In Unit One, students are introduced to the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They learn about a wide range of direct service careers in Community and Social Services and also explore indirect service provider careers that exist in the industry. They also learn about the various kinds of career families and employer types available to employees in the Community and Social Services sector, and consider local legislation that is currently affecting workers in all sectors.

1. **LABOR VOCABULARY:**
   **WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT LABOR?**

   Students learn the language of labor—careers, jobs, industries, sectors—what does it all mean?

2. **WHAT IS THE COMMUNITY AND SOCIAL SERVICES SECTOR?**

   Students read a description of what the Community and Social Services sector is, which careers are included and where to find them.

3. **READING BAR GRAPHS SERIES: EMPLOYMENT TRENDS IN COMMUNITY AND SOCIAL SERVICES**

   Students read about the local labor market by analyzing graphs of job growth and loss.

   **3.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors**
   Students predict then analyze a graph showing the job losses and gains by sector and consider which fields are ones to watch.

   **3.2 • Interpreting Bar Graphs: Total Employment in Community and Social Services**
   Students read, analyze and write about a bar graph containing the total number of Community and Social Services jobs filled between 2010 and 2015.

   **3.3 • Community and Social Services Careers Brainstorm**
   Students begin their research by identifying careers in Community and Social Services with which they are already familiar.
4. **HOW DOES TECHNOLOGY AFFECT TODAY’S LABOR MARKET?**

Students learn how technology both positively and negatively impacts the workplace, including the number and type of jobs available, the job search process and the need to stay current on technology to remain a valuable worker.

4.1 • Technology’s Impact on Community & Social Services Employment

Students read an article about technological advances in the Community and Social Services sector and how they impact employment in the sector, while practicing annotation.

5. **GERONTOLOGICAL SOCIAL WORK AND WHY IT’S ON THE RISE**

Students learn about the Baby Boomer generation and why this population is creating a demand for tens of thousands of new social workers.

6. **CAREER FAMILIES IN COMMUNITY AND SOCIAL SERVICES**

Across sectors, careers can be grouped into types, according to the kind of work the worker does. Students identify commonalities among careers of a particular type. They consider what type they themselves might be well suited for.

7. **EMPLOYER TYPES IN COMMUNITY AND SOCIAL SERVICES**

In groups, students read about different types of employers, discuss an example employer with their group, then present to the class this employer type, explaining how it is different from other types of employer.

8. **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.
Labor Vocabulary: What Are We Talking About When We Talk About Labor?

Students learn and practice using terms common to the consideration of careers, laying the groundwork for future reading, discussions and career research.

PREP

- Become familiar with the terms on the Labor Terminology information sheet.

MATERIALS

- Labor Terminology information sheet
- Labor Terminology worksheet
- Labor Vocabulary Questions worksheet

DISCUSS

1. Explain that you are going to talk about careers. Ask students what words come to mind when they think about careers. Discuss the meanings of these words.

2. Distribute the Labor Terminology worksheet and ask students to work in pairs to write what they think each of the terms means.

3. Discuss the definitions, using the Labor Terminology information sheet as a guide. Ask students where and when they have heard each term in the past, for example on the news, in readings for school, etc. Feel free to alter the language of the definitions to make them most meaningful to students. Ask students to take notes on the definitions.

4. Distribute the Labor Vocabulary Questions worksheet and ask students to complete it, in pairs during class or alone for homework.
### Labor Terminology

Read the term in the left-hand column. Then write what you think the term means in the center column. As the class discusses each definition, take notes and write the definition in the right-hand column.

<table>
<thead>
<tr>
<th>Term</th>
<th>What I Think it Means</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
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<td></td>
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<tr>
<td>Profession</td>
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<tr>
<td>Job</td>
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<tr>
<td>Employment</td>
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<tr>
<td>Career</td>
<td></td>
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<tr>
<td>Labor Force</td>
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</tbody>
</table>
**Labor Terminology Information Sheet**

**Industry**
An industry is a group of organizations that do the same type of work. It is a way of grouping employers. All of the employers in healthcare, for example, hospitals, nursing homes and physical therapy practices, provide services to keep people healthy. The word “sector” means the same thing as “industry.”

**Occupation**
An occupation is a group of jobs that involve performing the same type of activities. It is a way of grouping workers. For example, people who work as nursing assistants or home health aides all help people who are sick. You can do this type of work in different places for example, in a patient’s home, in a hospital, or in a nursing home.

**Profession**
A profession is a group of jobs that requires advanced degrees and qualifications, such as being a doctor, a nurse, a lawyer, or a teacher.

**Job**
A paid position with a particular employer. The job-holder is the employee.

**Employment**
A relationship between an employer and an employee in which the employee is paid to do work for the employer. Employment can be part-time or full-time. It also can be temporary or permanent.

**Career**
One job or a series of related jobs that a person has over a period of several years. For example, a person could be a teacher for a long time and have a career in education. Or he could have a job as a home health aide and after several years of experience and more education, he could advance to a job as a medical assistant. This would be a career in healthcare. This person has a career in healthcare. A person can have more than one career over a lifetime.

**Labor Force**
The United States labor force refers to all the people in this country who are 16 years of age or older who are either able to work, are looking for work or are working. Labor force can also mean all of the people who work for a particular employer or in a specific city, for example, Target’s labor force or New York City’s labor force. Workforce and labor force mean the same thing.

By Lesley Hirsch and Alison Richardson, The New York City Labor Market Information Service of the CUNY Graduate Center, 2015
Labor Vocabulary Questions

Use the vocabulary definitions from the Labor Terminology worksheet to answer the following questions.

1. What is the difference between a job and a profession?

2. Does a person with a profession likely earn more than a person with a job? Why or why not?

3. For each of the following, circle the correct definition:
   1. An employee is a worker / boss
   2. An employer is a worker / boss
   Is the boss always the same as the employer? Why or why not?

4. Healthcare, retail and construction are examples of industry sectors. Give an example of a career within each of these industry sectors:
   a. Healthcare
   b. Retail
   c. Construction

5. What is one industry that you might be interested in working in and why?
What is the Community and Social Services Sector?

Students read a description of the Community and Social Services (CSS) sector overall, then take a closer look at the units that comprise it by brainstorming careers in one of three CSS settings.

PREP

Read *Community and Social Services Sector Profile*

Navigate to [careercruising.com](http://careercruising.com). The Career Cruising website requires a subscription username and password. If your program does not subscribe to careercruising, use the CareerZone website. Once in CareerCruising, navigate to the **Careers** section. This is a resource for the teacher to learn background information about the Community and Social Services sector.

Next click on **16 Career Clusters**.
Lastly, navigate to **Human Services** and read about the Community and Social Services Sector, often referred to as the Human Services sector.

**Explore Careers**

<table>
<thead>
<tr>
<th>Keyword Search:</th>
<th>Enter a career name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index</td>
<td>School Subjects</td>
</tr>
<tr>
<td>16 Career Clusters</td>
<td>Industries</td>
</tr>
</tbody>
</table>

Select a Career Cluster to learn more about the career within it:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, AV Technology & Communications
- Hospitality & Tourism
- Human Services
- Information Technology

**MATERIALS**

- **Community and Social Services Sector Profile**
- Chart paper and markers

**DISCUSS**

1. **When you think of jobs in Community and Social Services (CSS), what jobs do you think of:**
   - Social workers, counselors, therapists, substance abuse specialists, homeless shelter workers.

2. **What else?**
   - Personal care workers (hair stylists, barbers, etc.), government assistance workers, sanitation workers.

3. **Where do people in Community and Social Services work?**
   - Homeless shelters, hospitals, addiction rehabilitation centers, child welfare agencies, community organizations, barber shops, salons, government offices.

4. **Are all jobs that require working with people part of the Community and Social Services sector. For example, are customer service representatives part of the CSS sector? Why or why not?**
   - No, Community and Social Service workers are helping people or communities improve their lives. A customer service representative is helping a customer buy something. A doctor works with people, but is considered part of the Healthcare sector.
EXPLAIN

1. We’re going to learn a lot about working in the Community and Social Services sector and about using Community and Social Services as a client or family member of a client. Let’s begin with thinking about which careers and employment settings are included in the Community and Social Services sector. Distribute Community and Social Services Sector Profile.

2. Ask students to read the article, then turn to a partner and identify the main ideas of the article.
   - CSS workers care about people’s well-being and want to help them; there are many different kinds of CSS careers; most CSS jobs require formal education.

3. Ask students to read the article a second time, explaining that when they are finished reading, they will write a 3-4 sentence summary of the article without looking at it. Ask students to explain what a summary is and discuss any confusions.
   - A summary is a brief explanation of the main points. It does not include a lot of details and uses the summarizer’s own words.

4. Ask students to put the article away and write a 3-5 sentence summary of the article.

5. Ask for a few volunteers to read their summaries aloud.

6. Ask students to brainstorm places where CSS workers might be employed and list them on the board.

7. Divide the students into three groups and assign each group one of the CSS employment settings. Try to select from their list the three you think might yield the most results for the brainstorm.

8. Distribute chart paper and markers to each group. Each group should list as many careers as they can that work in one of those settings. They do not have to be direct care positions. They should write their lists on chart paper.

9. Post the chart paper on the walls and have students rotate between the groups, noting the careers listed on each list.

10. Have students return to their seats and write 5-8 questions about working in the Community and Social Services sector.
Community and Social Services Sector Profile

Individuals who work in Community and Social Services (CSS) help people improve their lives and help keep communities clean and safe. CSS workers include social workers, counselors and therapists, public assistance specialists, community organizers and activists, police officers, firefighters, sanitation workers and people who help keep city streets and public areas clean and beautiful. CSS workers also include those who help people look and feel their best, such as barbers, hairstylists, and personal trainers. They have different levels of education, a wide range of jobs and varying responsibilities. Many CSS jobs are in non-profit and government agencies, but they can also be in schools, group homes, residential care facilities, community health centers, religious organizations, local businesses or outdoors in local neighborhoods.

A few more examples of CSS jobs in New York State are listed below.

**Jobs that require a high school diploma or equivalent:**
- **Social Service Assistant**—helps people get through difficult times such as overcoming addictions, improving their health, finding a job or securing a home. They support other workers, such as social workers, to help find benefits or community services for their clients.
- **Direct Support Professional**—helps people with disabilities to meet their basic health, safety and care needs. This could include providing help with eating, bathing and dressing.

**Jobs that require a post-high school certificate or an Associate Degree:**
- **Recreation Assistant/Activity Specialist**—directs activities for program participants such as sports, arts and crafts and games.
- **Job Coach**—helps individuals with disabilities or mental illnesses to find a job.
- **Barber, Hairdresser or Cosmetologist**—cuts and styles hair as well as provides a wide range of beauty services.

**Jobs that require a Bachelor’s Degree or more:**
- **Career Counselor**—helps young people and adults choose a career or educational program.
- **Social Worker**—helps children and families with challenges such as arranging adoptions, finding foster homes, supporting pregnant teens or addressing problems with school attendance.
- **Clergy**—such as rabbis, priests, imams, who provide religious or spiritual guidance.

People who do more general jobs, not directly related to helping people improve their lives and keep their communities clean and safe, also work for Community and Social Service organizations, such as receptionists, security guards, janitors, maids and accountants.

**Who Should Work in This Field?**

People who want to be of service to others and to their communities enjoy working in Community and Social Service jobs. Although some jobs in CSS can be well-paid, money is usually not the main reason people work in these jobs. Benefits are usually reasonable, and larger organizations may provide tuition assistance.

Most people work directly with participants and clients, so there is a lot of human interaction. Community and Social Service workers have many different job titles with varying responsibilities. Some of the jobs involve night and weekend work. Many of the jobs are full-time, but some are part-time.

Community and Social Service workers often feel deeply and personally fulfilled by the work they do helping others. The profession is a calling for people who are passionate about creating positive change for individuals, families, and communities. Working in this sector requires comfort with, or interest in working with, intense, sometimes difficult emotions in clients.

Due to the intense emotional nature of supporting clients who are often struggling with difficult challenges, these professions can take a toll on the workers’ emotional well-being, overall health, and relationships. Workers must pay close attention to taking care of themselves by doing things that make them feel rested and rejuvenated, both physically and emotionally. Self-care is essential for workers to be at their best and is relevant in any Community and Social Service setting.
Students learn about the local Community and Social Services labor market by analyzing graphs of job growth and loss.

**ACTIVITIES IN THIS SERIES**

3.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors

3.2 • Interpreting Bar Graphs: Total Employment in Community and Social Services

3.3 • Community and Social Services Career Brainstorm
Interpreting Bar Graphs:
Job Losses and Gains Across Sectors*

Students predict, then read a graph detailing how various industries fared in New York City* in 2004 and 2014.

PREP

• Read the graph, *Job Losses and Gains*

MATERIALS

• *Job Losses and Gains Graph*
• *Prediction Guide: Rising and Falling Industries* worksheet

EXPLAIN

1 Before planning a career, it helps to know which industries are growing, which are shrinking, and which are staying level. At any point in time, the number of jobs in some industries is increasing, and in others, decreasing.

First off, what do we mean by industry?

➢ *An industry is a collection of related jobs. For example, what industry a substance abuse counselor and a sanitation collector belong to? Community and Social Services.*

If a particular industry is growing, what does that mean for job seekers—people looking for jobs?

➢ *There are jobs that need to be filled.*

If it is shrinking, what happens to jobs?

➢ *There are fewer jobs. Some people might lose their jobs and there won’t be many new openings.*

Which industries do you think are growing in New York City* right now?

2 Distribute the prediction guide, one per pair, and explain that in partners, students are going to predict which industries increased in 2014, which decreased and which remained level. Then ask, *Which categories do you think Community and Social Service jobs fall into?*

➢ *Education and Healthcare, Public Administration and Other.*

3 When students are finished, distribute *Job Losses and Gains Graph* and ask them to read it carefully.
Prediction Guide: Rising and Falling Industries

With a partner, decide whether you think each of the industries below increased, decreased or remained level between 2004 and 2014, marking a check in the corresponding boxes below. Discuss the reasons for your choices.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Increased</th>
<th>Decreased</th>
<th>Stayed Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Financial Services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade, Transportation and Utilities</td>
<td></td>
<td></td>
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<tr>
<td>Professional and Business Services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Leisure and Hospitality</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Education and Health</td>
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</tbody>
</table>
### Department of Labor and CareerKit Sectors

The data on labor statistics included in the CareerKits comes from the Department of Labor, which collects information on hundreds of jobs and businesses. The table below describes the intersection of Department of Labor and CareerKit sectors, which are categorized similarly in many cases, though some differences exist. When considering which sectors to study with students based on the availability of local jobs, use this table alongside the Job Losses and Gains graph.

<table>
<thead>
<tr>
<th>U. S. DEPARTMENT OF LABOR SECTORS, REFLECTED IN THE JOB LOSSES AND GAINS GRAPH</th>
<th>CAREERKIT LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction</strong></td>
<td>Construction</td>
</tr>
<tr>
<td>Organizations that build things. This includes organizations that build houses, office buildings, sewer pipes, power lines, highways and bridges. It includes organizations that employ people with general skills such as managing a building project and specialty skills such as carpenters, electricians and plumbers.</td>
<td></td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td>Manufacturing</td>
</tr>
<tr>
<td>The CareerKits divide Manufacturing into two sectors: Manufacturing, which includes organizations that make products such as clothing, machines, electronics and cars, and Food Production, which includes organizations that grow, raise and produce products such as apples, bacon, yogurt and milk.</td>
<td>Food Production</td>
</tr>
<tr>
<td><strong>Mining and Logging</strong></td>
<td>Does not appear in the CareerKits</td>
</tr>
<tr>
<td>Organizations that prepare natural resources for use. Some examples of natural resources are coal, metals, minerals, oil, gas and trees.</td>
<td></td>
</tr>
<tr>
<td><strong>Education, Healthcare and Social Assistance</strong></td>
<td>Healthcare</td>
</tr>
<tr>
<td>Organizations that offer childcare, education and training as well as healthcare and social assistance. This includes daycare centers, schools, colleges, hospitals, shelters and soup kitchens.</td>
<td>Education and Childcare</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>Public sector careers are addressed in every CareerKit sector.</td>
</tr>
<tr>
<td>Sometimes called “public administration” or “the public sector,” the Government sector includes local, state, and federal agencies. This includes organizations that are in charge of public housing, trash collection and national security as well as prisons, the police and the fire department, among others.</td>
<td>Community and Social Assistance</td>
</tr>
<tr>
<td><strong>Entertainment, Food and Hospitality</strong></td>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>Organizations that provide art, fun, food and places to stay overnight. This includes organizations involved in theater, dance and music, as well as museums, parks, bowling alleys, restaurants and hotels.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional and Administrative Services</strong></td>
<td>Organizations that are dedicated to these tasks are not included in the CareerKits, however administrative careers are included in every CareerKit.</td>
</tr>
<tr>
<td>Organizations that provide support services to other organizations. This includes services such as accounting, advertising, billing, security, mailing packages and cleaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Banking, Insurance and Real Estate</strong></td>
<td>Does not appear in the CareerKits</td>
</tr>
<tr>
<td>This sector includes organizations that deal with money. This includes banks as well as insurance and mortgage companies. It also includes organizations that rent property, vehicles or machinery, such as buildings, cars, refrigerators, televisions and bulldozers.</td>
<td></td>
</tr>
</tbody>
</table>
## Information

Organizations involved in producing, processing and distributing different types of information. This includes publishers of books, newspapers and computer software as well as producers of movies, music, radio and television programs.

Some of these careers are included in the Technology CareerKit.

## Trade, Transportation and Utilities

The CareerKits divide this sector into Retail and Transportation & Warehousing. Retail includes businesses that sell products such as clothing, cars, telephones and furniture. Transportation & Warehousing includes airlines, taxi and limousine companies, shipping and trucking. Some utilities are addressed in other sectors, such as phone/internet in Technology and others, and water and sewage treatment are included in the Community and Social Services CareerKits.

Transportation andWarehousing
Retail
Technology
Community and Social Services

## Other

This catchall includes organizations that do things not captured by the other sectors. This sector includes car, computer and shoe repair shops, beauty salons, laundromats, parking lots and religious organizations.

Community and Social Services
Job Losses and Gains Graph: How Did You Do?*

Read the graph below* noting the employment numbers for each industry sector in 2004 and 2014.
DISCUSSION

Before we think about how the data compares to your predictions, let’s discuss how to read this graph.

- According to the title, what is this graph about?
- What do the words going down the left side of the page tell you?
- What do the numbers across the bottom of the page tell you?
- What do the dark blue and light blue lines represent?
- What do the heavy black vertical lines represent?
- What do the fine black vertical lines represent?
- Where on this graph is the key? What does it tell you?
- Why are there two years shown on this graph?
- What does it mean when a dark blue line is longer than its partner light blue line?
- What does it mean when a light blue line is longer than its partner dark blue line?
- The heavy black vertical lines represent an increase of 200,000 jobs. How much of an increase does each fine black vertical line represent? How did you arrive at that answer?
- Ask students to find the corresponding industry sectors from the graph listed on their worksheets and discuss how these numbers compare to their predictions.

PAIR ACTIVITY

In pairs, write three statements about the graph, two that are true and one that isn’t. When you are finished, share with another pair. Each pair should determine which of the other pair’s statements are true and which is false.

FOLLOW-UP DISCUSSION

1. Which sector showed the most job growth from 2004 to 2014? How do you know?
2. Which sector showed the least job growth from 2004 to 2014? How do you know?
3. Why are the industries listed in this order?
4. How is the information in this graph by relevant to a job-seeker?
Interpreting Bar Graphs: Total Employment in Community and Social Services*

Students read a bar graph containing data of the total number of Community and Social Service jobs from 2010–2015. In groups they discuss the graph and answer open ended questions, followed by a class discussion. Finally, students write short paragraphs about the information in the graph and use the data to back up a prediction about the job outlook for the Community and Social Services field.

PREP

- Review *Total Jobs in Community and Social Services, New York City* graph, to prepare for class discussion.
- Write 6-10 questions based on the sample discussion questions listed below.

MATERIALS

- *Total Jobs in Community and Social Services, New York City* graph
- *Jobs in Community and Social Services Writing Assignment* worksheet

EXPLAIN

1. Today we are going to look at a graph titled, *Total Jobs in Community and Social Services, New York City*. Can you predict what this data might show?
   - *How many Community and Social Services jobs are in New York City?*

2. Do you think this graph will show us how many jobs exist today, in the past, or in the future? Why do you think that?

3. Why might it be useful to look at this graph?
   - *To determine if jobs are available, have been available, or are likely to become available. To help us decide if we want to go into Community and Social Services.*

4. Let’s see if your predictions are correct. Divide students into groups of three and distribute *Total Jobs in Community and Social Services, New York City* graph.

5. Ask students to discuss the graph together and answer the following questions:
- What do you notice? (write down as many things as you can)
- What do you see that interests you?
- What do you want to know more about?
- What do you have questions about?

6 Ask students to write down their group’s answers to be discussed afterward as a class.

**DISCUSSION GUIDELINES**

Facilitate a discussion in which students share what they talked about in groups and also ultimately discuss:

- The structure and organization of the graph
  
  For example: *What information is on the X axis? What information is on the Y axis? What increments of time are used?*

- How to read the graph
  
  For example: *Can you describe how you would find the total number of jobs in 2011 and 2012?*

- The purpose of the graph
  
  For example: *Why is this graph useful?*

- The content included in the graph
  
  For example: *During what period was the total number of jobs the lowest? Highest? When did it stay the same?*

- Any patterns the data shows and possible reasons for the patterns
  
  For example: *Are there any quarterly periods that seem similar from year to year? How? Why do you think that might be?*

- Implications of the data
  
  For example: *What can we predict based on this graph? Is it a good time to look for a job in Community and Social Services?*

Students should back up their thinking with evidence from the graph. Ask follow up questions that help students explain their thinking, delve more deeply into the questions, and cite evidence from the graph. Some sample questions might include:

- How do you know that?

- Where in the graph do you see that?
SAMPLE DISCUSSION QUESTIONS:

What does this graph show?

› The total number of jobs in Community and Social Services in NYC* from 2010-2015.

How do you know?

› Because the vertical axis shows the total number of jobs and the horizontal axis shows the years 2010-2015.

Does the graph report data for each individual month between 2010 and 2015?

› No, it shows an entire year in each bar.

How do you know?

› Under each bar, the year is noted.

During which periods did ________________? Why do you think that is?

What other things did you notice about the total number of jobs in Community and Social Services from 2010–2015? Why do you think that? Can you say more about that?

Do you think now is a good time to look for a job in Community and Social Services? Why do you think that?

OPTIONAL WRITING ASSIGNMENT

1 Distribute Jobs in Community and Social Services Writing Assignment worksheet.

2 Ask students to write a paragraph in a journalistic style that describes the data in the graph and makes a prediction about the future of Community and Social Services jobs in the region citing evidence from the graph. Encourage students to write more about trends in the data rather than to report a series of individual pieces of data.
Graph: Total Jobs in Community and Social Services, New York City*

![Graph showing jobs in community and social services from 2010 to 2015](image)

Source: NYCLMIS analysis of NYS Department of Labor Quarterly Census of Employment and Wages.
**Total Jobs in Community and Social Services Writing Assignment**

**WRITING PROMPT:** You work for a newspaper. Your editor wants a short article to accompany the graph. Write a paragraph that describes the total number of Community and Social Services jobs between 2010 and 2015. Assume that your reader cannot see the graph. Include a prediction for Community and Social Services jobs in the near future—Do you think Community and Social Services jobs will rise or fall in the near future? Explain why you think this. Back up your prediction with evidence from the graph.
Community and Social Services
Careers Brainstorm

Students brainstorm careers in Community and Social Services with which they are already familiar, including the name of the occupation and primary responsibilities.

PREP

• Be prepared to explain the following vocabulary: baby boomer generation

MATERIALS

• Community and Social Services Careers Brainstorm worksheet
• Indirect Service Careers in Community and Social Services Settings worksheet

EXPLAIN

1 There are dozens of careers in Community and Social Services, and more are being created all the time, as more substance abusers are seeking out or being placed into treatment facilities instead of jail, as the aging Baby Boomer generation causes the elderly population to reach an all-time high, and as people continue to need economic support. There are other Community and Social Service careers, such as sanitation workers, fire fighters, hairstyling and fitness training, that are almost always in demand because communities need to run safely and people want to look and feel their best.

2 Distribute Community and Social Services Careers Brainstorm worksheet.

3 With a partner, list as many Community and Social Service careers as you can in the left column. Write a description of what that person’s job duties are in the right column.

4 List additional Community and Social Service jobs in the left column that you’ve heard of, but are not sure what exactly the job entails—you can leave the duties on the right side blank.

5 List additional Community and Social Service duties, even if you are not sure of the name of the career—you can leave that part blank. See the examples on the worksheet.
### Examples of Community and Social Services careers include:

- Social Worker
- Interpreter/Translator
- Developmental Disabilities Aide
- Substance Abuse Counselor
- Police Officer
- Crossing Guard
- Adoption and Foster Care Staff
- Homeless Service Providers
- Hairstylist
- Firefighter
- Recreation Assistant
- Sanitation Worker
- Community Organizer
- Job Training and Placement Staff
- Personal Trainer
- Social Services Assistant
- Intake Specialist
- Youth Development Worker
- Career Coach
- Corrections Officer
- Public Assistance Worker
- Substance Abuse Counselor
- Forester
- Utilities Worker

6 **Explain:** In addition to people who help clients directly, there are dozens of other careers that make Community and Social Service settings run. Who answers the phone and organizes client information at a substance abuse treatment center? Who cares for the trees on the city sidewalks? Who prepares the food in a homeless shelter?

7 **Distribute the** *Indirect Service Careers in Community and Social Services Settings* **worksheet** and ask students to write as many careers as they can that are done by Community and Social Service providers in CSS settings that do not involve providing direct service to clients, for example, a chef in a homeless shelter or a maintenance person at a food pantry.

8 **When students have completed both brainstorms write some of their responses on the board,** with direct service careers in one column and indirect service careers in Community and Social Service settings in another. Students can also share some of the duties for each job, but it’s not necessary to write them on the board. Let students know that they will learn much more about these and other Community and Social Service careers over the next several weeks.
## Community and Social Services Careers Brainstorm

Write the name of the career on the left and the duties on the right. It's okay to leave some columns blank if you're unsure. Write as many as you can.

<table>
<thead>
<tr>
<th>Career</th>
<th>Duties (what they do)</th>
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<tbody>
<tr>
<td>Substance Abuse Counselor</td>
<td>Helps substance abusers stay off drugs and achieve their individual goals.</td>
</tr>
<tr>
<td>Adoption and Foster Care Worker</td>
<td>Helps people get unemployment, food stamps, and other government benefits.</td>
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</tbody>
</table>

...
# Indirect Service Careers in Community and Social Services Settings

Write the name of the career on the left and the job responsibilities on the right.

<table>
<thead>
<tr>
<th>Indirect service career in community and social services setting</th>
<th>What these workers do in a community and social services setting</th>
</tr>
</thead>
<tbody>
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How Does Technology Affect Today’s Labor Market?

Students read an article and consider the positive and negative effects of technology on the workplace across labor sectors.

MATERIALS

- Technology Opinionaire
- Technology in the Workplace reading
- Chart paper & markers

INTRODUCE

1. Distribute the Technology Opinionaire. Ask students to read each statement, and circle whether they agree or disagree. Then they should choose one of the statements to explain (in writing) their reasoning.

2. Write on the board:

   How has technology changed the labor market?

3. Distribute Technology in the Workplace, and ask students to read and annotate it, making sure to take notes about how technology has changed how people look for jobs, what kinds of jobs are available, and what their lives are like at work.

4. Put students in groups. Tell them to turn over the article (so they’re not looking at it), and make a list on chart paper of all the ways they can remember from the article how technology has changed the world of work. Groups share findings with the class.

5. When the groups are finished, ask them to look back at the article, and see if they missed anything. If they did, they can add to their lists.

6. Point students back to their opinionaires. Ask if anyone has changed their mind. For example, did anyone who started out feeling positively about technology start to feel more negatively, or the other way around?
Technology Opinionaire

For each of the statements below, circle whether you agree or disagree.

1. Overall, technology is improving our world today more than technology is hurting our world.
   Agree / Disagree

2. Technology these days makes it easier to find a career.
   Agree / Disagree

3. I would rather be looking for a job in today’s job market than I would 20 years ago.
   Agree / Disagree

Choose one of the above statements, and explain why you agreed or disagreed:
Technology in the Workplace

Technology has affected the world of work since the rise of factories in the 19th Century. For example, a machine called the cotton gin, that removes seeds from cotton after it is picked, made cotton manufacturing quicker and easier. When we talk about technology today, we usually mean hardware, such as hard drives and monitors; software, such as word processing programs; the internet; or networks, which allow computers to communicate with one another. Technology also refers to data collection, analysis and storage. It affects today’s labor market in many ways: the way we find work, the types of jobs we do, the education and skills we need, the way we do work, and the way companies operate.

1. **The way we find work**
   Long ago, people often looked for jobs in local newspapers, but today they use technology. Job search websites such as Monster, Indeed.com and Glass Door have become popular. People use social media sites like LinkedIn and Facebook to make themselves known, connect to others and find opportunities. Employers use these sites too, to find employees and research job applicants.

2. **The type of jobs we do**
   Advances in technology have made some jobs disappear and others appear. For example, because companies like Netflix can offer movies on the internet, there are fewer video rental stores. We used to see a travel agent, baggage collector, porter and ticket agent when we traveled by plane or train. There are fewer of those jobs now that we use websites to book our tickets, and electronic machines to get our tickets and to check our bags. Advances in technology create new jobs too, like ‘app developers’, social media specialists, and health information managers.

3. **The education and skills we need**
   A lot of work relies on technology. We use it to do simple tasks like answering phone calls. More and more employers rely on people to do more difficult work that requires innovative thinking, flexibility, creativity, and social skills. You need a person to plan the layout of products in a store so customers can find them easily and you need a person to provide hands-on care for sick patients. You need technology, for cashiers to use during transactions and to store medical information of patients. In this technology driven labor market, individuals who want...
to get, keep and advance in a good job need to make sure that they have the education and skills that employers are looking for. This means knowing how to use technology and learning the skills that must be done by people.

4. **The way we do work**

Technology has also changed the way we work, by:

- **Making workers more productive**—Using technology can help you do your job better. You can complete more tasks, do them faster and sometimes more accurately. For example, with programs like Word, you can create and edit a letter more quickly than if you were to do it by hand or on a typewriter.

- **Reducing the tasks workers do themselves**—Some tasks that workers used to do themselves are now done by technology. For example, lawyers can use computer programs to search through thousands of documents to find certain information. This allows them to spend more time doing work computers can't do, such as developing arguments for the courtroom.

- **Replacing some workers**—More and more, we rely on machines to do work without any help from humans. This is called automation. Many people wonder if machines or even robots will one day replace workers. Right now, machines can assemble car parts, answer customer calls and check passengers in at airports. Robots can work together to fulfill warehouse orders. Experts disagree on what kind of impact automation will have on work in the future.

- **Making some workers more mobile**—Mobile phones, computers and the internet have allowed employees to do work from almost anywhere at almost any time. For example, some office workers can work from home for a local company or for a company based in another country. And, they can check email after the official end of the workday. Because of videoconferencing, we can even have meetings with people who are in different places around the world.

- **Directly connecting people who need goods or services to people who can offer it**—Businesses like Uber, Airbnb and Ebay allow sellers to connect with customers in moments. They offer transportation, accommodations and products to potential buyers through the internet.
5. The way companies operate

With technology, organizations can produce goods and provide services more quickly, more accurately, on a larger scale and in new and improved ways. They can reach more customers. And, they can use huge amounts of information about individuals—known as 'big data'—to help them sell more to customers. For many organizations, the way they use technology is what sets them apart from the rest.

Technology has changed the world of work in these five ways, but not all types of technology have the same impact. Some technologies totally transform the way people and organizations work. The internet is a good example; it changed everything. Other technologies that may transform our lives include driverless cars and advanced robots that can work alongside or replace employees altogether. And, some jobs seem to be effected by technology more than others. For example, jobs that involve activities such as data entry, assembly line work or routine design work have all become reliant on technology.

Technology has had many positive effects, but it has also had some negative. For example, the internet has allowed a wide range of individuals to access an incredible amount of information quickly, but it has made security and privacy an important issue. Hackers now can get confidential information that they were not intended to have. Governments are catching up to these changes by making new laws and regulations to keep people more safe.

Jobseekers and employees in today's labor market must make sure they are tech-savvy. This can include:

- knowing how to operate a computerized cash register
- being proficient in Microsoft Office including Word and Excel programs
- operating medical technology that can require ongoing training as the technology evolves

Employees can raise their awareness by staying current with technological trends in their field, by reading online or print materials about their industry. Jobseekers can prepare for interviews doing job research and getting training. Jobseekers who are not tech-savvy may be at a disadvantage to their more tech-savvy peers.
Technology’s Impact on Community and Social Services Employment

Students read an article about the impact of technology on the Community and Social Services sector, then develop text-based and speculative questions based on this information.

**PREP**

- Read the article, *The Impact of Technology on Community and Social Services* and annotate it by underlining parts of the article that mention specific ways technology has impacted Community and Social Service careers, in preparation for class discussion.

**MATERIALS**

- *The Impact of Technology on Community and Social Services* article

**DISCUSS**

1. Ask students about the ways technology has changed the workplace.
   - *Most businesses use computerized technology, such as warehouses tracking items in transit, builders using computerized building plans, or cashiers using computerized cash registers. Even many factories use digital equipment these days to cut and assemble products.*

2. Ask students how they think technology has impacted Community and Social Service careers. Write their responses on the board.
   - *Made it easier for workers to communicate with clients. Clients can access services online or from mobile devices. Records are digital.*

3. Distribute *The Impact of Technology on Community and Social Services* article and ask students to read and annotate it. They should underline parts of the article that discuss the specific ways technology is impacting Community and Social Services.

4. Ask students to share these details with the class.

5. Divide students into pairs and ask each pair to write 3 questions that can be answered by the article and 3 speculations about social work and technology beginning with “I wonder…”
   - *I wonder if a computer will one day be able to act as someone’s therapist.*
   - *I wonder which computer programs social workers and social work assistants have to know.*

NOTE:
This activity can be used as a follow-up to the Technology in the Workplace activities.
The Impact of Technology on Community and Social Services

Source: New York City Labor Market Information Service, 2017

Many Community and Social Service (CSS) workers use technology at work every day. Technology can help CSS workers to be more efficient and to offer high quality services. Three examples of ways Community and Social Service organizations can use technology are:

- To collect, manage and analyze data.
- To monitor and manage services.
- To improve communication.

Collecting, Managing and Analyzing Data

Community and Social Service organizations often have limited resources to provide services to a lot of people. To get their jobs done well, they have to work efficiently and cannot afford to waste time. This requires collecting accurate information about the people they serve that is easy to share with colleagues. They can meet these goals using technology, by storing information on clients in an electronic case management system with a record for each patient. Spending less time collecting and sharing information frees up time to do other tasks, such as having more face-to-face time with clients or being able to provide more clients with services. Electronic records can also help new employees get up to speed quickly and provide good, uninterrupted service.

Technology also enables Community and Social Service workers to analyze and draw important conclusions from the data they collect. For example, a tenant’s rights organization can use digital mapping software to find out in which neighborhoods the highest number of complaints are filed and can focus their outreach in these locations. With technology, an organization could also find out how many men, women and children they serve, their ages and what languages they speak. With this information, they can provide services that meet their clients’ specific needs. Data can also assist CSS organizations in developing preventative interventions that might help prevent future traumas or hardships in specific populations. Police officers can use computerized crime mapping to pinpoint where crimes are happening or an automated fingerprint identification system to help find people.
Managing and Monitoring Services

Technological case management systems can help Community and Social Service workers to manage and monitor the support and services they give to their clients. For example, they can use this software to figure out what services might be helpful for a client and what services they are eligible for, based on information the client provides. They can also use it to create a support plan for a client, refer them to services and track their progress towards their goals. Case management systems can help leaders who run CSS organizations to see “the big picture.” For example, they can determine how many clients their team is helping or how many programs their organization is delivering. And, it can help them assess whether their services are effective. For example, they can track how many clients became employed or secured housing. Similarly, fire fighters can use software to record all the details gathered about an emergency operation, so the information is available and accessible to everyone involved.

Improving Communication

- **Between CSS workers**—electronic records make it easier for colleagues to share information about a client and to coordinate their efforts.

- **Between CSS workers and their clients**—through text messages or emails workers and clients can exchange information. A worker could text a client to remind them about an appointment or to check on their progress towards a goal. A client might email a CSS worker, call into a hotline or access a website to get information.

- **Between clients**—clients who are facing the same challenges can connect in online communities. For example, through chat rooms, social networking sites, and online message boards, patients who are dealing with addictions, bullying, depression or HIV, for example, can ask each other questions, offer each other support, share information or plan offline events.

Organizations that offer broader services to people in their communities also use technology everyday, for example:

- Sanitation workers can use machines to lift garbage off the curb and can use mechanized trucks to compact and transport trash. Workers at recycling facilities can use heavy-duty machines with sensors to
sort objects efficiently. This technology not only makes the job more efficient, but it also makes it safer, as workers are less likely to have to handle potentially dangerous items like broken glass or hazardous poisons.

- Hairstylists might use high-powered blow dryers designed to dry hair more quickly than traditional devices, making their business more efficient. A cosmetologist might use color-matching software to help a client find the right shade of makeup.

- Fitness trainers can use the results from wearable sensors that measure their client's heart rate, distance, or steps per minute. They can also use advanced exercise equipment, such as treadmills and bicycles that offer special features, such as heart rate monitoring or the ability to synch motivational music to a workout program.

While technology can be a useful tool for all Community and Social Service workers, it also poses several challenges. Organizations have to find the money and time to purchase the right technology and to teach staff members how to use it. CSS workers who provide social services to clients, such as social workers, have to figure out how to share information across organizations and also make sure that they keep some client information private. They also have to ensure that their use of technology does not take too much of their attention away from providing the face-to-face care that is central to delivering high quality social services.
Gerontological Social Work and Why It’s on the Rise

Students learn about the Baby Boomer generation and why this population is creating a demand for tens of thousands of new social workers. They read an infographic about baby boomers, inferring and predicting facts about who this generation is and what their social service needs might be. Then they read an article about the current and projected growth of the geriatric social work field and consider, based on the article and their own experiences with seniors, whether or not they might like to work with this population.

PREP

- Read handouts
- Be prepared to explain vocabulary: baby boomer, geriatric, gerontology

MATERIALS

- Baby Boomer infographic
- Baby Boomers Increase the Need for Geriatric Social Workers

DISCUSS

1. Distribute Baby Boomer infographic and ask students to read it to themselves for the main ideas.

2. When students are finished, ask:
   According to the graphic, who are baby boomers?
   - People born between 1946 and 1964

3. How old are baby boomers now? Do the math.

4. Write the following question on the board:

   There were 40 million seniors in 2010 and there are expected to be 120 million seniors in 2050. Assuming that the number of seniors grows at a consistent rate during those 20 years, how many baby boomers turn 65 each year?
Ask students to take out a piece of paper and perform the calculations to solve this problem.

- 4 million baby boomers turn 65 each year. In reality, this is an average of the expected growth over the 20 years between 2010 and 2030. There are different ways to calculate this number. Students can divide 80 million additional seniors by 20 years and come up with a rate of 4 million each year. Students can also use guess and check—knowing they need to start at 40 million and get to 120 million in 20 equal moves.

Students will likely finish this problem at different times. Students who finish earlier, can work on the following problems, which you can tell them individually as they are ready:

- How many baby boomers have turned 65 since 2010?
  - For 2017, 7 years x 4 million people each year is an increase of 28 million seniors.

- How many baby boomers are over 65, including the ones that will turn 65 this year?
  - Your answer from the last question (4M per year x the number of years since 2010) plus the 40 million seniors in 2010 for a total of 68 million.

- How would you compare the number of baby boomers 65 and older in 2010 and 2020?
  - In 2010 there are 40 million seniors. In 2020, there are expected to be 80 million seniors. The number of baby boomers 65 and older is expected to double in those 10 years. And triple over the 20 years between 2010 and 2030.

The infographic mentions several physical health concerns. What are they?

- Diabetes, obesity, arthritis and falls.

The baby boomer generation was the longest generation of the 20th century (1900s) so this is the largest amount of aging people our modern health and social services industries have ever had to care for.

What kinds of Community and Social Services do you think baby boomers need or will need as they age?

- Social work, therapy, in-home aides and companions, housing, transportation, housing advocates, personal care, nursing homes, financial services, substance abuse counseling, help with Medicare/Medicaid, care coordination.

Do you have any people in your life in this age bracket who have some of these concerns or needs?
What are some of the reasons why the baby boomers in your family and community have these needs?

The aging process is difficult socially and emotionally, they don’t have family nearby to help, people may have lost a spouse or close friends, do not have a retirement fund or pension (financial struggles), limited mobility or illness prevents self-care, loneliness, environmental factors.

One specific Community and Social Services career that is growing rapidly due to the large numbers of aging baby boomers is gerontological social work, also called geriatric social work, which means a social worker who works specifically with senior citizens.

Distribute Baby Boomers Increase the Need for Geriatric Social Workers handout and ask students to read and annotate it, marking anything that seems important, interesting, surprising or confusing. They can also circle unfamiliar words and write any questions they have in the margins.

When students are finished, ask them to turn to a partner and work to answer the following questions. They should use information from the article, but they may also use their existing knowledge to make educated guesses, or inferences, about questions they aren’t sure of or that aren’t explicitly addressed in the article. If necessary, review what an inference is and how to make them.

A. What is a gerontological social worker? Who do they serve? What do they do?
B. Where are some places a gerontological social worker might be employed?
C. What other kinds of jobs helping seniors do you think might exist at these places?
D. What skills does a geriatric social worker need?
E. What qualities does a gerontological social worker need? (Teacher may want to clarify the difference between a skill and a quality with students)
F. What do you think might make someone passionate about working with older people?
G. Name three reasons it would be important for someone to be passionate about working with older people if they are going to pursue a career in geriatric social work.

When pairs are finished, discuss their answers as a group.

Do you think you’d like to work as a gerontological social worker? Why or why not?
Baby Boomer Infographic

A BRIEF HISTORY
Following the end of World War II, the United States experienced a boom of 79 million births between 1946 and 1964. Since then, this generation of “Baby Boomers” has made its mark on everything from classrooms to automobiles to music.

Now, as this generation continues to reach seniorhood, Baby Boomers are expected to transform the future of healthcare...

AN INCOMING SENIOR BOOM

2010:
40 MILLION
SENIORS

2030:
120 MILLION
SENIORS

PROJECTED AVERAGE LIFE EXPECTANCY IN 2030
87.0

COMPARED TO AVERAGE LIFE EXPECTANCY IN 1950
78.9

Source: http://thumbnails-visually.netdna-ssl.com/the-future-of-health-baby-boomers_50294b951f88_w1500.png
Baby Boomers Increase the Need for Geriatric Social Workers


Since their birth in record numbers in the years following World War II, baby boomers have impacted all facets of society from housing to education. As this generation approaches its sunset years, it will continue to have great impact, in particular in health care and aging issues. By 2030, one out of five Americans will be over the age of 65. It is estimated the country will need 70,000 social workers that specialize in aging by 2020.

“It was estimated in 2003 that 4% of social workers go into professional practice with older adults upon their graduation,” says Dr. Adrian Kok, Chair of Gerontology and Research Curriculum, Graduate School of Social Work at Dominican University. “The interest in working with older adults was not particularly high then because the majority of social workers prefer to work with children and their families. Based on these statistics, there will be a projected shortage of social workers to meet the accompanying increase of older adults in the population.”

Baby boomers will be an aging population with a difference, says Kok. “They will be healthier for longer, but they will also live longer. Therefore, coordinating care with older adults, their families, and complex service networks is crucial,” he says.

Gerontological social workers will be needed to serve as navigators and expediters, helping older adults and their families to understand and choose among an array of health and social services.

Specialized training

Yesica Sanchez of Los Angeles will receive her MSW from Dominican University this May. She is serving her gerontology internship at Oak Park Arms retirement community. Not only does Sanchez interact with the senior residents during the day, sometimes running activities, she is in the unique position of living at Oak Park Arms as well. A graduate of Whittier College in California, Sanchez is surprised to find herself in the gerontology field at all.
“My interest started during my senior year of undergraduate at Whittier College,” says Sanchez. “I had worked with kids and decided to challenge myself and work with a different population in case management for seniors. I was surprised to find out I loved working with seniors. When it came to graduate school I knew I wanted to continue that path.” Sanchez started her internship at Oak Park Arms in September and it will continue until May.

“I am working the ins and outs of the whole facility, therefore, I work in each department,” she says. “My role is to come in with a fresh view and assess and evaluate and come up with suggestions for changes in the departments.” Sanchez will also work directly with the community’s executive director with the ultimate goal of learning his position. “Then one day I will be able to carry out an executive manager position to run and manage a senior citizen facility,” she says.

Sanchez’s experience at Oak Park Arms has not been all work. She has also made some good friends.

“My friend John is a very nice man who lives just around the corner from me,” she says. “When I first moved in he handed me all these bus routes he had because he didn’t want me getting lost. On rainy days he calls me and asks if I’m home yet because he doesn’t want me out in the rain. When my family comes in May I’m hoping to have a little dinner with him and some of the other friends I’ve made here.”

This comprehensive internship has also taught Sanchez not to take the senior population for granted.

“It takes a special person to work with seniors to respect them and help them to maintain their dignity and safety without treating them like children,” she says.

**What it takes**

A skilled social worker in gerontology should be adept at working with individuals, groups, families, communities, organizations and governments.

“Communication skills, knowledge of the community’s resources, the ability to network to learn about resources that clients need is as crucial as the ability to evaluate the outcomes of their work,” adds Dr. Martha Jacob, Coordinator of the Gerontology program at Dominican University. “A leader in the field of aging should also be able to work with organizations, community advocates, and policy makers to develop new services to meet with the changing needs of older adults.”

“Those who choose to work with the aging population are older and have more life experiences, and usually return after their first career and are very certain that they are interested in working with this population,” Kok says. “However we are seeing younger social workers become interested in the field of aging in our program and that is a good sign.” *
Career Families in Community and Social Services

Students learn about career families, which are job types common across sectors, such as administrative, public-facing, technological and management. They brainstorm specific jobs according to the career families that comprise Community and Social Services sector, the skills someone would need to work in them, and answer self-assessment questions about their interest in various career families.

PREP

- Be prepared to discuss the terms: career families, job duties vs. job skills

MATERIALS

- Career Families worksheet

EXPLAIN

1 There are job types that are common across sectors. These are called career families. There are some career families with jobs that nearly all companies or organizations need, for example, a public-facing job. This is a job working directly with people.

2 Which Community and Social Service jobs require you to work directly with people?
   - Therapist, counselor, social worker, personal care aid, developmental disabilities aid, hairstylist, barber, intake specialist, residential advisor.

3 What kinds of skills do people who work directly with the public need to do their job?
   - Communication skills, computer skills, the ability to get along well with people from all walks of life, friendliness, approachability, being helpful, patient, the ability to explain things clearly and concisely, knowledge of what they are helping people with, problem solving, good listening skills, ability to multi-task, ability to work cooperatively and also be able to work independently.
Are these particular to Community and Social Services or do they cross industry sectors?

» They apply to many industry sectors.

What do you think are the benefits of having the skills to do jobs in a career family that exists in many different industries?

» Many job opportunities, you won’t be stuck in one industry if you don’t like it, if you change industries, you won’t necessarily have to learn a whole new set of skills (though you’ll still have to learn industry/company specific knowledge and duties).

Put students into groups of three or four, distribute the Career Families worksheet, and ask students to complete the table together. After they finish the table, have them fill out the questions on the second page individually. When finished, students discuss answers (both group and then individual answers) with entire class.

Can you think of any other types of jobs that are needed in many industries?
Career Families in Community and Social Services

In the chart below, follow the example, listing additional examples in the categories provided.

**Left-hand column:** write a career that is part of the career family in each industry.

**Right-hand column:** write the skills needed to do the job listed in the left column.

<table>
<thead>
<tr>
<th>CAREERS IN COMMUNITY AND SOCIAL SERVICES (CSS)</th>
<th>SKILLS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public-Facing in CSS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Substance Abuse Counselor</td>
<td>1. Good listening skills, ability to develop and nurture trusting relationships, ability to speak clearly and explain information well.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Administrative in CSS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Administrative Assistant</td>
<td>1. Attention to detail, writing skills, verbal skills, phone and email etiquette, organizational skills.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Technological in CSS</strong></td>
<td></td>
</tr>
<tr>
<td>1. IT Technician</td>
<td>1. Computer skills, attention to detail. Communication ability with different levels of staff, helpful manner.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Management in CSS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Group Home Supervisor</td>
<td>1. Professional manner, ability to establish priorities and delegate responsibilities</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>
1. Of the four we have examined—Public-facing, Administrative, Technological and Management—which would you be interested in working in? Why?

2. Do you already have any skills that would help you work within the career families you are interested in? How did you acquire these skills?

3. Of these four career families, are there any you would not be interested in working in? Why?

4. Can you think of any other types of jobs that are needed in many different industries or job sectors? Would you be interested in working in any of those? Which ones and why?
Employers Types in Community and Social Services

Students learn about classifications of employers—corporations, nonprofit organizations, owner operated or self-employed businesses, cooperatives and civil service.

PREP

• Be prepared to discuss the following terms, defined below: Corporation, Nonprofit, Self-employed, Cooperative and Civil Service, also known as the Public Sector.

MATERIALS

• Types of Employers worksheet
• Employer Example readings (5)
• Employers by Type worksheet

EXPLAIN

1 Sometimes the word employer refers to an individual, but it is also used to describe a company or organization. We are going to look at five different types of employers that exist in the Community and Social Services sector—corporations, nonprofit organizations, owner-operated or self-employed businesses, cooperatives, and civil service.

2 Distribute Types of Employers worksheet. Have students get into pairs and complete the worksheet together.

3 When they are finished, have students share their answers with the class.

4 After each workplace type is reported back, discuss the corresponding definition on the following page to clarify and answer any questions. They are intended for use by the teacher.

5 Divide the class into three groups and assign each group one of the five readings. Tell students that they will share and discuss what they read with another group. They should take notes and be able to summarize the reading in their own words.

6 Each group presents their employer to the class, based on what they have read about it.
Distribute *Employers By Type* worksheet and have groups work together to list employers that they think belong in each category.

Students can complete them based on their existing knowledge or use the following websites for research:

www.greatnonprofits.org and www.nycworker.coop

- If they use websites for research, discuss the importance of paraphrasing.
- Another option is to have them complete this worksheet individually for homework.

**Workplace Types**

- **Corporation** is a business that sells goods or services. Many corporations have one person in charge at the top, the CEO or President, then a layer of middle managers who supervise people with lower levels of responsibility. If a corporation makes a large profit, that money might go to the high level managers, or they may choose to share it among the employees. Many, though not all, corporations have a hierarchy with some people holding more power to make decisions than others.

- **Nonprofits or Not-for-profits** generally prioritize providing services over making money. For example, they might provide shelter or counseling to homeless or low-income people, people with disabilities or other groups of people who need assistance. They are governed by a Board of Directors, a group of people interested in the success of the organization, which guides the decision-making. Users or clients often do not pay for the services. Instead, the organizations apply for and receive grants from the government or private funders. This is money that does not have to be repaid and often comes with requirements on the services provided, such as a certain number of people served or certain results of the services provided.

- **Self-employed** businesses are often a business of one, for example, a handyperson who makes repairs in people’s homes or someone who does hair in their own or other people’s homes. They set their own hours, prices, get their own clients and run the business themselves. They might hire someone to help with certain aspects, such as a bookkeeper to help manage the finances or an assistant to help them provide the service.

- **Cooperatives** are businesses that are owned by a group of people together, instead of having one owner or president. They make decisions about the business together and have equal decision-making power. Profits earned often go back in to supporting the business or go to the worker-owners themselves. There are many new cooperatives in New York City.

- **Civil service** is also known as the public sector or the government. Civil servants are public employees who work in a variety of fields such as teaching, sanitation, health care, management, and administration for the federal, state, or local government. There are standardized prerequisites for employment such as minimal age and educational requirements and residency laws. Employees enjoy job security, promotion and educational opportunities, comprehensive medical insurance coverage, and pension and other benefits often not provided in comparable positions in private employment.
Types of Employers*

Read the descriptions of employers below and decide whether each one is a corporation, a nonprofit organization, a cooperative, someone who is self-employed or civil service.

Heartshare Human Services of New York is a human services agency that works to improve the lives of people in need of special services and support. HeartShare serves individuals with developmental disabilities and their families. Their services include: Residential Programs, Adult Day Programs, Early Childhood Services, School Age Program, Health and Mental Health Services, Medicaid Service Coordination, Respite/Recreation Programs, Parent Training, and Case Management and Financial Reimbursement. HeartShare also offers services for children and families including: Foster Care and Adoption Services, Foster Care Prevention, Counseling and Advocacy Services, Youth Programs, HIV/AIDS Services and Energy Assistance Programs. Heartshare is funded by grant money from organizations and foundations who are interested in giving money to help the people Heartshare serves. They also receive money from individual donors who want to help. Heartshare’s clients do not have to pay for any of the services, so the organization does not make a profit from them. The money Heartshare gets from grants is used to pay the agency’s employees and purchase everything they need to keep the agency and its programs running.

Business Type ___________________________

Sport & Performance Psychology of New York are clinical and sport psychologists who help clients looking to improve their performance. They counsel athletes, business professionals and creative individuals who are seeking tools to realize their potential. Some of their clients are dealing with performance problems stemming from stress and anxiety, while others are looking to take their performance to the next level. They help clients address personal obstacles to sports performance. Multiple psychologists work for the company and clients pay fees for their services that are determined by each individual psychologist.

Business Type ___________________________
3 Caracol Interpreters is a business located in New York City that provides both interpretation and translation services (U.S. English—Latin American Spanish) and consulting services for organizations wishing to expand their multilingual capacity. Their mission is to create easier access for English and Spanish speakers to communicate with one another. The business is owned by all of the employees. They make decisions about the business together and have equal decision-making power. Money the business earns goes back into supporting the business or goes to the worker-owners themselves.

Business Type ____________________________

4 The Federal Judiciary includes the courts, federal public defender offices, probation and pre-trial services offices. Attorneys, probation officers, IT experts, probation officers, interpreters, and many other skilled professionals work for the Judiciary.

Business Type ____________________________

5 Sandra works as a dog-walker in Ridgewood, Queens, where she lives. She helps take care of dogs for people in her neighborhood who work all day and aren’t able to give their dogs the attention and exercise they need. Sandra gets new clients by putting up flyers at local cafes and stores, as well as distributing business cards to clients and neighbors. She loves her job because she is in charge of her hours and work, and doesn’t have to report to anyone else. Every afternoon she leaves her house with the keys to all her clients’ apartments to go pick up her furry friends and take them to their favorite parks. Sandra loves not having a boss, plus she adores animals and being outside, so this is the perfect job for her.

Business Type ____________________________
Olympia Therapy, LLC is a group practice founded on the principles of affordable, quality behavioral health care.

It is comprised of four Senior Clinicians, three Professional Associates, and Master’s level interns.

Olympia Therapy helps clients with depression, anxiety or ADHD. Clients learn new ways of communicate with a partner, dealing with a divorce, or address parenting issues. The practitioners use various therapeutic techniques, including:

- Play Therapy
- Cognitive Behavioral Therapy
- Solution Focused Therapy
- Marriage & Family Therapy
- Trauma Therapy

**Rates for Senior Clinicians**

- $180/hr. for initial session
- $140/hr. for individual sessions
- $160/hr. for family therapy sessions
- $280/hr. for mental health evaluations

**Low Cost Option**

Clients not presently covered by insurance, those who are opting out of using insurance, or have low income, can use the “Low Cost Option”.

**Payments**

Payment is due at the time of service. Cash, checks, credit cards, as well as Paypal payments are accepted.
Nonprofit Organization

Community Access provides supportive housing and social services in NYC for people with mental health concerns. Their programs lead advocacy efforts that rally communities to promote human rights, social justice, and economic opportunities for all.

They serve New Yorkers who have lived on the streets or in shelters and institutions for years (sometimes decades); who are struggling with drug and alcohol use; who are recovering from trauma, discrimination, and isolation.

Community Access helps people pursue their goals—from gaining access to an affordable home, to learning new skills; from re-establishing community ties, to setting goals for the future.

**HOUSING:** Community Access is one of the oldest and largest providers of supportive housing in NYC. Residences uses the blended housing model, low-income families living side-by-side with people with mental health concerns, which has become a best practice nationally.

**EDUCATION & JOB TRAINING:** The Howie the Harp Advocacy Center in Harlem is recognized nationally as the gold standard in job training for mental health consumers. The Blueprint assists persons living with mental health concerns in accessing and acquiring education as a part of their vision for the future.

**CRISIS SERVICES:** Community Access opened the first crisis respite center in NYC, and runs the only peer-operated support line—resources that help people avoid emergency rooms and costly hospitalizations.

**HEALTH & WELLNESS:** We run several programs focused on helping participants improve physical and emotional well-being, including care coordination services, urban farming initiatives, a pet adoption program, and a dynamic PROS (personalized recovery-oriented services) program.

**ADVOCACY:** Community Access trains and empowers community members to help shape policies and system-wide change.

**ART:** Community Access’s Art Collective workshops empower participants to use art as a healing tool.

http://www.communityaccess.org/our-story
Golden Steps Elder Care

Source: http://goldensteps.coop/about

About the cooperative

In the field of home care, clients have traditionally faced two options. On the one hand, they could hire a caregiver directly and enjoy a direct, accountable relationship. However, these individual providers have no support structure, no one to cover them, no training, no supervision or insurance.

On the other hand, clients could turn to an agency which offers this structure, but can lack the direct personal relationship and accountability, and where caregivers often earn minimum wages.

Golden Steps provides people needing home care with a direct personal relationship that is backed by the cooperative’s structure, insurance, training and supervision. Clients interview and pay cooperative members directly, and members in turn pay a monthly quota to the non-profit cooperative to cover its costs. The mission is to provide the best possible care while creating living wage, dignified jobs.

Training and Education

- Detecting Alzheimer’s disease and patient care, Alzheimer’s Association certified
- Elder abuse prevention and intervention
- Activities to improve physical, emotional, cognitive and mental condition
- Positive communication among companion, elder client, and family.
- Light housekeeping
- Meal preparation
- Personal care and hygiene
- Assisting on appointments and excursions
- Occupational Safety and Health in companion care
- SAGE training on tailoring care to LGBT seniors
- Adult/Child/Infant CPR and First Aid
- Health and Nutrition through Cornell University
- Anti-oppression and cultural competency
- Topics related to depression among the elderly
Self-Employed

Marjorie Jaffe, Personal Trainer

Source: http://www.marjoriejaffe.com/home

Personal Training for Seniors

Getting older isn’t a free pass to let yourself go. In reality, it’s vital for seniors to maintain an active lifestyle for as long as possible. There’s no such thing as being “too old” to start exercising. We design exercise programs based on clients’ current fitness levels and long term goals.

Marjorie Jaffe is an experienced NYC Senior Personal Trainer who goes to people’s homes to help guide them through exercise plans. Her clients report feeling rejuvenated, more flexible and the healthiest they’ve felt in years!

Marjorie will evaluate your current fitness level and create a custom fitness plan that can help you:

- Reduce and eliminate chronic back pain
- Improve posture
- Rehabilitate following an injury or surgical procedure
- Lose weight gradually and safely
- Improve muscle flexibility and tone
- Strengthen core muscles
- Improve your overall fitness and stamina levels
Administration for Children Services (ACS)

Source: http://www1.nyc.gov/site/acs/about/about.page

About ACS

The Administration for Children's Services (ACS) protects and promotes the safety and well-being of New York City's children and families by providing child welfare, juvenile justice, and early care and education services.

In child welfare, ACS contracts with private nonprofit organizations to support and stabilize families at risk of a crisis through preventive services, and provides foster care services for children not able to safely remain at home.

Each year, the agency’s Division of Child Protection conducts more than 55,000 investigations of suspected child abuse or neglect.

In juvenile justice, ACS manages and funds services including detention and placement, intensive community-based alternatives for youth, and support services for families.

In early care and education, ACS funds programs and vouchers for close to 100,000 children eligible for subsidized childcare.
## Employers by Type

List as many local employers as you can in the boxes below, providing the name and what they provide. Use businesses near class, near your home, and ones you are familiar with. If no employers come to mind for a category, do some research. Use readings from class or search online.

<table>
<thead>
<tr>
<th>Corporation</th>
<th>Nonprofit Organization</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
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<tr>
<th>Cooperative</th>
<th>Self-Employed</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
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<thead>
<tr>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Product or Service:</td>
</tr>
</tbody>
</table>
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**

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

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

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

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

PREP

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

MATERIALS

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

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

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

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

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

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

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

6. As you discuss, write some basic criteria for the informational essay on the board:
   - answers the question
   - has a clear introduction and conclusion
   - organized paragraphs
   - uses information from the text given

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

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

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

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

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

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

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

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

Tell students that now that they have gathered the information they need from the two texts, it’s time to write the essay. Distribute the Template for 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

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

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<th>Reason for sick leave from the article</th>
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**Evidence from the article that supports this reason**

|                                      |                 |
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…)

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UNIT 1 • ANALYZING THE LABOR MARKET
### 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, as 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, the 2, 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.

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.

**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?

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 __________.
```

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.

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).

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>
</tr>
</thead>
<tbody>
<tr>
<td>Reason One:</td>
</tr>
<tr>
<td>Example:</td>
</tr>
<tr>
<td>Reason Two:</td>
</tr>
<tr>
<td>Example:</td>
</tr>
<tr>
<td>Reason from the article:</td>
</tr>
</tbody>
</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. •

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

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

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

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

Here’s what happens when the government mandates 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 for the additional cost by charging higher prices for their goods and services. Forcing consumers to pay higher prices doesn’t help American families and it isn’t good for the economy.

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

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

## ESSAY TEMPLATE: ARGUMENTATIVE ESSAY

### 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).
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.

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…*

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…*
I’ve failed over and over again in my life and that is why I succeed.

— Michael Jordan

American basketball star MICHAEL JORDAN was born on February 17, 1963, in Brooklyn, New York. Jordan left college after his junior year to join the NBA. Drafted by the Chicago Bulls, he helped the team make it to the playoffs. For his efforts there, Jordan received the NBA Rookie of the Year Award. With five regular-season MVPs and three All-Star MVPs, Jordan became the most decorated player in the NBA.

Source: http://www.biography.com/people/michael-jordan-9358066