Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers in the Education and Childcare sector.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assessed their own interests and conducted a group research project about careers in the Education and Childcare sector.

In Unit Three, students considered what it takes to prepare for a career in Education and Childcare. They learned about a wide variety of careers in the industry and the kinds of training and education opportunities available to prepare someone to work in this field.

In Unit Four students explored personal narratives from Education and Childcare professionals through text and video.

In Unit Five students learn how to leverage their existing and potential professional networks for job seeking, including analyzing help wanted ads, learning about workplace expectations, and engaging with a panel of Education and Childcare professionals.

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.

1.1 Developing 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 • WHICH AGE GROUP DO I WANT TO TEACH?

Students use the jigsaw reading strategy to learn about the various age groups teachers can work with. In small groups, students will read about one age group, then students from each group come together to pool their knowledge into an understanding of all the age groups. Together they answer questions about the whole reading, relying on one another’s understanding and background knowledge.

3 • READING SAMPLE HELP WANTED ADS*

Students read a selection of help wanted ads from the Education and Childcare sector. Some of the ads are very detailed; others are not. Students ask questions about and make inferences from the ads to figure out what each job entails and match a fictitious job applicant to the job ad that seems the best fit for them.

4 • ASSESSING JOB OFFERS IN EDUCATION AND CHILDCARE*

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 • EXPECTATIONS IN THE WORKPLACE

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

5.1 • Workplace Expectations in Education and Childcare

Students learn about workplace expectations specific to Education and Childcare settings, create a quiz using sentence stems and journal about how they might respond to the complex dilemmas Education and Childcare providers often face.

6 • TASC ESSAY SERIES: NEW FOR NEW YORK’S WORKERS  UPDATED FEB. 2018

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 EDUCATION AND CHILDCARE PROFESSIONALS

Students have the opportunity to interact directly with Education and Childcare 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.
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 Community and Social Service sector, such as public assistance case workers or barbers.

<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>
</tr>
<tr>
<td>School Connections:</td>
<td></td>
</tr>
<tr>
<td>Classmates, Teachers, Counselors, Administrators</td>
<td></td>
</tr>
<tr>
<td>Other Connections</td>
<td></td>
</tr>
</tbody>
</table>

---

**Student Handout**
Developing 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>What</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
<tr>
<td>How often</td>
<td></td>
</tr>
<tr>
<td>How much</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td></td>
</tr>
</tbody>
</table>
Which Age Group Do I Want to Teach?

Students use the jigsaw reading strategy to learn about the various age groups teachers can work with. In small groups, students read about one age group, then students from each group come together to pool their knowledge into an understanding of all the age groups. Together they answer questions about the whole reading, relying on one another’s understanding, background knowledge and their own self-assessment.

PREP

- Read Which Age Group Do I Want to Teach? and prepare to discuss student responses to Grade Levels and Age Groups worksheet.

MATERIALS

- Which Age Group Do I Want to Teach? article
- Grade Levels and Age Groups: What’s the Difference? worksheet

EXPLAIN

1 Turn to a partner and discuss the following questions:
   - What were you like in middle school?
   - How did you feel about school?
   - What was important to you?
   - Who or what did you like or not like?
   - How did you feel about yourself?
   - Did these things change after you got to high school? If so, how?

2 One of the most important decisions an aspiring teacher has to make is which age group or grade level they want to work with. Why do you think this decision is so important?
   > Kids are different at different ages—they act differently and need different things. A teacher should be passionate about and well-equipped to work with the age group of their students. There are different educational and credentialing requirements for teachers at the different grade levels.

3 Broadly speaking, teachers can choose between Early Childhood Education, Elementary School, Middle School, and High School. While successful, effective teachers have many skills and abilities in common no matter what
age their students are, each grade level or grade range requires something different from a teacher. Today we are going to read about what it’s like to work with each of the different age groups. Considering your own experience with children and teens, if you were to select an age group to work with, what do you think it would be and why?

› Take a few responses from students and then tell them we will return to this question after the reading.

4 Jig-saw Reading: Divide the class into 4 groups. Distribute the first page of Which Age Group Do I Want to Teach article and read it together as a class, then explain that each group will be assigned one age group from the article to read and annotate—Early Childhood Education, Elementary School, Middle School, or High School. They should underline what they consider to be the most important parts, if they were summarizing it to someone who had not read it. They should then discuss it as a group, and decide which parts are most important to emphasize. They will be asked to share this information with others who have not read this reading.

5 Assign each group one of the four age groups, distribute assigned parts of the article to each group, review the instructions and give students time to work.

6 When students are finished, create 4 new groups, where each new group is composed of at least one person from each of the former groups. They should bring their annotated reading to the new group. Each group member should take a turn telling the rest of the group about what they learned from their reading.

7 When groups are finished discussing their new knowledge, distribute the Age Groups and Grade Level: What’s the Difference? worksheet. Together, groups should complete the worksheet. They will need to rely on one another to share aspects of each reading and complete the worksheet collectively.

8 When students are finished, discuss their answers as a class and close by revisiting the question:

• If you were considering a teaching career, which age group would you most like to work with and why?

• Even if you do not consider a career in teaching, how might this information or the skills practices in this activity be useful to you?

9 Teacher may want to make enough copies of the entire article to distribute to students for their future use.
Which Age Group Do I Want to Teach?

One of the biggest decisions aspiring teachers have to make is the grade level, or grade range, that they would like to teach. There are even different teaching credentials required in many states based on the level of students you teach. You may need to be certified to teach elementary school aged children across a broad range of subjects as opposed to a single subject with students in middle or high school.

Not only is the credentialing process quite different, but so is the teaching experience itself. Throughout the years, children grow and so do their needs and expectations of their teachers. Figuring out how your knowledge, passions, training, expertise and teaching style can fit with a specific age range of student is important to consider.

The four age groups teachers can choose from are:

- Early Childhood Education
- Elementary School
- Middle School
- High School

Teachers are also needed at the college level, however these positions typically require advanced and professional degrees.
READING #1: Early Childhood Education

The National Association for the Education of Young Children (NAEYC) defines “early childhood” as occurring before the age of eight, and it is during this period that a child goes through the most rapid phase of growth and development. Their brains develop faster than at any other point in their lives, so these years are critical. The foundations for their social skills, self-esteem, perception of the world and moral outlook are established during these years, as well as the development of cognitive skills.

When deciding if Early Childhood Education is the right career choice for you, the first and most important question to ask yourself is: Do I like working with young children? If you can’t answer yes, then this career may not be best for you. Working with children requires patience, dedication and sensitivity. Trying to keep up with them can be exhausting, but if you're up to the challenge, it can also be extremely rewarding.

Young children are not like other students. Their needs are unique and you must be aware of this. It is important to understand that you could be one of the first adults a young child has interacted with outside of his or her own family. The separation from parents in the beginning can be difficult, and a teacher must help them through this transition. A child can become very attached to you as a “substitute” for their parents, or they may reject you completely. Great teachers are adaptable to the emotional reactions of their students. And when it comes to your students’ interactions with other children, this can be one of the first times they interact with children their age. A teacher’s role often becomes that of mediator when children have problems sharing or learning how to get along.

Furthermore, teachers in Early Childhood Education need to be creative and adaptive. They must think outside their own mature perspective and be able to place themselves in their students’ shoes. What motivates a very young child? How do you hold a toddler’s interest? How do you make learning fun? These are all questions you will have to ask yourself. Lessons in Early Childhood Education classrooms are very hands-on. They involve arts and crafts, storytelling, exercise, educational games and more. You need to be fast on your feet and highly adaptable to continuously come up with new ways to guide children through their early learning stages.
READING #2: Elementary School

Elementary school encompasses a wide range of grade levels. In some regions, it includes kindergarten through eighth grade. In other areas, it goes through the fifth grade, and sixth, seventh and eighth grades are considered middle school. Elementary school teachers interact with students of vastly different age groups, from the early ages of five or six, to the cusp of adolescence at 11 or 12.

Students in elementary schools are all at different phases of development, and their needs vary greatly. However, most elementary school teachers focus on a specific grade level, teaching one class of students who are around the same age. In fact, some states require teachers to be certified to teach a particular grade.

Elementary school teachers usually have one class and they teach their students several different subjects. The curriculum is usually structured around the fundamental subjects of mathematics, science, social studies, language arts, music, art and reading. Elementary school teachers are expected to be very hands-on, creating fun and enthusiastic atmospheres within their classrooms and adapting to meet the needs of their students.

Elementary school launches what will hopefully be a decades-long academic marathon for your students. As a result, it is essential that elementary teachers create healthy academic behaviors in children as early as possible. Be prepared to spend your time reinforcing these behaviors on a daily, and sometimes hourly, basis.

Another important concept to keep in mind is “the gradual release of responsibility.” The idea is that regardless of age, there will be certain academic tasks that your children should be able to do without your help by the end of the school year. For a first-grader, this might entail picking an ability-appropriate book from the library; for a fifth-grader, it may include being able to conduct basic research from a variety of sources. Regardless of the age, fostering independence is essential in the effective elementary classroom.

Summer camps and volunteer tutoring are two ways that an aspiring teacher can explore working with this age group. Being an effective teacher, at any level, first and foremost means you have to enjoy working with children who will need consistent reinforcement, patience and a guiding hand as they grow older.
READING #3: Middle School

Middle school is a recent development in the history of education in the United States. The overarching goal of middle school is to bridge the gap between elementary and high school, and ease the transition of young students into adolescence. Middle schools most commonly consist of sixth, seventh and eighth grades and combine elements from both elementary school and high school. In middle school, teachers of different academic subjects often work as a team with the same group of students. Each teacher instructs on their own subject, though there is close interaction between teachers to foster a sense of community and togetherness.

Sixth-, seventh- and eighth-graders don’t quite fit into the world of elementary school students with their bulletin boards, class parties and “little kid” stuff; nor do they fit into the loud, crowded and bustling halls of the high school. The middle years are emotionally complex and academically challenging for children beginning to make the leap to adulthood. Many teachers shy away from these grade levels, but as a former middle school language arts teacher, I can vouch for the joy, depth and sheer energy of students in the middle school years.

Be warned, however, if you want to effectively teach at this level: The challenges go far beyond understanding the content and teaching classes on a daily basis. Middle school students are funny, fiercely loyal, insightful and wonderful to be around (usually), but they’ll give you plenty to think about. Keep these things in mind as you consider whether you’d prefer to teach middle school students:

Be prepared to discuss feelings
As middle-schoolers make the jump into the teenage years, many will begin to experience waves of physical and emotional changes that, from time to time, simply overwhelm them. Your classroom work will have to include managing these emotions as they pop up, and also being proactive in helping children navigate them as they arise.
A key thing to remember about the developing adolescent brain is that emotions are more powerful than ever and the child lacks the ability to know that the feeling—whether it's positive or negative—will eventually fade. Patience is the watchword of working at these grade levels.

**There is no faking it**
Middle school students are incredibly insightful and occasionally incisive in their observations. As they approach adolescence, middle school children can be cynical and unforgiving of hypocrisy in adults.

Be prepared for your students to expect you to be honest, forthright and open in your work with them. Nothing is more demotivating to middle-schoolers than having a teacher who fails to honor their feelings or recognize their hard work, or treats them as if they're younger than they really are. Suffice to say that worksheets and lectures won't cut it with the middle years.

**Don’t believe everything you’ve heard**
It’s not uncommon for non-middle school teachers to roll their eyes when middle-school-age students come up. The common misconception is that middle-schoolers are far too difficult and challenging for many teachers and that they are to be avoided.

Nothing can be further from the truth. In my experience, middle school students hunger for teachers who respect them and their entry into the teenage years, honor them with quality lessons, and show the necessary patience as they navigate the sometimes rocky waters of the middle school years.
As a former middle school and high school teacher, I can see the appeal of both of these levels. It’s a gift to witness a middle school child’s transition to young adulthood, but there’s also a lot to be said for guiding students through the years that come next.

**Specialization**

Compared with high school, elementary and middle schools provide less of an opportunity to become highly specialized in your favorite subject areas. By the time children enter high school, they should have the learning skills required to focus on subject matter with greater depth, so they need teachers with more thorough knowledge of specific disciplines like math, science and language arts.

If you’re highly interested in teaching one specialized subject such as chemistry or English literature, then high school offers a chance to hone your skills in those academic areas. High school also offers a chance to teach rigorous advanced placement courses, where the ability to specialize with depth and breadth truly becomes apparent.

**Higher expectations**

By the time children enter high school, they should have a fair amount of academic independence skills. Understanding this enables the teacher to set high expectations on student engagement, depth of work and overall effort.

Many students outgrow the more rigid structure of the elementary and middle school years, and look forward to the independence and more rigorous challenges of high school. This allows teachers to raise their expectations for the entire class. In other words, the students enjoy being treated as adults.

**Independence and interdependence**

High school, due to its proximity to college and adulthood, is a perfect place to develop the work habits and social skills necessary to work in our more
technology-centered and team-based world. This offers a great opportunity for teachers to focus on the “how” and “why” of a course as well as the “what.”

Rather than simply dole out information about a specific subject, the motivated teacher can use the classroom as a place to demonstrate how to function in both college and the working world.

The most important takeaway is that high school teachers have to maintain a delicate balance between recognizing the needs of students today and addressing the demands of the future. The best teachers focus on important content and subject matter, but they also remember that students have to be prepared for life after high school. These factors all come together to create a school setting where the motivated teacher can stay intellectually engaged and enjoy a fulfilling career.
Grade Levels and Age Groups: What’s the Difference?

Answer the questions below with your new group.

1. Deciding which age group or grade level to work with is an important decision for an aspiring teacher to make because ________________________________

2. Based on the reading, what qualities and skills do you think are important for an Early Childhood Education teacher to have and why?

3. The reading mentions an important concept that elementary school teachers must focus on called, “the gradual release of responsibility.” Describe this concept in your own words and why you think it is particularly important in elementary school.

4. According to the article, what makes middle school students unique to work with? What qualities and skills do teachers need to gain or have if they are going to work with this age group?

5. The author mentions that some educators shy away from working with middle school-aged youth, but many people are extremely passionate about teaching these grades. Why do you think someone would choose to work with middle school students?
6. How is middle school different from elementary school? How are they similar?

7. What are some of the advantages of teaching high school? What might be some of the challenges?

8. What does the author mean by “specialization” in high school? Describe this term in your own words.

9. If an aspiring teacher was deciding between working in a middle school and a high school, how would you explain to them the most important differences between the two?

10. If an aspiring teacher were trying to decide which age group to work with, what steps could they take to help make the decision?

11. Which age group or grade level would you most want to work with and why? (Discuss with your group and summarize. For example, “Most of the group would choose high school because... However, two of us would choose elementary school because...”)

Reading Sample Help Wanted Ads *

Students read a selection of help wanted ads for Childcare positions posted on the Indeed website. They will ask questions about and make inferences from the ads to determine what the job entails, match three different job applicant profiles to the job that seems a good fit for them. These help wanted ads can be used to discuss Childcare positions in particular and interpreting help wanted ads across sectors more generally.

PREP

- Read the Selected Job Ads in Childcare*

MATERIALS

- Selected Job Ads in Childcare*
- Job Ad Information Checklist worksheet*
- Paraphrasing and Inferring Help Wanted Ads worksheet*

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 in the ads? 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 three job ads, and put a check on the worksheet in the box corresponding to the information included. For example, if the job ad for The Learning Experience lists the start date, they will put a check in the corresponding box. If not, they 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**

Ask students about 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 Childcare workers?
## 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>The Learning Experience*</th>
<th>Sunshine*</th>
<th>Harlem Children’s Zone*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSISTANT TEACHER / FLOATER

THE LEARNING EXPERIENCE—BAYSIDE NY
BAYSIDE, NY

The Learning Experience® is hiring at our center in Bayside, New York! We are currently hiring creative, bright, loving Assistant Teachers to work with children of all age groups. As an Assistant Teacher, you will support our teaching staff by ensuring a clean, friendly, welcoming environment; following our company curriculum; the health and safety of the children in your care as well as effective communication with the children’s parents. Once you have joined our team, you will benefit from an extensive training program and a salary that is competitive within the industry. You will enjoy building relationships with the children, parents, and co-workers within a friendly team-oriented environment! For more information about our company visit us at www.thelearningexperience.com. Benefits include: CPR/First Aid training and professional development classes. Health & Dental Packages are available.

Requirements:

• Must have a High School Diploma or Equivalent (GED/HSE).
• Associate’s degree or Bachelor’s degree considered a plus
• 1-3 years of childcare experience
• Must be at least 18 years of age
• Be of good character and reputation
• Be of sufficient physical, mental and emotional health to perform job duties satisfactorily
• Must be able to lift a minimum of 25 lbs.
• Possess skills, attributes and characteristics conducive to and suitable for dealing with children
• Must speak English well enough to communicate with children, staff, management, and parents
• Willing to complete training classes as required by state regulations
• Satisfy the mandatory physical and background checks as required by state and company regulations.
• Willing to attend staff/parent events and complete training classes as required by state regulations
• Willing to submit at least 3 references

Job Type: Full-time
A private early learning center is seeking passionate, nurturing and experienced educators to join our Pre-K program.

Our teachers will:

• Be familiar with the Creative Curriculum and NY Common Core Standards.
• Interact affectionately and respectfully with children.
• Consistently provide stimulating activities that will support their emotional, intellectual and social development.
• Keep an open line of communication between families regarding their child’s developmental growth and transitions.
• Adhere to all health and safety policies and procedures while supervising the children at all times.
• Offer and share ideas and materials with co-workers and Lesson Planning

Head Teacher Qualifications:

• BA in Early Childhood Education or a related field
• NYS Teaching Certification
• Experience working with children 3 to 4 years of age in a classroom setting.

Please submit all resumes as an attachment. Only respond if you meet all the qualifications.

Job Type: Full-time

Job Location:

• New York, NY 10035

Required education:

• Bachelor’s

Required experience:

• Teaching: 2 years
• Childcare: 1 year
• Early Childhood Education: 2 years
Job Description: The Baby College is a program that addresses the needs of children between the ages of 0 and 3, and is a critical piece of our early intervention work. It is our goal to provide families with both a range of information and the support necessary to raise happy and healthy children who enter school ready to learn.

We are seeking a Childcare Coordinator with early childhood (infants–5 years) and/or school age (6–12) childcare experience to provide supervision of Childcare Worker staff. The Childcare Coordinator will implement lesson plans as well as manage activities for children and parents who participate in The Baby College program.

Essential Duties and Responsibilities

- Supervise Childcare Worker team and ensure that quality services are being provided to families.
- Create and execute lesson plans.
- Assist Childcare Workers with organizing and developing educational, recreational, and cultural activities for children between the ages of 0-5 years old.
- Ensure children are safe, and supervise and support Childcare Workers in related responsibilities.
- Track the academic, social, and emotional progress of individual children, including daily observations and information about activities, meals served, and medications administered.
- Help implement activities for the adolescents who participate in the Baby College program.
- Manage Childcare Worker set-up team.
- Train, motivate, and evaluate all childcare staff including orientation, recognition, weekly staff meetings, and individual one-on-one meetings.
- Perform other duties as assigned.

Qualification, Skills and Knowledge Requirements

- A commitment to the mission and programs of HCZ
- Bachelor’s degree in Early Childhood/Childhood Education, Social Work, Psychology, or Sociology preferred
- Experience working in a classroom setting
- Excellent communication skills, both oral and written
- Available to work days, evenings, and Saturdays
- Bilingual a plus (English/French, or English/Spanish)

We offer competitive salaries and a comprehensive benefits package. To be considered, interested applicants must submit a cover letter and resume. No telephone inquiries or recruiters please. Replies will only be sent to qualified applicants. HCZ is an EOE.

Position Type: Full-Time/Regular
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>The Learning Experience*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunshine*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harlem Children’s Zone*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*RAENs will provide regional adaptations.
Job Applicant Profiles*

**DESMOND** was 27 when he earned a Bachelor’s degree in Early Childhood Education from the University of Guyana. He worked as a preschool teacher for seven years before moving to Brooklyn, NY. While he was in college, he worked in the university’s cafeteria. He was recognized for being a hard worker and quickly became a manager, supervising a staff of eight servers and three cashiers. He has a wife and five year old daughter in Guyana, who he hopes will be able to join him in New York soon.

---

**SULEYKA** is 31 years old, a mother of three children. She earned an Associate’s degree in Liberal Arts from Kingsborough Community College and a Bachelor’s degree in Early Childhood Education from Brooklyn College. While at Brooklyn College, she received a New York City Housing Authority (NYCHA) scholarship by writing a winning personal essay and maintaining a 3.0 grade point average (GPA). She worked in the Brooklyn College Childcare Center, a free service to college students with young children. She was a Teacher Assistant there, helping the teachers set up and clean up from activities and keep the children safe, engaged and learning. Now that she has earned her New York State Teaching license, she is looking for a full-time teaching position.

---

**CYNTHIA** is 26 years old. She recently earned a HSE diploma from Queensborough Community College, in Queens, NY. For the past three summers, she has worked as a camp counselor with the NYC Parks Department. During the academic year, she works afternoons in an afterschool program, assisting teachers and running activities for children. She assists in preparing, serving and cleaning up from snacks, setting up art activities, taking attendance and resolving any conflicts between children. The teachers and program director describe her as someone who takes initiative to get done what needs to get done in order for the afternoon to run smoothly.
Assessing Job Offers in Education and Childcare*

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 Career Cruising or CareerZone to find additional duties and write them in the chart.
   - Ask: If you are looking for Teacher Assistant, what are some keywords you can use to search?
     - Teacher Assistant, Assistant Teacher, Teacher’s Aide
If a computer lab is not available, print the entries from CareerZone or Career Cruising.

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.

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

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 Nanny position with the Baptiste family and a Teacher Assistant position with Sun and Moon Childcare Center. What duties do you think would be required for each position?

<table>
<thead>
<tr>
<th>Job Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanny position with the Baptiste family</td>
</tr>
<tr>
<td>Teacher Assistant position with Sun and Moon Childcare Center</td>
</tr>
</tbody>
</table>

...
Assessing Wages*

The two jobs offer very different hours, wages and benefits. Analyze and complete the chart to answer the questions on the following page. Show all of your calculations.

<table>
<thead>
<tr>
<th></th>
<th>Nanny/Manny</th>
<th>Teacher Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOURS</strong></td>
<td>Monday, Tuesday, Wednesday 8:00 a.m.–6:30 p.m.</td>
<td>Monday–Friday 8:00 a.m. to 6:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Additional occasional hours for nighttime babysitting at the same rate is available.</td>
<td></td>
</tr>
<tr>
<td><strong>BREAKS</strong></td>
<td>No official break, but the children nap at the same time, usually for 1½–2½ hours</td>
<td>½ hour paid break</td>
</tr>
<tr>
<td><strong>HOLIDAYS/VACATIONS</strong></td>
<td>5 unpaid holidays. These and the families’ and nanny’s vacation or other canceled work days are rescheduled to maintain consistent pay for the nanny. During public school closures, the nanny may bring her/his children, if any, to work.</td>
<td>9 paid vacation days. 2 weeks unpaid time off during holiday periods. May elect to work during these periods in “vacation camps.”</td>
</tr>
<tr>
<td><strong>PAY RATE</strong></td>
<td>$22/hour. Pay is in cash, received weekly. An annual pay increase may be negotiated. Taxes are not withheld. Worker is responsible for paying taxes on the income at the end of the year.</td>
<td>$12/hour. Pay is received biweekly. Money for taxes are withheld.</td>
</tr>
<tr>
<td><strong>BONUS</strong></td>
<td>Year-end bonus equal to one week’s pay</td>
<td>None</td>
</tr>
<tr>
<td><strong>WEEKLY PAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNUAL PAY RANGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BENEFITS</strong></td>
<td>None</td>
<td>Health insurance is included.</td>
</tr>
<tr>
<td><strong>COMMUTE</strong></td>
<td>The family’s home is a 45-minute subway ride from your house.</td>
<td>The childcare center is located a 10-minute walk from your house.</td>
</tr>
<tr>
<td><strong>RESPONSIBILITIES</strong></td>
<td>Care for two two-year old children, one from each of two families, in one of the family’s homes, including feeding them prepared meals, taking them on outings such as to parks, zoos and elsewhere, keeping them safe and engaged in their surroundings. Cleaning up after the kids is required, such as washing their dishes and keeping their toys organized, but no other housework is required. The nanny has a contract with each family and communicates with each family during each work day.</td>
<td>Assist a Pre-K class of 18 four-year olds with one head teacher, one teacher assistant and one paraprofessional. Duties include setting up activities and organizing materials, helping children wash their hands, use the bathroom, help with activities, take attendance, clean up from activities, ensure children’s safety in the classroom and on daily trips to playgrounds or other locations, help children resolve conflicts with one another.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
<td>None</td>
<td>Offers ongoing professional development free of charge, such as courses in child development, conflict mediation and group facilitation skills.</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.
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

- 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.

- Cut up enough Employer Expectations Scenarios to assign a positive and negative scenario of each characteristic to each group of students. It’s okay 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 daycare center 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 Workplace 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.
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.

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.

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.

The group should decide which student will play which role.

Give groups 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.

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

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 Software City store at 7am, where he sells educational software. 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 leader has been out on disability leave and Lisa has been asked to run the weekly meeting at the tutoring company where she works. She has been hoping for an opportunity like this for a long time. 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, and has the meeting agenda ready to distribute.

(continued)
Positive Attitude

SHEILA is the supervisor in an afterschool program. She loves being around kids, but she absolutely hates the forms she has to fill out so that tracks students’ attendance and participation in various activities. Today she has been asked to make sure her and all her coworkers’ reports are complete and up to date. The program is going to be visited by funders soon, so they need to make sure all their records are up to date. When the director 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 fundraisers for GLSEN, the Gay, Lesbian, Straight Educator’s Network, a non-profit organization that helps create safe school environments for lesbian, gay, bisexual and transgendered (LGBT) students. Lately, his co-workers have been really discouraged because it is taking longer than expected to meet their fundraising goals. They are working long hours making phone calls that do not yield donations 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 their work 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 as one of two guidance counselors in a middle school. His supervisor mentions at a meeting that he needs someone to work with a student who has a reputation for being notoriously difficult to work with because he is frequently hostile, often mistrusts his counselors, frequently yells or refuses to talk at all. He lives in a shelter and could benefit from additional support. John averts his eyes during the meeting, hoping he won’t get the bad luck of having to work with this student.

Initiative

CHRIS works as a secretary in a school office. Under the mayor’s plan to reduce New York’s carbon footprint, schools have been asked to cut down on paper use to help 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 school reaching its goals, 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 move all the files of clients from 2005-2010 into storage, at the behavioral therapy office where they work with children with disabilities. 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 work to be done 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 a Know Your Rights workshop at Hunter College’s Welfare Rights Initiative where she works as a student intern. It needs to include a description of the workshop, dates and times, location, and images in an attractive design. Veronica is a good writer, but she doesn’t 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.

---

**Ongoing Learner**

In his summer job, **Lawrence** has been asked to count and record the inventory of books, crayons, glue and paint at Sunrise Daycare, where he works assisting the owner. 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 job teaching children with life-threatening illnesses in long-term hospitals stays is offering to pay for her to take a weekend workshop in stress reduction techniques. 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 herself 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.
Workplace Expectations in Education and Childcare

Students learn about workplace expectations specific to the Education and Childcare sector. They read and annotate a fact sheet about Education sector expectations, and create a quiz using sentence stems for a classmate to answer. They also journal about what their personal considerations might be when confronted with the complex situations Education and Childcare workers often face.

VOCABULARY
- confidentiality
- ensure
- equitably
- consequences
- inappropriate

PREP
- Read *Workplace Expectations Fact Sheet: Education* handout
- Be prepared to explain the terms: confidentiality, ensure, equitably, consequences, inappropriate

MATERIALS
- *Workplace Expectations Fact Sheet: Education* handout
- *Write Your Own Quiz: Education and Childcare Expectations* worksheet
- *Education Expectations Journal* worksheet

EXPLAIN
1. In addition to the common workplace expectations that employers have across sectors, there are some very specific expectations that Education and Childcare workers in particular must comply with. Today you will read about expectations that are specific to the Education field and develop quizzes on the information for your classmates to take.

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

3. Write each of the expectations/characteristics from the *Workplace 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 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 *Write Your Own Quiz: Education and Childcare Expectations*.

5 When students are finished, have them exchange papers with a partner and complete each other's quizzes. Point out that they need to supply a quote from the text to support each of their answers. Afterwards, they should exchange papers back and correct each other's quizzes.

6 When students have finished, distribute the *Education Expectations Journal* and give them time to write.
Workplace Expectations Fact Sheet: Education


Parents and community expect school personnel—that includes all adults who work in an Education setting—to work in the interests of the students. The laws and guidelines below apply to Education workplace settings.

1) Respect Confidentiality

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects students’ right to the privacy of school records. Examples of records are report cards, reports about student behavior and records related to student health.

Anything that could identify the student is confidential. This includes:

- Student’s name, parent’s name, address.
- Social security number.
- Other information that makes the student easily identifiable.

Violations of confidentiality include:

- Verbally disclosing information to someone who does not “need to know.”
- Sending information or copies of reports to agencies or persons without written parental consent.
- Keeping student records in places that are easily accessible to others.

Respecting confidentiality is critical in Education settings.

2) Exhibit sensitivity to cultural differences, individual differences, and disabilities.

Valuing diversity in schools is an essential expectation of Education and Childcare workers.

- School personnel should support all students regardless of race, gender, sexual orientation, ability, religion, belief or other differences.
- Educators must provide English language learners access to English language services in addition to social-behavioral and academic support.
- Make sure that students feel accepted and in a comfortable environment and that all students have equal opportunities for learning, according to their needs.

The Equal Protection Clause of the 14th Amendment guarantees protection against discrimination. Education workers need to treat all students fairly and equitably. Discriminatory practices may not be deliberate; although they may sometimes happen out of subconscious beliefs or pressure. However, this does not make them ok or lawful. Education workers must pay careful attention to their own actions, so that all students receive equitable treatment and care.
Some guidelines for treating all students equitably include:

- Provide appropriately challenging work for all students, including those who may be a cultural, ethnic or racial minority in the classroom, or who are English language learners.
- Include all students in an activity or discussion.
- Provide all students an opportunity to respond to questions.
- Do not make assumptions about students’ academic abilities based on their gender, race or other identities.
- Model positive behavior. Name-calling or putdowns are never allowed.

### 3) Ensure students’ health and safety

#### Health

Universal health precautions include reducing health risks to students and staff by following certain healthcare practices. School districts may make first aid kits available in school buildings, require the use of gloves in the presence of bodily fluids, or take other precautions to prevent disease from spreading. It is important for Education workers to clearly understand these policies and to ask questions as needed.

#### Safety

Public school personnel are often the first observers of suspected child abuse. Many school personnel are mandated reporters, meaning that they are trained in and required to report suspicions of child abuse to school personnel or local authorities.

School personnel also need to understand policies related to bullying, fire and evacuation procedures and lockdowns. Be sure to ask questions if you don't understand any policies and procedures related to safety.

School-wide behavior or discipline policies serve to keep students safe and learning, and members of the school community healthy and unharmed. There is a wide variety of responses to student behavior that schools might use. Responses to student behavior is part of what makes up a school’s culture, and has a big impact on the feeling students and teachers get being in the school. Some schools use primarily mediation and stress reduction, known as restorative practices, while other schools use more detention and suspensions, which are considered punitive practices. Physical punishment of students is never allowed under any circumstances. Finding out a school's discipline style should be part of interviewing for a school job, to make sure it is a good fit for you, and so you will feel comfortable implementing the policies.

### 4) Professionalism: Teamwork, Relationships with Students, Workplace Ethics

#### Teamwork

Most Education and Childcare professionals work as part of a team. A productive team operates best when all members understand their roles and responsibilities, how they fit together, and how to best communicate.
School administrators should provide a job description, which is important to read and understand. The next step is to know who your team members are and what their responsibilities include. Finally, being a member of a team requires you to know the policies of your school and school district.

You may be a team of two or a team of many. You will also work with people outside of your immediate team. Administrators are part of instructional teams, even though you may not interact with them on a regular basis. An administrator such as a principal or assistant principal has the ultimate responsibility for what happens in the school or program they supervise. A good instructional team keeps the focus on serving students.

**Relationships with Students**
Education and Childcare professionals should always maintain professional, caring relationships with all students, both inside and outside of the classroom. Sometimes a student misinterprets the actions of an adult or might even initiate an inappropriate relationship. Always keep the focus on the student’s learning and ask a supervisor for help if needed.

**Observe workplace ethics**
One key ethics policy relates to being honest and presenting yourself accurately. This applies to all types of communication—verbal, written, or electronic (text or e-mail). Some violations could include:

- Stating or implying that you completed courses you did not complete.
- Stating or implying that you have licenses that you have not earned.

Omitting or hiding information. Examples include:

- Failing to share information about previous employment.
- Concealing that you have not complied with Health Department regulations.

**Ethical Violations for financial gain**
Educators should always work for the growth and development of students, not for personal gain. Violations can include:

- Soliciting students or their parents to purchase equipment, supplies or services from you as part of your private business or in exchange for using your influence.
- Promoting out-of-school activities you are involved with without the approval of your school’s administration.
- Tutoring students from your school for money, unless approved by the school principal, local board of education or superintendent.
- Accepting gifts for personal use from vendors or potential vendors in return for your promoting their merchandise or services at your school.
Write Your Own Quiz: Education and Childcare 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 healthcare 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 do Education and Childcare workers have to ____________________________?
   A. Answer:
   B. Supporting Quote:

2. What are Education and Childcare workers expected to do if a student or child ____________________?
   A. Answer:
   B. Supporting Quote:

3. In your own words, explain the importance of _________________________________.
   A. Answer:
   B. Supporting Quote:

4. Why should Education and Childcare workers ____________________________?
   A. Answer:
   B. Supporting Quote:

5. Explain ________________________________ in your own words. What is an example of ________________________________ in the Education and Childcare workplace?
Section 5.1

A. Answer:

B. Supporting Quote:

6 How is ____________________ similar to ____________________?
   A. Answer:
   
   B. Supporting Quote:

7 How is ____________________ different than ____________________?
   A. Answer:
   
   B. Supporting Quote:

8 Can you give another example of ____________________ from real life or something you have read?
   A. Answer:
   
   B. Supporting Quote:

9 Do you agree that Education workers should______________________________?
   Why or why not?
   A. Answer:
   
   B. Supporting Quote:

10 In your opinion, do you think it's right to______________________________?
    Why or why not?
    A. Answer:
    
    B. Supporting Quote: 
Workplace Expectations: Journal

http://www.schoolcounselor.org/magazine/blogs/january-february-2008/keeping-quiet

Imagine that you are an Education or Childcare worker who works directly with students. For example, you may work as a teacher, a school counselor, a teaching assistant or a bus driver. Consider the following scenarios and write about what you would do or say based on what you have just read about workplace expectations, along with your own experiences and beliefs. Choose the scenario below that would be most challenging to you.

1. You coach basketball after school, and you have recently heard rumors that a teacher is hosting parties in her home and providing alcohol to students. One of the students on your team discloses that she has been to this teacher’s home on several occasions where alcohol has been present. You confront this teacher, who denies the allegation.

2. You have learned from students that Ms. W., the fourth-grade teacher you have been assigned to as a Teaching Assistant, has emailed parents using the school’s e-mail, notifying them that she is available on weekends and after school to tutor writing at a reasonable hourly rate. Several of her students have been struggling with their writing. Ms. W. feels that the extra work will benefit the students.

3. You discover that there is a Facebook group called “I Hate Jesse,” which refers to a fifth-grade student you have regular contact with as the school Bus Driver. Some students at school have been joining this group and posting negative comments about Jesse, as well as posting a cell-phone photo of Jesse’s buttocks while she was walking in the halls of the school.

4. Sally is a seventh grader who has always been a good student and is well-liked by peers and teachers. Lately, she has had a real change of attitude. When you ask her if anything is wrong, she says boys have recently been making jokes and comments about her physical development. She says last week some boys trapped her against a locker, but she begs you not to say anything to anyone.
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 was 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:
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.

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.

Essay 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence from the article that supports this reason

<table>
<thead>
<tr>
<th>Reason for sick leave from the article</th>
<th>In my own words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence from the article that supports this reason
## Section 6.1

<table>
<thead>
<tr>
<th>Reason for sick leave from the article</th>
<th>In my own words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence from the article that supports this reason

<table>
<thead>
<tr>
<th>Evidence from the article that supports this reason</th>
</tr>
</thead>
</table>
### Template for TASC Informational Essay

<table>
<thead>
<tr>
<th>PARAGRAPH ONE: Introduction</th>
</tr>
</thead>
</table>
| **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…

<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>
</tbody>
</table>

**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.
8 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.

9 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.

10 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.

11 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?

12 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.”

13 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>Claim:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason One:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason Two:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason from the article:</th>
<th></th>
</tr>
</thead>
</table>
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. •

---

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-partisan\(^1\) Congressional Budget Office says it would cost the economy up to 1 million jobs.

Here's what happens when the government mandates\(^2\) 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 compensate\(^3\) 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. •

---

\(^1\) 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

#### 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**

**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…*
A Panel of Education and Childcare Professionals

Having learned about the Education and Childcare fields from a number of different angles, 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.

COORDINATION

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

1. **Identify professions of 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, while professionals can discuss 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 student services personnel or professors at a local college. 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. Choose 4-5 from the topics below.

- 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.

**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.

EXPLAIN

1. You have read graphs and maps, watched video and read written interviews. Now it’s time to meet the professionals themselves. 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

Having studied many aspects of careers, students will now draw their own career maps, based on their work histories.

MATERIALS

- My Career Map handout
- Paper and markers

INSTRUCTIONS FOR UPPER LEVELS

Give the following instructions, one at a time, making sure the class completes one step before giving instructions on the next.

1. Today you are going to map your career changes, and consider what you can learn from your work so far.

   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. Between each job, write the step you took to secure or try to secure that job, and draw a box around the step, for example, seeking advice from someone who already worked in the field.

5. Draw dotted lines to show how you moved from one job to the next.
6 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.

\[\text{KEY:}\]
\[
\text{Step} = \\
\text{Job} = \\
\text{---} =
\]

**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.

Job: 

________________________________________________________________________________________

What Made Me Interested in this Job: 

________________________________________________________________________________________

What I Did to Get the Job: 

________________________________________________________________________________________

Job: 

________________________________________________________________________________________

What Made Me Interested in this Job: 

________________________________________________________________________________________

What I Did to Get the Job: 

________________________________________________________________________________________

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
Transition phrases/sentences: Use transitional sentence stems/starter 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?
Success isn’t about how much money you make, it’s about the difference you make in people’s lives.

—Michelle Obama

MICHELLE LAVAUHGN ROBINSON OBAMA (born January 17, 1964) is an American lawyer and writer who was First Lady of the United States from 2009 to 2017. She is married to the 44th President of the United States, Barack Obama, and was the first African-American First Lady. Raised on the South Side of Chicago, Illinois, Obama is a graduate of Princeton University and Harvard Law School, and spent her early legal career working at the law firm Sidley Austin, where she met her husband. She subsequently worked as the Associate Dean of Student Services at the University of Chicago and the Vice President for Community and External Affairs of the University of Chicago Medical Center. Barack and Michelle married in 1992 and have two daughters.

Adapted from https://en.wikipedia.org/wiki/Michelle_Obama