as you would like to add. Each paragraph should have a topic sentence, details, and examples. Make sure your sentences flow with clear logic from one idea to the next and that your paragraphs address the topic completely.

PARAGRAPH 1:

Describe your Career Map. What does it look like? Is the path moving toward one specific goal? Does it move between jobs in different industries? Does it move between jobs in the same industry? Which industries does it include? Do you notice any similarities or differences between the steps you took to get new jobs? Are there any patterns that you notice? If you could sum up your map using only one word or phrase, what would it be? What did you learn from looking at your work experience laid out on paper?

PARAGRAPH 2:

Job 1: What was your first job? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 3:

Job 2: What was it? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 4:

Job 3: What was it? What steps did you take to get it? What did you like about it? What did you not like about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 5:

Career goals: Given your career map history, your experiences and your interests, what kinds of jobs do you think you are well suited for? What kinds of jobs are you interested in learning more about? What do you know about yourself and your career goals now?
Nothing ever comes to one, that is worth having, except as a result of hard work.

– Booker T. Washington

Born a slave on a Virginia farm, BOOKER T. WASHINGTON (1856-1915) rose to become one of the most influential African-American intellectuals of the late 19th century. In 1881, he founded the Tuskegee Institute, a black school in Alabama devoted to training teachers. Washington was also behind the formation of the National Negro Business League 20 years later, and he served as an adviser to Presidents Theodore Roosevelt and William Howard Taft. Although Washington clashed with other black leaders such as W. E. B. Du Bois and drew ire for his seeming acceptance of segregation, he is recognized for his educational advancements and attempts to promote economic self-reliance among African Americans.

Source: http://www.history.com/topics/black-history/booker-t-washington