

Summary

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 ten major industry sectors, and what kinds of jobs exist in each. They also learn about the various kinds of career families and employer types across a variety of industries and consider local legislation that is currently affecting workers in all sectors.

1. IDENTIFYING 10 INDUSTRY SECTORS

An introduction to the field, students read an overview of ten industry sectors, learn the types of workplaces and jobs, skills and requirements that exist within each sector and compare and contrast sectors.



Interpret graphs

2. 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?

3. READING BAR GRAPH SERIES: EMPLOYMENT TRENDS ACROSS SECTORS

Students read about the local labor market by analyzing graphs and articles on the job market, across a variety of industry sectors.

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.



Interpret graphs

3.2 • Comparing Total Employment Bar Graphs in Healthcare and Construction

Students read, analyze and write about two bar graphs containing the total number of jobs in Healthcare and Construction between 2010 and 2015.



- Interpret graphs
- Cite evidence from the text to support your analysis

3.3 • Healthcare Careers Brainstorm

Using Healthcare as an example, students identify careers in Healthcare with which they are already familiar, before learning about them in greater detail.



Visual Literacy: Infographics



Informational
Text

4 • HOW DOES TECHNOLOGY AFFECT TODAY'S LABOR MARKET?

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



Cite evidence
from the text
to support
your analysis

5 • READ AND DISCUSS: THE CAREER ADVANTAGES OF BEING BILINGUAL

Students read and discuss an article about the increase in the need for bilingual workers across industry sectors, while practicing annotation.



Respond to text
in writing

6 • CAREER FAMILIES

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. Then they consider what type they themselves might be well suited for.

7 • EMPLOYER TYPES

In groups, students read about different types of employers, use examples to identify employer types and to categorize local employers by employer type.

8 • INTRODUCTION TO CIVIL SERVICE



Cite evidence
from the text
to support
your analysis

Students learn about how they are each recipients of public services, from consuming city water to using public transportation or roads. They develop vocabulary particular to the public sector and read about a variety of careers in civil service, across numerous city agencies.

9 • TASC ESSAY SERIES: NEW FOR NEW YORK'S WORKERS



- Informational Essay
- Argumentative Essay

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.

Identifying 10 Industry Sectors



2 HOURS

Students read about the ten major industry sectors in New York State. They read sector descriptions, compare and contrast industry sectors and create a bar graph of class interest in each sector. Teachers can choose from a higher or lower level version of each text, or begin with the lower level version, then progress to reading the higher level version.



Interpret graphs

PREP

- 1 Be prepared to discuss the following terms: **Industry/sector** and any vocabulary from the text that might be difficult for students.
- 2 Review the following materials prior to the class:
 - *Overview of 10 Industry Sectors* (Choose higher or lower level version)
 - *10 Industry Sector* worksheet
 - *Compare Sectors* readings (Choose higher or lower level version)
 - *Compare Sectors* worksheet
- 3 Create a graph titled *Student Interest*, using graph paper if you have it, or in the following way if you don't:
 - A. Divide the graph paper into 20 rows and 10 columns.
 - B. Write the name of each sector in the bottom row, using the abbreviations below.
 - C. Label the Y axis, "Number of Students Interested." Label the X axis, "Industry Sector." The class will use this to create a bar graph of student interest.

VOCABULARY

Industry
Sector

SECTOR ABBREVIATIONS

Sector	Abbreviation	Sector	Abbreviation
Healthcare	HEALTH	Hospitality, Recreation, Arts	HRA
Technology	TECH	Transportation, Warehousing	TW
Community and Social Service	CSS	Food Production	FP
Education and Childcare	EDU	Retail	RET
Manufacturing	MAN	Construction	CON

STUDENT INTEREST									
HEALTH	TECH	CSS	EDU	MAN	HRA	TW	FP	RET	CON
<i>Industry Sectors</i>									

Number of students interested

MATERIALS

- Overview of 10 Industry Sectors / Short Sector Overviews
- 10 Sector Writing Assignment
- 10 Industry Sector worksheet
- Compare Sectors / Short Sector Overviews readings
- Comparing Sectors handout
- Chart sized graph paper (preferred) or chart paper and markers
- Sticker dots, 5 dots for each student

DISCUSS

- Have you ever heard the term industry? What does it mean?
 - A group of related occupations, such as the Healthcare industry or the Construction industry.

If students have trouble coming up with an answer, ask:

- When people talk about the Music industry or the Entertainment industry, what does that refer to?
 - It refers to the people who work around the production of music or entertainment.
- What are some of the jobs included in the Music industry?
 - Singers, composers, instrumentalists, producers, promoters, sound engineers.
- All of these careers belong to the Entertainment industry. What other jobs are part of the Entertainment industry?

- 8 Divide the students into groups. Give each student five stickers and explain, you will create a bar graph of student interest using the stickers by putting a sticker on 3–5 industries that you want to learn more about. Make sure there is only one sticker per box.

Write on the board:

Review the sectors you put stars on.

Pick 3–5 sectors you are interested in.

Write 3 questions about each sector that will help you learn what you need to know if you want to pursue them as a career.

- 9 While students are working on the task on the board, have small groups of students, one group at a time, take their five stickers to the Student Interest chart at the front of the room and place one sticker on up to five industries that they want to learn more about. Only one sticker should be placed in each box of the grid so that it ultimately resembles a bar graph.

While one group is putting their stickers on the graph, the other groups should be discussing and writing questions about their sectors of interest for class discussion.

(TEACHER'S NOTE: *You may use the information in the bar graph to determine which industries you may want to examine in more depth with your class using the sector-based Careerkits.*)

- 10 As students finish posting dots on the chart, have them rotate back to their seats, and redirect them to the instructions on the board.
- 11 Rotate already seated students to post their dots on the board, even if they are not yet finished writing their questions. They can complete them later. Repeat the rotations until all students have posted their dots on the chart. As students finish, redirect them to work more on writing questions about their sectors of interest.
- 12 Discuss the bar graph with the class. You may ask questions such as:
- Which sectors are most popular with the class?
 - Which sectors are the least popular?
 - Ask for a few volunteers to say which fields they are interested in and why.
 - Ask if students marked sectors of interest that they currently work in, or new ones.

- 13** If you are thinking about working in this sector, what are important things to know about the sector? What are some of the questions you wrote? Students may have questions such as:
- What tasks do people working in this sector perform?
 - Where do they work? What are the work settings?
 - What skills are needed? What are employers looking for?
 - What education, training or certification is needed?
- 14** Divide the class into five groups. Each group should have a different reading about a pair of sectors. Teachers can choose the higher or lower level version. Each student should get a copy of the *Compare Sectors* reading passage for their group. Each group should get one *Comparing Sectors* worksheet.
- 15** Have each group pick a recorder who will write down the responses on the worksheet and a reporter who will report back to the whole class. The other group members will be collaborators/contributors. Have each group read the passage. They should discuss the similarities and differences between the two sectors in the reading. Distribute the *Comparing Sectors* chart and ask students to read the instructions at the top of the page, then complete the table on the worksheet.
- 16** Have each group report back to the class.
- Ask:** Why would someone want to work in one sector versus the other?
- › *Students may discuss differences such as working with hands or heavy lifting versus an emphasis on more intellectual or emotional work; the educational requirements, for example the prevalence of jobs that require college degrees or the availability of on-the-job-training.*

Overview of 10 Industry Sectors

HEALTHCARE

The **HEALTHCARE** sector provides medical services in hospitals, nursing homes and through doctor's offices and care centers. Jobs range from entry-level positions, such as Home Health Aide or Occupational Therapy Aide, to positions that require further education and advanced skills, such as Nurse, Physical Therapist or Dietician. There are many non-clinical jobs in Healthcare such as Medical Records and Health Information Technicians. People who are satisfied and successful working in this field usually like to help others. They are concerned about the welfare of patients and can deal with people of diverse backgrounds in stressful situations. People who are caregivers must be patient and comfortable with sickness and bodily functions. Almost all positions require attention to detail and good communication skills.



Photo: Minerva Studio/ Bigstock

Adapted from New York City Labor Market Information Service, City University of New York Labor Market Information Service, Mapping Your Future Health Care: Beyond Hospitals and Nursing Homes, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Health-Care-8-5x11-rearranged.pdf

TECHNOLOGY

People who work in the **TECHNOLOGY** sector focus on developing and maintaining computer hardware, software and networks. Hardware includes the physical parts of a computer, such as the microchips, screen, keyboard and mouse. Software includes the operating systems, such as Microsoft Windows, and the applications, such as Microsoft Word. Networks are groups of devices, such as computers and printers, which are connected to each other and to the Internet. Jobs generally fall into the following settings: jobs inside technology companies such as hardware engineers who work for Apple and jobs outside of technology companies, such as running a database for a hospital. Technology jobs require people who are flexible and quick learners. While there are entry-level Technology jobs that may only require basic training or a professional certification, most Technology jobs require at least a college degree.



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Adapted from Labor Market Information Service, May 2016

COMMUNITY AND SOCIAL SERVICES

Individuals who work in the **COMMUNITY AND SOCIAL SERVICES (CSS)** sector help people improve their lives by providing a wide range of services such as Substance Abuse Counseling, Health Education and Mental Health Services. CSS occupations such as Police Officer, Firefighter and Sanitation Worker help keep communities clean and safe. Many CSS workers help people who are experiencing hardship or recovering from trauma. Some focus on different age groups such as children or the elderly. CSS workers also include those who help people look and feel their best, such as Barbers, Hairstylists, and Personal Trainers. Most CSS employees work directly with clients so good communication skills are important. There are many different types of CSS jobs. These jobs require different levels of education, ranging from a high school diploma or equivalent to a Bachelor's degree or higher, and have widely varying responsibilities. Many CSS jobs are in non-profit and government agencies, but they can also be in group homes, residential care facilities, senior centers, community health centers, religious organizations or outdoors in local neighborhoods.

Adapted from https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Community-Soc-Serv-8-5x11.pdf

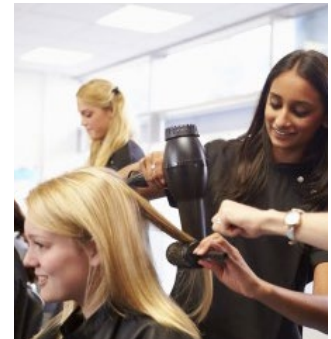


Photo from <http://www.beautyschool.com/articles/cosmetology-apprentice>

EDUCATION AND CHILDCARE

The **EDUCATION AND CHILDCARE** sector provides education and training to adults and children in K-12 schools, colleges, and training centers and provides day care services for infants and young children. Most jobs in this industry involve teaching or caring for students who are children or young adults. People in this industry must enjoy working with young people. They also need to have good communication, writing and planning skills. They need to be organized and able to work with other people. While some jobs are available to people without degrees, a Bachelor's or Master's degree is required for many full-time teaching and related positions.

Written by the Labor Market Information Service (LMIS) and Ellen Baxt



Photo © goodluz / 123RF Stock Photo

MANUFACTURING

The **MANUFACTURING** industry uses raw materials or parts to produce a wide variety of finished goods, such as clothing, electronics and cars, in factories and mills. Manufacturing occupations include 1) Working as part of a team that assembles finished products or finished parts; 2) Inspecting, testing, sampling, or weighing raw materials, parts or products to see if they are in good condition; 3) Operating machines to produce specific metal parts, instruments and tools; 4) Coordinating the production process and supervising workers; and 5) Selling products to businesses or groups of individuals. Most entry-level jobs in Manufacturing require a high school diploma or equivalent and/or on-the-job or certificate training. Many Manufacturing companies provide additional training. Promotions within a company are common.

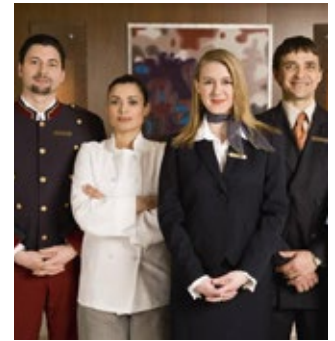


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Adapted from New York City Labor Market Information Service, City University of New York

HOSPITALITY, RECREATION AND THE ARTS

The **HOSPITALITY, RECREATION AND THE ARTS** industry includes hotels and lodging, restaurants, bars and other food and beverage providers, and sports, entertainment, cultural amusements and attractions. Settings in this sector vary from restaurants to sports arenas to bowling alleys, hotels, museums, clubs, Broadway and movie theatres. The range of jobs in this sector is equally broad. People who thrive in this industry like working at a fast pace, working with their hands, being creative, and serving people. Good customer service and communication skills are essential. Many entry-level jobs in the industry do not have minimum education requirements and emphasize hands-on training, which makes the industry a good career path for individuals looking to improve their economic prospects. This sector is also attractive to people with barriers to employment, including those with difficult pasts. Mid-level and upper-level jobs generally require an Associate's or Bachelor's degree and/or certificate training.



From <http://blog.leonardo.com/wp-content/uploads/2014/06/86543839.jpg>

Adapted from Office of the New York State Comptroller, The Hotel Industry in New York City, http://www.osc.state.ny.us/osdc/hotel_industry_nyc_rpt2_2017.pdf
Labor Market Information Service, Mapping Your Future Culinary & Food Services, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Culinary-Food-Services-8-5x11-rearranged.pdf
<https://www2.careercruising.com/careers/clusters/0/ht/usnational>



TRANSPORTATION AND WAREHOUSING

The **TRANSPORTATION AND WAREHOUSING** sector moves people and things from one place to another. This includes airlines, trains, buses, taxis, cargo ships and companies that deliver packages. Warehousing is the storage of items for people and businesses. Some jobs are in Customer Service and others are Technical. People in Customer Service have patience and like to help people. People in Technical jobs like to build and fix things and work with their hands. Employers look for good problem solving and communication skills. Safety and security is a high priority, so many jobs require background checks and drug testing. Many jobs are unionized. A high school diploma or equivalent is required for most entry-level jobs, but some have no minimum education requirement. Many transportation jobs require a “clean” driver’s license, even if the job doesn’t involve driving.

Adapted from Labor Market Information Service, Mapping Your Future: Travel and Transportation, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Transportation-8-5x11-rearranged.pdf
Bureau of Labor Statistics, Industries at a Glance: Warehousing and Storage: NAICS 493, <https://www.bls.gov/iag/tgs/iag493.htm>



From <http://web.archive.wcpss.net/blog/wp-content/uploads/2013/05/drivers.jpg>

FOOD PRODUCTION

The **FOOD PRODUCTION** sector contains two groups, occupations involved with that: 1) Growing crops and raising or catching animals for food and 2) Manufacturing food for sale, such as flour, sugar, cookies, cakes, snack foods and pet food. People that work for establishments that grow crops and raise or catch animals for food usually work outdoors in all kinds of weather. They work in settings such as farms, ranches, dairies, greenhouses, orchards, or hatcheries. Farm labor is physically active, and includes bending, lifting and carrying heavy loads. People that work for establishments that manufacture food for sale usually work indoors in factories or mills. They must be good at following instructions. Many jobs involve lifting and moving heavy loads and spending a lot of time on your feet. Food Production workers must know a lot about and follow safety procedures. Most entry-level careers in Food Production do not require education beyond a high school diploma or equivalent. However, certificate programs are required for some jobs. Mid-level and upper-level jobs generally require an Associate’s, Bachelor’s, or advanced degrees and/or certificate training.

Adapted from New York City Labor Market Information Service, City University of New York



From <https://sustainability.ncsu.edu/blog/changeyourstate/how-hard-is-farming/a>

RETAIL

The **RETAIL** industry is comprised of individuals and companies engaged in the selling of finished products, such as groceries, cars, furniture and electronics, to consumers. Retailing occurs in physical stores, where purchases are made on site and Non-Store Retailers. Purchases at non-store retailers are typically made online, and through infomercials, direct mail advertising, catalog sales, in-home demonstrations and vending machines. The major functions of retailing include: buying, store operations including retail sales, sales promotion and advertising, bookkeeping and accounting, and managing personnel. Strong customer service and communication skills are essential. A high school diploma or equivalent is required for most entry-level jobs, but some have no minimum education requirement. Mid-level and upper-level jobs generally require an Associate's or Bachelor's degree and/or certificate training.

Adapted from New York City Labor Market Information Service, City University of New York Bureau of Labor Statistics, Occupational Outlook Handbook, <https://www.bls.gov/ooh/sales/home.htm>

Bureau of Labor Statistics Industries at a Glance: Retail Trade: NAICS 44-45, <https://www.bls.gov/iag/tgs/iag44-45.htm>

The Balance, <https://www.thebalance.com/us-retail-industry-overview-2892699>

The Vault, Retail Overview, <http://www.vault.com/industries-professions/industries/retail.aspx>



From <http://i.huffpost.com/gen/1286525/images/o-CUSTOMERS-facebook.jpg>

CONSTRUCTION

The **CONSTRUCTION** sector builds public infrastructure such as highways, bridges, sewer systems and dams, constructs buildings such as homes and offices and includes workers who have specialty skills such as Carpenters, Electricians and Plumbers. Most Construction jobs require physical fitness, an attention to detail, good communication and math skills. Entry-level positions include Laborers who clean construction sites, load and unload materials, build scaffolding and dig trenches and Helpers who assist skilled trade workers. Although a high school diploma or equivalent is required for some entry-level jobs, most have no minimum education requirement, and emphasize hands-on training, which makes the industry a good career path for individuals looking to improve their economic prospects. This sector is also attractive to people who may have had difficulty finding work in the past. Mid-level positions, such as Electrician, Plumber or Equipment Operator require advanced skills and industry recognized credentials. Many Construction jobs are unionized and require completing an apprenticeship. There are sharp differences in pay and work conditions between unionized and non-unionized jobs.

Adapted from New York City Labor Market Information Service, City University of New York Empire State College, SUNY, What is the Construction Industry, An Economic Fact Book, <https://www.esc.edu/media/academic-affairs/harry-vanarsdale/hvacsl-publications/Construction-Industry-Fact-Book.pdf>

The Balance, <https://www.thebalance.com/construction-skills-list-2062378>



From <http://www.aztecwindsolarpower.com/wp-content/uploads/2015/02/professional-solar-panel-installers-1024x683.jpg>



Short Sector Overviews

HEALTHCARE

The **HEALTHCARE** sector provides medical services in hospitals, nursing homes and through doctor's offices and care centers. There are entry-level jobs such as Home Health Aide or Occupational Therapy Aide (an Occupational Therapy Aide helps people who have been injured learn to do everyday tasks like cooking). Other jobs require more education and advanced skills, such as Nurse, Physical Therapist or Dietician. There are many non-clinical jobs that do not involve touching a patient. Examples are receptionists or people who work in the office to keep track of patient medical records. People who are happy and successful working in this field usually like to help others. They are concerned about patients and help people of different cultures and backgrounds in stressful situations. People who are caregivers must be patient. They must be comfortable with sickness and bodily functions. Almost all positions require attention to detail and communication skills.



Photo: Minerva Studio/ Bigstock

TECHNOLOGY

People who work in the **TECHNOLOGY** sector work with computers. They might work with computer hardware. Hardware includes the physical parts of a computer, such as the microchips, screen, keyboard and mouse. Instead, they might work with software. Software includes the operating systems, such as Microsoft Windows, and the applications, such as Microsoft Word. Finally, they might work with networks. Networks are groups of computers and printers which are connected to each other and to the Internet. If you work in this sector, you will might work inside a technology company—perhaps as a hardware engineers for Apple. Or you might work outside of a technology company, such as fixing computer problems in a hospital. Technology jobs require people who are flexible and quick learners. While there are entry-level Technology jobs that may only require basic training or a professional certification, most Technology jobs require a college degree.



3D Printer

COMMUNITY AND SOCIAL SERVICES

Those who work in the **COMMUNITY AND SOCIAL SERVICES (CSS)** sector help people improve their lives by providing a wide variety of services. These might include Substance Abuse Counseling, Health Education and Mental Health Services. Police Officers, Firefighters and Sanitation Workers also fall into this group, because they help keep communities clean and safe. Many workers in this field help people who

Short Sector Overviews (continued)

are going through difficult experiences or recovering from trauma. Some focus on different age groups such as children or the elderly. Community and Social Service workers also include those who help people look and feel their best, such as Barbers, Hairstylists, and Personal Trainers. Most CSS employees work directly with people, so good communication skills are important. There are many different types of CSS jobs. These jobs require different levels of education, ranging from a high school diploma or equivalent to a Bachelor's degree or higher. If you work in this field, you might work at a government agency, group home, senior center, community health center, religious organization, or outdoors in local neighborhoods.

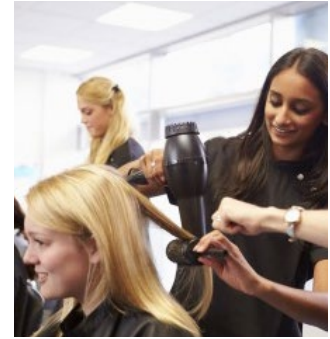


Photo from <http://www.beautyschool.com/articles/cosmetology-apprentice>

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Photo © goodluz / 123RF Stock Photo

MANUFACTURING

The **MANUFACTURING** industry uses raw materials like wood, metal, plastic, or glass, or cloth parts to produce a wide variety of goods, such as clothing, electronics and cars, in factories and mills. Because of advances in technology, most products are made using computerized equipment, so Manufacturing workers need to be comfortable using computerized machinery. Manufacturing occupations include 1) Working as part of a team that assembles products or parts; 2) Inspecting, testing, sampling, or weighing materials, parts or products to see if they are in good condition; 3) Operating machines to produce specific metal parts and tools; 4) Making sure the production process moves smoothly and supervising workers; and 5) Selling products to businesses or groups of people. Most entry-level jobs in Manufacturing require a high school diploma or equivalent and/or on-the-job or certificate training. Many Manufacturing companies provide additional training. Promotions within a company are common.



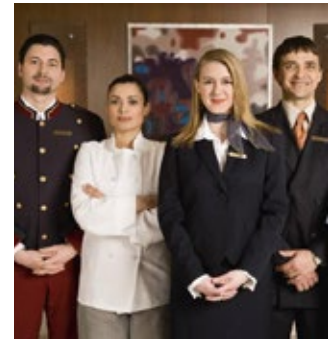
Photo © Sasin Tipchai / Bigstock



Short Sector Overviews (continued)

HOSPITALITY, RECREATION AND THE ARTS

The **HOSPITALITY, RECREATION AND THE ARTS** industry includes hotels and lodging, restaurants, bars and other food and drink providers, sports, and entertainment. If you work in this sector, you might work in a restaurant, sports arena, bowling alley, hotel, museum, night club, or theatre. There are many different kinds of jobs in this field. People who do well in this industry like working at a fast pace, working with their hands, being creative, and serving people. Good customer service and communication skills are essential. Many entry-level jobs in the industry do not have minimum education requirements and emphasize learning on the job. This makes the industry a good choice for people looking to increase their incomes. This sector is more welcoming than others to people with barriers to employment, including those who have been in prison or addicted to drugs. Mid-level and upper-level jobs generally require an Associate's or Bachelor's degree and/or certificate training.



From <http://blog.leonardo.com/wp-content/uploads/2014/06/86543839.jpg>

TRANSPORTATION AND WAREHOUSING

The **TRANSPORTATION AND WAREHOUSING** sector moves people and things from one place to another. Nearly all businesses and people use this sector to get to work or appointments, and to receive and deliver packages. It includes airlines, trains, buses, taxis, cargo ships and shipping companies. In New York City, it includes many foot and bike messengers. Warehousing is the storage of items for people and businesses. Some jobs have a lot of customer contact and others involve working with computers and machines. Employers look for good problem solving and communication skills. Safety and security is a high priority, so many jobs require background checks and drug testing. Many jobs are unionized. A high school diploma or equivalent is required for most entry-level jobs, but some have no minimum education requirement. Many transportation jobs require a “clean” driver's license, even if the job doesn't involve driving.



From <http://webarchive.wcpss.net/blog/wp-content/uploads/2013/05/drivers.jpg>

FOOD PRODUCTION

The **FOOD PRODUCTION** sector includes two main types of jobs. One involves growing crops and raising or catching animals for food. The other involves manufacturing food for sale, such as flour, sugar, cookies, cakes, snack foods and pet food. People that grow crops and raise or catch animals for food usually work outdoors in all kinds of weather. They work in places such as farms, ranches, dairies, greenhouses, orchards, or hatcheries. Farm work is physically active, and includes bending,



Photo from <https://sustainability.ncsu.edu/blog/changeyourstate/how-hard-is-farming/a>

Short Sector Overviews (continued)

lifting and carrying heavy loads. People that manufacture food for sale usually work indoors in factories or mills. They must be good at following instructions. Many jobs involve lifting and moving heavy loads and are very physical jobs. Food Production workers must follow safety procedures. Most entry-level careers in Food Production do not require education beyond a high school diploma or equivalent. However, certificate programs are required for some jobs. Mid-level and upper-level jobs generally require an Associate's, Bachelor's, or advanced degrees and/or certificate training.

RETAIL

People who work in the **RETAIL** industry sell products such as groceries, cars, furniture and electronics, to consumers. Retailing occurs in physical store and online—also through TV and direct mail advertising, catalog sales, and vending machines. Retail jobs include: buying and selling products, advertising, accounting, and managing workers. Strong customer service and communication skills are essential. A high school diploma or equivalent is required for most entry-level jobs, but some have no minimum education requirement. Mid-level and upper-level jobs generally require an Associate's or Bachelor's degree and/or certificate training.



From <http://i.huffpost.com/gen/1286525/images/o-CUSTOMERS-facebook.jpg>

CONSTRUCTION

The **CONSTRUCTION** sector builds highways, bridges, sewer systems and dams, and constructs buildings such as homes and offices. It includes workers who have special skills such as Carpenters, Electricians and Plumbers. Most Construction jobs require physical fitness, an attention to detail, good communication and math skills. Entry-level positions include Laborers who clean construction sites, load and unload materials, build scaffolding and dig trenches and Helpers who assist skilled trade workers such as Carpenters and Electricians. Although a high school diploma or equivalent is required for some entry-level jobs, most have no minimum education requirement, and emphasize on-the-job learning, which makes the industry good for people looking to increase their incomes. This sector is also good for people who may have had a hard time finding work in the past. Mid-level positions, such as Electrician, Plumber or Equipment Operator require advanced skills and training certificates that are approved by the industry. Many Construction jobs are unionized and require completing an apprenticeship. There are significant differences in pay and work conditions between unionized and non-unionized jobs.



From <http://www.aztecwindsolarpower.com/wp-content/uploads/2015/02/professional-solar-panel-installers-1024x683.jpg>

COMPARE SECTORS:**Construction and Education & Childcare****Construction**

The Construction sector builds public infrastructure such as highways, bridges, sewer systems and dams, constructs buildings such as homes and offices, and includes those performing specialty skills such as carpenters, electricians and plumbers. Most construction jobs require physical fitness, an attention to detail, good communication and math skills. Entry-level positions include Laborers who clean construction sites, load and unload materials, build scaffolding and dig trenches and Helpers who assist skilled trade workers. Although a high school diploma or equivalent is required for some entry-level jobs, most have no minimum education requirement, and emphasize hands-on training, which makes the industry a good career path for individuals looking to improve their economic prospects. This sector is also attractive to people with barriers to employment, including those with a history of incarceration. Mid-level positions, such as Electrician, Plumber or Equipment Operator require advanced skills and industry recognized credentials. Many Construction jobs are unionized and require completing an apprenticeship. There are sharp differences in pay and work conditions between unionized and non-unionized jobs.

The Construction industry is populated both by very large contractors employing thousands of people as well as by small shops employing one or two people. The construction of a multimillion-dollar office building can have workers employed by huge contractors side by side with small-scale specialty projects performed by a one- or two-person shop. Yet all these workers, employed under very different circumstances, are in the same industry.

Adapted from New York City Labor Market Information Service, City University of New York

Empire State College, SUNY, What is the Construction Industry, An Economic Fact Book, <https://www.esc.edu/media/academic-affairs/harry-vanarsdale/hvacls-publications/Construction-Industry-Fact-Book.pdf>

The Balance, <https://www.thebalance.com/construction-skills-list-2062378>

Education and Childcare

The Education and Childcare sector provides education and training to adults and children in K-12 schools, colleges and training centers. The industry also provides day care services for infants and young children. Many Education and Childcare establishments, including public schools, are run by the government. They can also be privately owned or operated by religious organizations. People in this industry need to enjoy working with young people and must have good communication, writing and planning skills. They need to be organized and to be able to work with other people. While some jobs are available to people without degrees, a Bachelor's or Master's degree is required for many teaching and other positions.

Teachers' responsibilities include preparing and delivering lessons, observing and assisting students, grading assignments and exams, keeping records of attendance and grades, communicating with parents and administrators. Teaching Assistants are entry-level workers who help teachers to carry out these responsibilities. Preschool or Childcare workers supervise children at play and help with feeding and other basic care. In addition to teaching, there are other jobs in the Education and Childcare sector, such as working in school, college or city libraries, assisting students and teachers with computer use, working as School Secretaries or as Guidance Counselors.

Written by the Labor Market Information Service (LMIS) and Ellen Baxt



COMPARE SECTORS:

Food Production and Retail

Food Production

The Food Production sector can be organized into two groups, those that: 1) Grow crops and raise or catch animals for food and 2) Manufacture food for sale, such as flour, sugar, cookies, bread, snack foods and pet food. Food Manufacture turns crops into ingredients that will be used in recipes, such as turning wheat into flour, or turning these ingredients into items that can be eaten. People that work growing crops and raising or catching animals usually work outdoors in all kinds of weather. They work in settings such as farms, ranches, dairies, greenhouses, nurseries, orchards, or hatcheries. Farm labor is physically active, and includes bending, lifting and carrying heavy loads. Farm workers typically work with their hands using tools such as wheelbarrows and shovels. People employed in Food Manufacture usually work indoors in factories or mills. They must be good at following instructions. Many workers in this industry lift and move heavy loads and spend a lot of time on their feet.

Food Production workers must know a lot about and follow safety procedures. Entry-level jobs generally do not require education beyond a high school diploma or equivalent. However, certificate programs are required for some jobs. Mid-level careers in Food Production, including technical, managerial and administrative, are generally significantly higher paying than entry-level labor jobs and often require an Associate's or a Bachelor's degree.

Adapted from New York City Labor Market Information Service, City University of New York

Retail

The Retail industry is comprised of individuals and companies engaged in the selling of finished products, such as groceries, cars, furniture and electronics, to consumers. Retailing occurs in the following settings: Brick-and-Mortar Store Retailers, where purchases are made on site in a physical location and Non-Store Retailers. Purchases at non-store retailers are typically made online, and through infomercials, direct mail advertising, catalog sales, in-home demonstrations and vending machines.

The major functions of retailing include: buying, store operations including retail sales, sales promotion and advertising, bookkeeping and accounting, and managing personnel. Retail Sales workers assist customers with purchases by identifying their needs, showing or demonstrating merchandise, receiving payment, recording sales, and wrapping their purchases or arranging for their delivery. Strong customer service and communication skills are essential. A high school diploma or equivalent is required for most entry level jobs, but some have no minimum education requirement. Mid and upper level jobs generally require an Associate's or Bachelor's degree and/or certificate training.

Adapted from New York City Labor Market Information Service, City University of New York

Bureau of Labor Statistics, Occupational Outlook Handbook, <https://www.bls.gov/ooh/sales/home.htm>

Bureau of Labor Statistics Industries at a Glance: Retail Trade: NAICS 44-45, <https://www.bls.gov/iag/tgs/iag44-45.htm>

The Balance, <https://www.thebalance.com/us-retail-industry-overview-2892699>

The Vault, Retail Overview, <http://www.vault.com/industries-professions/industries/retail.aspx>

COMPARE SECTORS:

Community & Social Services and Transportation & Warehousing

Community and Social Services

Individuals who work in the Community and Social Services (CSS) sector help people improve their lives by providing a wide range of services such as Substance Abuse, Health Education and Mental Health Counseling. CSS occupations such as Police Officer, Firefighter and Sanitation Worker help keep communities clean and safe. Many CSS workers help people who are experiencing hardship or recovering from trauma. Some focus on different age groups such as children or the elderly. Community and Social Service workers also include those who help people look and feel their best, such as barbers, hairstylists, and personal trainers.

People who want to be of service to others and to their communities enjoy working in Community and Social Service jobs. Most people work directly with participants and clients and good communication skills are important. There are many different types of Community and Social Services jobs. These jobs require different levels of education, ranging from a high school diploma or equivalent to a Bachelor's degree or higher, and have widely 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.

Adapted from https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Community-Soc-Serv-8-5x11.pdf

Transportation and Warehousing

The Transportation and Warehousing sector moves people and things from one place to another. This includes airlines, trains and buses, taxis, cargo ships and companies that deliver packages. Warehousing provides the storage of items for people and businesses, including the storage of clothing, food and business supplies. Most businesses need items transported or stored. Warehousing tasks include security, inventory control, order entry and fulfillment, packaging, price marking and ticketing, and transportation arrangement.

People in these jobs enjoy meeting people and working in a fast-paced setting. Employers look for good problem solving and communication skills. Some jobs are in Customer Service and others are Technical. People in Customer Service have patience and like to help people. People in Technical jobs like to build and fix things and work with their hands. Safety and security is one of the highest priorities in the Transportation and Warehousing industry and many jobs require background checks and drug testing. Many jobs in the industry are unionized. A high school diploma or equivalent is required for most entry level jobs, but some have no minimum education requirement. Many transportation jobs require a "clean" driver's license, even if the job doesn't involve driving.

Adapted from Labor Market Information Service, Mapping Your Future: Travel and Transportation, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Transportation-8-5x11-rearranged.pdf

Bureau of Labor Statistics, Industries at a Glance: Warehousing and Storage: NAICS 493, <https://www.bls.gov/iag/tgs/iag493.htm>



COMPARE SECTORS:

Technology and Hospitality, Recreation & the Arts

Technology

People who work in the Technology sector develop and use computer hardware, software and networks. Hardware includes the physical parts of a computer, such as the microchips, screen, keyboard and mouse. Software includes the operating systems, such as Microsoft Windows, and the applications, such as Microsoft Word, which are used on computers and other devices. Networks are groups of devices, such as computers and printers, which are connected to each other and to the Internet, and are able to communicate or transfer information.

Technology jobs involve developing computer software and applications, designing and maintaining computer systems, troubleshooting problems and helping people understand how to use their computers. Technology jobs generally fall into the following settings: jobs inside technology companies such as hardware engineers who work for Apple and jobs outside of technology companies. For example, you could provide support to computer users in a college or manage a database for a hospital. There are also 'Non-tech' jobs inside technology companies, such as Administrative Assistants, Office Managers and Salespeople.

Technology jobs require people who are flexible and quick learners because the field is developing quickly. And, while there are entry-level Technology jobs that may only require basic training or a professional certification, such as Help Desk Specialists and Field Technicians, most Technology jobs require at least a college degree.

Adapted from Labor Market Information Service, May 2016

Hospitality, Recreation and the Arts

The Hospitality, Recreation and the Arts industry include hotels and lodging, restaurants, bars and other food and beverage providers, as well as sports, entertainment and cultural amusements and attractions. Settings in this sector vary from 5-Star restaurants to fast food, from sports arenas to bowling alleys, and include everything from hotels to museums, clubs, Broadway and movie theatres. The range of jobs in this industry is equally broad.

In general, people who thrive in this industry like a working at a fast pace, working with their hands, being creative, and serving people. Good customer service and communication skills are essential. Many entry-level jobs in the industry do not have minimum education requirements and stress hands on training, which makes the industry a good career path for individuals looking to improve their economic prospects. This sector is also attractive to people with barriers to employment, including those with a history of incarceration. Some jobs in this sector are hourly, supervisory jobs are usually salaried and many jobs depend on tips. Mid and upper level jobs generally require an Associate's or Bachelor's degree and/or certificate training.

Adapted from Office of the New York State Comptroller, The Hotel Industry in New York City, http://www.osc.state.ny.us/osdc/hotel_industry_nyc_rpt2_2017.pdf

Labor Market Information Service, Mapping Your Future Culinary & Food Services, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Culinary-Food-Services-8-5x11-rearranged.pdf

<https://www2.careercruising.com/careers/clusters/0/ht/usnational>

COMPARE SECTORS:

Healthcare and Manufacturing

Healthcare

The Healthcare sector provides medical services in hospitals, nursing homes and through doctor's offices and care centers. Jobs range from entry-level positions, such as a Home Health Aide or Occupational Therapy Aide, to positions that require further education and advanced skills, such as Nurse, Physical Therapist or Dietician. There are many non-clinical jobs in healthcare such as Medical Records and Health Information Technicians. People can move up the ladder in this industry by getting more education and experience and a number of the jobs in this field are unionized. People who are satisfied and successful working in this field usually like to help others. They are concerned for the welfare of patients and can deal with people of diverse backgrounds in stressful situations. People who are caregivers must be patient and comfortable with sickness and bodily functions. Almost all positions require attention to detail and good oral communication skills.

Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

Adapted from New York City Labor Market Information Service, City University of New York

Labor Market Information Service, Mapping Your Future Health Care: Beyond Hospitals

and Nursing Homes, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Health-Care-8-5x11-rearranged.pdf

Manufacturing

The Manufacturing industry uses raw materials or parts to produce a wide variety of finished goods, including clothing, computers and electronic equipment, aluminum, glass, concrete, and cars. Some manufacturers produce products that will be sold directly to the consumer. Some manufacturers make parts for other manufacturers to use. For example, one manufacturer may make the parts another business needs to assemble an airplane or a computer. Manufacturers make products in different ways, for example, some make items by hand, others produce items using the latest technology and/or produce large amounts of standardized products using an assembly line. Manufacturing employees usually work in factories.

Occupations in Manufacturing include:

- 1) Working as part of a team that assembles finished products or finished parts;
- 2) Inspecting, testing, sorting, sampling, or weighing raw materials, parts or products to see if they are damaged;
- 3) Operating machines to produce specific metal parts, instruments and tools;
- 4) Supervising and coordinating the activities of production and operating workers; and
- 5) Selling products to businesses or groups of individuals.

Most entry level jobs in Manufacturing require a high school diploma or equivalent and/or on-the-job or certificate training. Many Manufacturing companies provide additional training. Promotions within a company are common.

Adapted from New York City Labor Market Information Service, City University of New York

**COMPARE SECTORS (SHORT):****Construction and Education & Childcare****Construction**

People who work in the **Construction** sector build highways, bridges, sewer systems and dams, and construct buildings such as homes and offices. It includes workers who have special skills such as Carpenters, Electricians and Plumbers. Most Construction jobs require physical fitness, an attention to detail, good communication and math skills. Entry-level positions include Laborers who clean construction sites, load and unload materials, build scaffolding and dig trenches and Helpers who assist skilled trade workers such as Carpenters and Electricians. Although a high school diploma or equivalent is required for some entry-level jobs, most have no minimum education requirement, and emphasize on-the-job learning, which makes the industry a good career path for people looking to improve their earning power. This sector is also good for people who may have had a hard time finding work in the past. Mid-level positions, such as Electrician, Plumber or Equipment Operator require advanced skills and training certificates that are approved by the industry. Many Construction jobs are unionized and require completing an apprenticeship. There are sharp differences in pay and work conditions between unionized and non-unionized jobs.

In the Construction industry, there are very large contractors that employ thousands of people. There are also small companies that employ just one or two people. The construction of a multimillion-dollar office building can have workers employed by huge contractors who work alongside employees from small companies doing special projects. Yet all these workers, employed under very different circumstances, are in the same industry.

Education and Childcare

The **Education and Childcare** sector provides education and training to adults and children in K-12 schools, colleges and training centers. It also provides day care services for infants and young children. Many of these, including public schools, are run by the government. They can also be privately owned or operated by religious organizations. People in this industry need to enjoy working with young people and must have good communication, writing and planning skills. They need to be organized and able to work with other people. While some jobs are available to people without degrees, a Bachelor's or Master's degree is required for many teaching and other positions.

Teachers' responsibilities include preparing and teaching lessons, watching and helping students, grading student work and tests, keeping records of attendance and grades, communicating with parents and co-workers. Teaching Assistants are entry-level workers who help teachers with these responsibilities. Preschool or Childcare workers supervise children at play and help with feeding and other basic care. In addition to teaching, there are other jobs in the Education and Childcare sector, such as working in school, college or city libraries, assisting students and teachers with computer use, working as School Secretaries or as Guidance Counselors.

COMPARE SECTORS (SHORT):

Food Production and Retail

Food Production

The **Food Production** sector can be organized into two groups. There are people who 1) Grow crops and raise or catch animals for food and 2) Manufacture food for sale, such as flour, sugar, cookies, bread, snack foods and pet food. Food Manufacturers turn crops into ingredients that will be used in recipes, such as turning wheat into flour, or make food items sold in stores, such as crackers. People that work growing crops and raising or catching animals usually work outdoors in all kinds of weather. They work in places such as farms, ranches, dairies, greenhouses, nurseries, orchards, or hatcheries. Farm labor is physically active, and includes bending, lifting and carrying heavy loads. Farm workers typically work with their hands using tools such as wheelbarrows and shovels. People employed in Food Manufacture usually work indoors in factories or mills. They must be good at following instructions. Many workers in this industry lift and move heavy loads and spend a lot of time on their feet.

Food Production workers must follow safety procedures. Entry-level jobs generally do not require education beyond a high school diploma or equivalent. However, certificate programs are required for some jobs. Mid-level careers in Food Production, including technical, managerial and administrative, are generally significantly higher paying than entry-level labor jobs and often require an Associate's or a Bachelor's degree.

Retail

People who work in the **Retail** industry sell products such as groceries, cars, furniture and electronics, to consumers. Retailing occurs in physical store and online—also through TV and direct mail advertising, catalog sales and vending machines. Retailers buy and sell products, keep stores organized and running well, advertise, do accounting records, and manage workers. Retail Sales workers assist customers with purchases by helping them figure out which products they want to buy, showing products, receiving payment, keeping track of sales, and wrapping their purchases or arranging for their delivery. Strong customer service and communication skills are essential. A high school diploma or equivalent is required for most entry-level jobs, but some have no minimum education requirement. Mid-level and upper-level jobs generally require an Associate's or Bachelor's degree and/or certificate training.

**COMPARE SECTORS (SHORT):**

Community & Social Services and Transportation & Warehousing

Community and Social Services

Those who work in the **Community and Social Services (CSS)** sector help people improve their lives by providing a wide variety of services. These might include Substance Abuse Counseling, Health Education and Mental Health Services, Police Officers, Firefighters and Sanitation Workers also fall into this group, because they help keep communities clean and safe. Many workers in this field help people who are going through difficult experiences or recovering from trauma. Some focus on different age groups such as children or the elderly. Community and Social Service workers also include those who help people look and feel their best, such as Barbers, Hairstylists, and Personal Trainers.

People who want to be of service to others and to their communities enjoy working in Community and Social Service jobs. Most CSS employees work directly with people, so good communication skills are important. There are many different types of CSS jobs. These jobs require different levels of education, ranging from a high school diploma or equivalent to a Bachelor's degree or higher. If you work in this field, you might work at a government agency, group home, senior center, community health center, religious organization, or outdoors in local neighborhoods.

Transportation and Warehousing

The **Transportation and Warehousing** sector moves people and things from one place to another. This includes airlines, trains, buses, taxis, cargo ships and companies that deliver packages. Warehousing is the storage of items for people and businesses, including the storage of clothing, food and business supplies. Most businesses need items transported or stored. Warehousing tasks include making sure products are safe and can't be stolen, keeping track of all products, keeping track of orders and making sure orders are sent out, packaging orders, price marking, and arranging for transportation.

People in these jobs enjoy meeting people and working in a fast-paced setting. Employers look for good problem solving and communication skills. Some jobs involve working with the public and others are more technical. People in Customer Service have patience and like to help people. People in technical jobs like to build and fix things and work with their hands. Employers look for good problem solving and communication skills. Safety and security is a high priority, so many jobs require background checks and drug testing. Many jobs are unionized. A high school diploma or equivalent is required for most entry-level jobs, but some have no minimum education requirement. Many transportation jobs require a "clean" driver's license, even if the job doesn't involve driving.

COMPARE SECTORS (SHORT):**Technology and Hospitality, Recreation & the Arts****Technology**

People who work in the **Technology** sector work with computers. They might work with computer hardware. Hardware includes the physical parts of a computer, such as the microchips, screen, keyboard and mouse. Instead, they might work with software. Software includes the operating systems, such as Microsoft Windows, and the applications, such as Microsoft Word. Finally, they might work with networks. Networks are groups of computers and printers which are connected to each other and to the Internet. Technology jobs involve developing computer software, making sure that a network of computers can function, troubleshooting problems and helping people understand how to use their computers. If you work in this sector, you might work inside a technology company—perhaps as a hardware engineer for Apple. Or you might work outside of a technology company, such as fixing computer problems in a hospital. Technology jobs require people who are flexible and quick learners. There are entry-level Technology jobs that may only require basic training or a professional certification, and there are also “non-tech” jobs inside technology companies, such as Administrative Assistants, Office Managers and Salespeople. Most Technology jobs require at least a college degree.

Hospitality, Recreation and the Arts

The **Hospitality, Recreation and the Arts** industry includes hotels and lodging, restaurants, bars and other food and drink providers, sports, and entertainment. If you work in this sector, you might work in a restaurant, sports arena, bowling alley, hotel, museum, night club, or theatre. There are many different kinds of jobs in this field. People who do well in this industry like working at a fast pace, working with their hands, being creative, and serving people. Good customer service and communication skills are essential. Many entry-level jobs in the industry do not have minimum education requirements and emphasize learning on the job. This makes the industry a good career path for individuals looking to improve their incomes. This sector is also good for people with barriers to employment, including those who have been in prison or addicted to drugs. Some jobs in this sector are hourly and may depend on tips. Supervisors are usually paid an annual salary. Mid-level and upper-level jobs generally require an Associate’s or Bachelor’s degree and/or certificate training.

**COMPARE SECTORS (SHORT):**

Healthcare and Manufacturing

Healthcare

The **Healthcare** sector provides medical services in hospitals, nursing homes and through doctor's offices and care centers. There are entry-level jobs such as Home Health Aide or Occupational Therapy Aide (an Occupational Therapy Aide helps people who have been injured learn to do everyday tasks like cooking). Other jobs require more education and advanced skills, such as Nurse, Physical Therapist or Dietician. There are many non-clinical jobs that do not involve touching a patient. Examples are receptionists or people who work in the office to keep track of patient medical records. People who are happy and successful working in this field usually like to help others. They are concerned about patients and can deal with people of different cultures and backgrounds in stressful situations. People who are caregivers must be patient. They must be comfortable with sickness and bodily functions. Almost all positions require attention to detail and communication skills.

Healthcare occupations are projected to add more jobs than any of the other industries. This projected growth is mainly due to an aging population. As people get older, they have a greater need for healthcare services.

Manufacturing

The **Manufacturing** industry uses raw materials like wood, metal, plastic, or glass, or cloth parts to produce a wide variety of goods, such as clothing, electronics and cars, in factories and mills. Some manufacturers make products that will be sold directly to the consumer. Some manufacturers make parts for other manufacturers to use. For example, one manufacturer may make the parts another business needs to assemble an airplane or a computer. Manufacturers make products in different ways. Some make items by hand, while others produce items using the latest technology and/or produce large amounts of products using an assembly line. Manufacturing employees usually work in factories.

Manufacturing occupations include:

- 1) Working as part of a team that assembles products or parts;
- 2) Inspecting, testing, sampling, or weighing materials, parts or products to see if they are in good condition;
- 3) Operating machines to produce specific metal parts, instruments and tools;
- 4) Making sure the production process moves smoothly and supervising workers; and
- 5) Selling products to businesses or groups of people.

Most entry-level jobs in Manufacturing require a high school diploma or equivalent and/or on-the-job or certificate training. Many Manufacturing companies provide additional training. Promotions within a company are common.

Comparing Sectors

Work in groups to compare the two industry sectors that you have read about. Write the names of each industry at the top of each column. Work together to answer the questions for each industry.

QUESTIONS	Industry #1:	Industry #2:
Where do people in this industry work? In what kind of settings do they work?		
What skills do people in this sector need? What are employers looking for?		
What levels of education are needed?		
Brainstorm and list all the jobs in this industry that you can think of.		

Discuss the following questions as a group:

- What do the two industries have in common?
- How do they differ?

Labor Vocabulary: What Are We Talking About When We Talk About Labor?



45 MINUTES

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 decide what they think each of the terms means and write their definitions in the center column.
- 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.

Term	What I Think it Means	Definition
Industry		
Occupation		
Profession		
Job		
Employment		
Career		
Labor Force		

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

Reading Bar Graphs Series: Employment Trends Across Sectors

Students learn about job growth and loss in various industries through analyzing bar graphs.

ACTIVITIES IN THIS SERIES

- 3.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors**
- 3.2 • Comparing Total Employment Bar Graphs in Healthcare and Construction**
- 3.3 • Healthcare Careers Brainstorm**



45 MINUTES

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.



Interpret graphs

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 do a substance abuse counselor and a sanitation collector belong to? Community and Social Services.*

What other jobs do you think are part of the Community and Social Services sector?

- › *Social workers, disability aides, police officers, dog walkers, hair dressers.*

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. You may want to review the definitions of *increase* and *decrease*. 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. The labor categories in the *Prediction Guide* and graph come from the Department of Labor statistics. If students have questions about which careers fall into which labor sectors, refer to the Department of Labor sectors and CareerKit chart on the following pages.
- 4** Use the discussion questions on the following pages to discuss the graph and students' predictions.

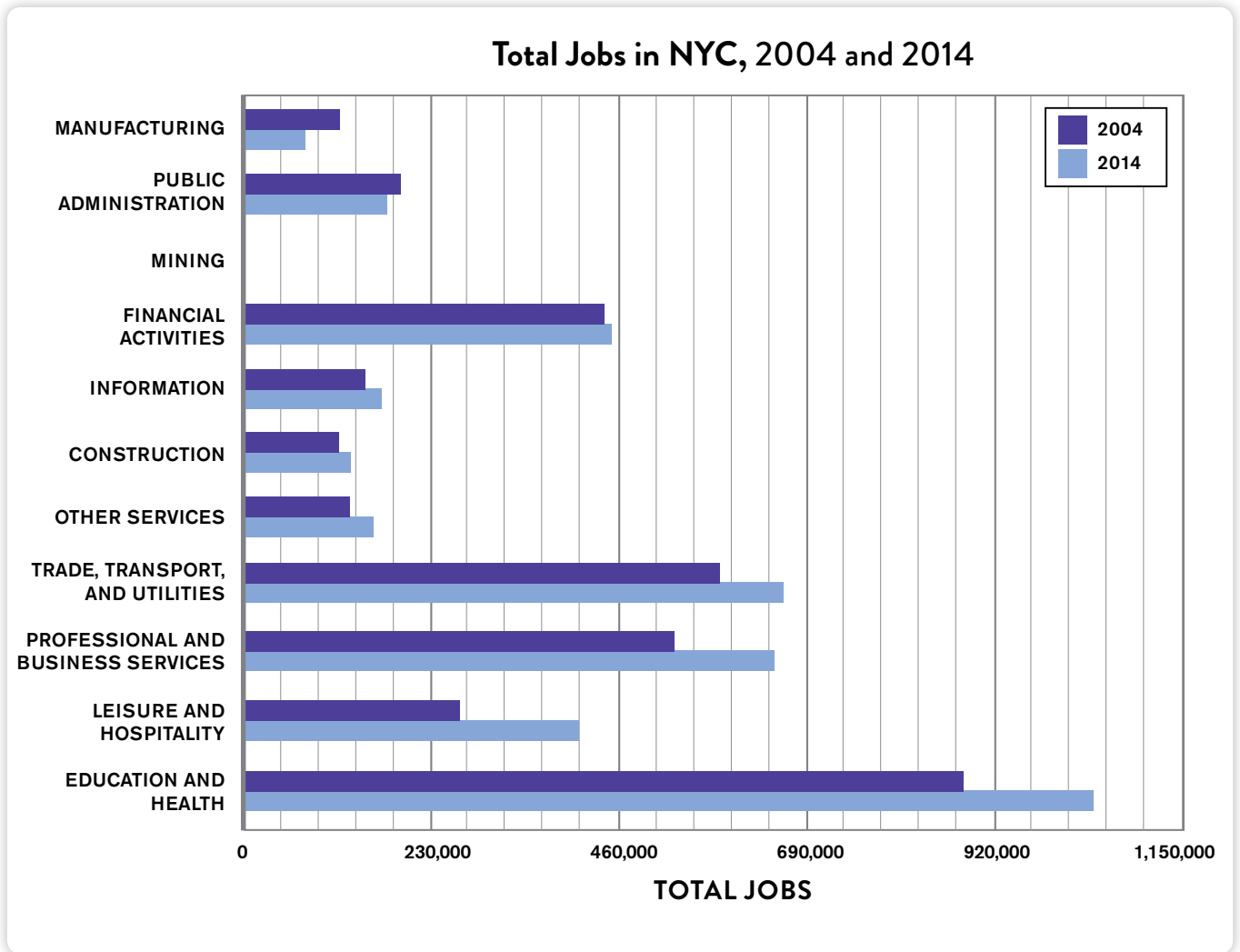
Prediction Guide: Rising and Falling Industries

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.

Industry	Increased	Decreased	Stayed Level
Manufacturing			
Public Administration			
Financial Services			
Information			
Construction			
Other Services			
Trade, Transportation and Utilities			
Professional and Business Services			
Leisure and Hospitality			
Education and Health			

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.



*** ADAPT TO YOUR REGION**

*RAENs will provide regional adaptations.

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.

	U. S. DEPARTMENT OF LABOR SECTORS, REFLECTED IN THE JOB LOSSES AND GAINS GRAPH	CAREERKIT LOCATION
Construction	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.	Construction
Manufacturing	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.	Manufacturing Food Production
Mining and Logging	Organizations that prepare natural resources for use. Some examples of natural resources are coal, metals, minerals, oil, gas and trees.	<i>Does not appear in the CareerKits</i>
Education, Healthcare and Social Assistance	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.	Healthcare Education and Childcare Community and Social Assistance
Government	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.	Public sector careers are addressed in every CareerKit sector.
Entertainment, Food and Hospitality	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.	Hospitality, Recreation and the Arts
Professional and Administrative Services	Organizations that provide support services to other organizations. This includes services such as accounting, advertising, billing, security, mailing packages and cleaning.	Organizations that are dedicated to these tasks are not included in the CareerKits, however administrative careers are included in every CareerKit.

Banking, Insurance and Real Estate	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.	<i>Does not appear in the CareerKits</i>
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 and Warehousing 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

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?



*RAENs will provide regional adaptations.

Comparing Total Employment Bar Graphs in Healthcare and Construction



45-75 MINUTES

Students read bar graphs about the number of jobs in Healthcare and Construction from 2010–2015. In groups, they discuss the graph and answer open ended questions, followed by a class discussion. Then they write short paragraphs about the information in the graphs and use the data to back up a prediction about the job outlook for the Healthcare and Construction fields.



- Interpret graphs
- Cite evidence from the text to support your analysis

PREP

- Review the graphs, *Total Jobs in Healthcare, New York City* and *Total Jobs in Construction, New York City*, to prepare for class discussion.
- Write 6-10 questions based on the sample discussion questions below.

Reading the Graph

Summary of graph information

- What information does each graph show?

The structure and organization of the graph

- What information is on the X axis?
- What information is on the Y axis?
- Does the graph report data for each individual month between 2010 and 2015?
- How do you know this?

How to read the graph

- How would you find the total number of jobs in Healthcare from October–December, 2011?

MATERIALS

- *Total Jobs in Healthcare, New York City* graph
- *Total Jobs in Construction, New York City* graph
- *Jobs in Healthcare and Construction Writing Assignment*



*RAENs will provide regional adaptations.

EXPLAIN

- 1** Write *Total Healthcare Jobs in New York City* and *Total Construction Jobs in New York City* on the board. **Explain:** We're going to read graphs with these titles. Can you predict what this data might show?
 - › *How many Healthcare and Construction 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 in Healthcare or Construction.*
- 4** What is the benefit of comparing graphs in two different sectors?
 - › *To see if there are any differences in employment patterns in Healthcare and in Construction.*
- 5** Divide students into groups of three and distribute the *Total Jobs in Healthcare, New York City* and *Total Jobs in Construction, New York City* graphs. Ask students to read the graph, keeping in mind what they can learn about employment in the Healthcare and Construction industries.
- 6** Discuss the graph interpretation questions developed in the Prep for this activity.
- 7** 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?
- 8** Have students in their groups discuss the following questions by comparing the two graphs.
 - What looks similar on the two graphs?
 - What looks different?
 - What conclusions can you draw about employment in these two sectors?
 - › *Students might notice that Healthcare employment has some dips but has a largely steady rise, while Construction employment tends to dip every January–March, regardless of the steady rises in the field. You can discuss seasonal employment in relation to this graph.*

- 9 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 ultimately discuss the following themes, with sample questions. Feel free to add your own questions.

The purpose of the graph

- Why is this graph useful?

The content included in the graph

- During what period was the total number of jobs in Healthcare the highest?
- When were Construction jobs at their lowest?

Any patterns the data shows and possible reasons for the patterns

- What pattern can you see in the number of people employed in Healthcare over the time period of the graph?
- What pattern can you see in the number of people employed in Construction over the time period of the graph?
- What differences in the visual pattern of the graph do you notice? (Are there straight lines, or curved lines, for example?)

Implications of the data

- What can we predict based on this graph?
- How would you use this graph when considering careers?
- What comparisons can you make between the Healthcare and Construction sectors?

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:

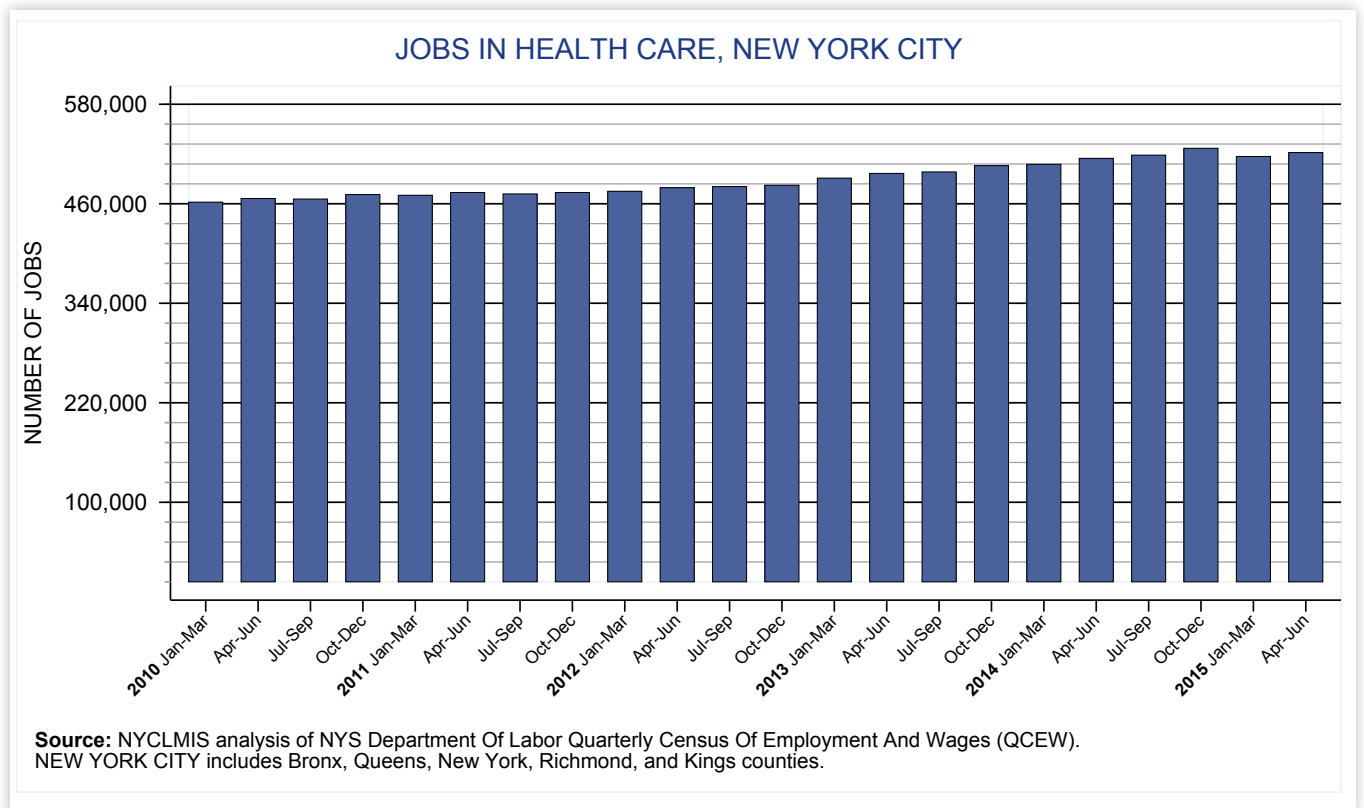
- How do you know that?
- Where in the graph do you see that?
- Why do you think that?
- What else do you notice?
- Can you say more about that?

- What do you think that means?
- Do you think now is a good time to look for a job in Healthcare? In Construction? Why do you think that?

OPTIONAL WRITING ASSIGNMENT

- 1 Distribute *Jobs in Healthcare and Construction Writing Assignment*.
- 2 Ask students to write a paragraph in a journalistic style that describes the data in the graph and makes predictions about the future of Healthcare and Construction 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.

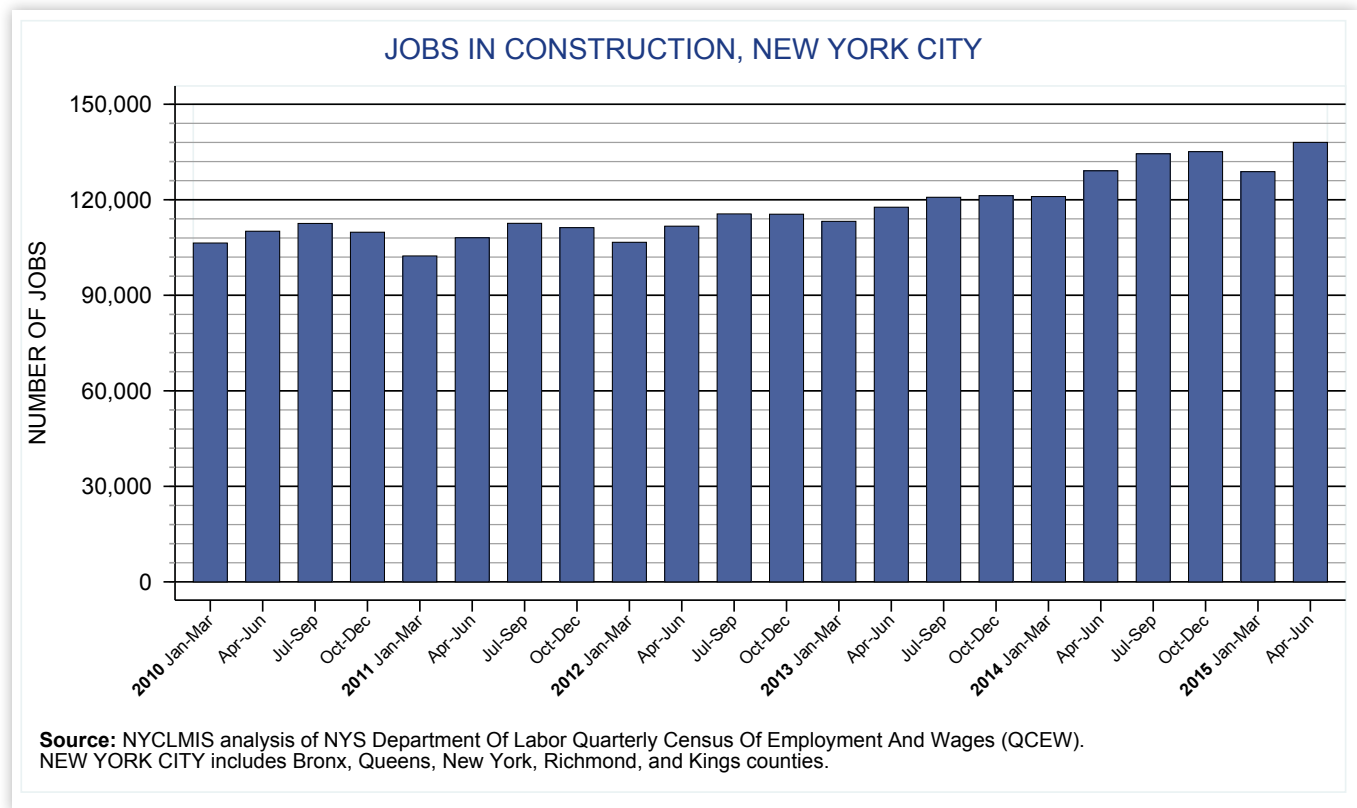
Total Jobs in Healthcare, New York City*



*** ADAPT TO YOUR REGION**

*RAENs will provide regional adaptations.

Total Jobs in Construction, New York City*



Healthcare Careers Brainstorm

Students brainstorm careers in Healthcare with which they are already familiar, including the name of the occupation and primary responsibilities. Healthcare is used as an example here, but this activity can be done to start students thinking about careers in any sector.

MATERIALS

- *Healthcare Careers Brainstorm* worksheet

EXPLAIN

- 1 We will be using the Healthcare sector as an example to think broadly about jobs within a sector and to consider which jobs within a sector you might be interested in. While you'll be thinking about careers in the Healthcare sector, you can use the same strategy to think broadly about careers in any sector.
- 2 There are dozens of careers in Healthcare, and more are being created all the time, as technology impacts how medical care is done, as research makes new treatments possible, and as people live longer.
- 3 Distribute *Healthcare Careers Brainstorm*. Ask students to read the instructions and the samples filled in on the handout. Then ask them to explain the assignment. With a partner, they should list as many Healthcare careers as they can in the left column and write a description of what that person's job duties are in the right column.
- 4 List additional Healthcare 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 Healthcare 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.
- 6 Ask for volunteers to share the jobs and job roles they identified and write them on the board, having a whole class discussion about careers in Healthcare.

EXAMPLES OF HEALTHCARE CAREERS INCLUDE:

- EMT
- Medical Interpreter
- Home Health Aide
- Substance Abuse Counselor
- School Nurse
- Lab Technician
- Medical Assistant
- Dietician
- Speech Therapist
- Physical Therapist
- Medical Biller

Healthcare Careers Brainstorm

Write the name of the healthcare careers that you are aware of on the left. Write the duties on the right. It's okay to leave some columns blank if you're unsure. Write as many as you can.

Career	Duties (what they do)
Radiologist	<i>Uses X-rays or MRIs to diagnose illnesses or injuries.</i>
Internist	
	<i>Checks you in to the emergency room and takes your insurance card.</i>



60 MINUTES

Reading an
informational
text

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. This can be used as practice for reading the kinds of informational texts used on the TASC exam.

MATERIALS

- *Technology Opinionaire*
- *Technology in the Workplace* reading

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 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 job.

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

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Source:



CUNY Graduate Center
365 Fifth Ave, Rm 6202
New York, NY 10016
www.gc.cuny.edu/lmis



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.

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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. •

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Read and Discuss: The Career Advantages of Being Bilingual



75 MINUTES

Students read and discuss an article about the increase in the need for bilingual employees then respond in writing to questions about the article. Then they read a bilingual job candidate's resume, analyzing how and where he discusses his language skills.



- Respond to text in writing
- Cite evidence from the text to support your analysis

PREP

- Read the article, *How Being Bilingual Can Boost Your Career*
- Write the following statement on the board:

Job seekers whose first language is not English are at a disadvantage when looking for a job.

MATERIALS

- *How Being Bilingual Can Boost Your Career* article
- *Understanding How Being Bilingual Can Boost Your Career* handout
- *Daniel Gordon's Resume*

EXPLAIN

- 1 Ask students to discuss in pairs whether they agree or disagree with the statement on the board and why. Once students have discussed for a few minutes, ask them to share their thoughts in a class discussion.
- 2 Distribute the article, *How Being Bilingual Can Boost Your Career*. Ask students to read and annotate it, underlining parts that express the most important ideas of the article, then writing questions they have about the article in the margins.
- 3 After reading, distribute *Understanding How Being Bilingual Can Boost Your Career* handout and ask students to complete it.
- 4 Ask students to share their responses with a partner.
- 5 Discuss responses as a whole class.

- 6 In addition to translators, there are many jobs that require bilingual workers.

Are language skills something that should be included on a resume?

> *Yes!*

Why?

> *It tells employers that you have a skill they may need or that may add value to their business.*

- 7 Now, we'll think about the best ways job-seekers can highlight their language skills. Distribute *Daniel Gordon's resume*. Ask students to read the instructions at the top, and work on the assignment with a partner.



How Being Bilingual Can Boost Your Career

Adapted from Yahoo, Paula Andruss, March 2008,
<http://www.iseek.org/news/fw/fw6715FutureWork.Html>
<https://www.hcareers.com>

New York City Department of Education Press Release (01/11/16) Chancellor Farina Announces Expansion of Language Access Services

Monsterjobs Career Advice, "Wanted: Bilingual Healthcare Workers, Dan Woog, Contributing Writer,
<https://www.monster.com/career-advice/article/Wanted-Bilingual-Healthcare-Workers>

Efficiency, responsibility, punctuality, good communication and teamwork skills characteristics that employers look for in their workers.

However, one less obvious talent has rapidly become the hottest job skill across many industry sectors. Do you know what that skill is? The ability to speak more than one language.



Photo: Bigstock Photo / XiXinXing

In a tough job market—it's smart to make yourself more valuable to your employer. Being bilingual, a term that refers to fluency in a second language, can not only help you stand out among prospective employers, it can also open doors to opportunities that those without foreign language skills might miss. As the country becomes more diverse, businesses are responding to a greater number of people, both employees and customers, who don't speak English, and the ability to communicate in another language has become a significant advantage in the workforce. According to a survey conducted by the U.S. Committee on Economic Development, nearly 80% percent of business leaders felt their companies would be more successful in they had more internationally aware employees on their staff.

So which languages can give you a leg up on the job market? Insiders agree the most popular and marketable languages are Spanish, German, French, Italian, Russian and Japanese, with a growing emphasis on Mandarin, given China's booming economy. Individual sectors with a strong demand for bilingual workers include (but aren't limited to) Education, Healthcare, Hospitality, Retail, Technology, Manufacturing, and Government jobs.

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The New York City Department of Education recently expanded its translation services, giving schools direct access to over-the-phone interpreters. These interpreters are available after 5:00 p.m., enabling schools to better reach out to parents with limited English speaking skills. When announcing the expansion, Chancellor Carmen Fariña noted the wide diversity of languages and cultures among New York City families, and described increased translation and interpretation services as, “a critical part of building strong relationships between schools and communities.” According to Maite Junco, Senior Advisor for Communications and External Affairs, “Being able to communicate with parents and guardians in a language they understand and in a timely fashion is key to our work with parents.”

Bilingual workers are also in demand in Healthcare. As immigration increases, the demand for bilingual Healthcare workers is growing. “Patients are more comfortable if they can talk to someone who understands their language, as well as the beliefs and values of their culture,” explains Anita Hold, R.N. Sam Romero, founder and president of a Massachusetts-based Healthcare recruiter specializing in bilingual and bicultural workers, agrees, “People are discussing delicate, sensitive matters, so you shouldn’t have a 10-year old child interpreting for his mother’s obstetrician (a doctor who provides prenatal and birthing care to pregnant people). But it happens.”

Employers in the Hospitality field have noted that hotel and restaurant workers who are able to speak the languages of their guests are better able to make them feel at home. Equally important, the Hospitality industry commonly hires workers who are not fluent in English. Staff who speak the languages of non-English speaking workers may be called upon to act as translators, to support training efforts and to troubleshoot when problems arise. Bilingual employees who take on these roles increase their value to their managers, which will help their path to promotion.

Though estimates differ (from \$1 more an hour to 10 or 15 percent more overall), many experts agree that speaking more than one language can lead to higher pay—a fact that holds true whether you’re working as a hotel room attendant, customer service representative, manager or executive. Wendi Colby, director of human resources at the Willard InterContinental Hotel, is quick to agree, “The individual that spoke more languages would have a better chance for managerial role, whatever the next level would be. They are able to deal with a wide array of clients, employees.” •

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Daniel Gordon's Resume

In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: See if you can find them all.)

DANIEL L. GORDON
1455 Brooke Street
Sugar Land, TX 77478
Tel: 713-687-0081
Email: danielg@freemail.com

Career Objective

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

Summary of Qualifications

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

Computer Skills

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

Professional Experience

APRIL 2010–PRESENT

XYZ Software Services, NY

Bilingual Customer Service Manager

- Provided support to all customer queries in two languages
- Responsible for handling a big team and training bilingual customer service representatives
- Manage and analyze customer feedbacks, follow-up methods and quality of after sales service
- Improving customer service based on client feedback
- Development of new policies and procedures for better organizational benefits

JANUARY 2007–MARCH 2010

ABC Communications Pvt. Ltd., Texas

Customer Service Representative

- Responsible for handling customer inquiries
- Kept a check on pricing, delivery and product information in a call center environment



- Provided support to the sales team
- Assisted in the development of new policies and techniques
- Involved in market research surveys on customer needs and requirements

JUNE 2004–DECEMBER 2006

Ford Matt Co Pvt. Ltd., Texas

Assistant Sales Manager

- Provided support to the sales team
- Prepared weekly reports and monthly reports for sales team and sales management
- Trained and motivated team members to achieve sales and customer service goals
- Built long-term relationships with business clients

MAY 2000–JUNE 2004

RST Group, Texas

Customer Service Representative

- Provided customer service in the hospitality department
- Assisted all customers via phone, digital communication and in-person
- Handled all customers in English and Spanish language
- Responsible for attending customer queries, solving problems and providing detailed information on the services provided

Educational Qualifications

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

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

B. If you are bilingual, would you put your language skills on your resume? Why or why not?



45 MINUTES

Career Families

Students learn about job types common across sectors, such as public-facing, administrative, technical and hands-on. They brainstorm specific jobs in those career families, the skills someone would need to work in them and consider their own interest in various career families.

PREP

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

MATERIALS

- *Career Families* worksheet
- *Overview of 10 Industry Sectors* handout (refer to pp. 14-18 in Section 1 of this Unit)

EXPLAIN

- 1 There are job types that are common across sectors. These are called *career families*. There are some career families that nearly all companies or organizations need, for example, public-facing careers. This is a job working directly with the people who want to buy the product or use the service being offered.
- 2 Let's use Education as an example. Which jobs in Education require you to work directly with people?
 - › *Teacher, teaching assistant, school nurse, guidance counselor, cafeteria server, bus driver.*
- 3 What kinds of skills do people who work directly with students, parents or children need to do their job?
 - › *Communication skills, listening skills, problem solving skills, friendliness, approachability, patience, knowledge of their subject area, the ability to work well with others, the ability to work well independently, the ability to multi-task.*

Do these skills apply to other sectors as well? Which other sectors?

- › *Healthcare, Community Service, Technology, Retail, etc.*

VOCABULARY

career families

job duties vs.
job skills

- 4** What do you think are the benefits of having the skills to do jobs in a career family, such as the Public-Facing 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).*
- 5** Put students into groups of three or four and distribute the *Overview of 10 Industry Sectors* handout, found in this unit. Ask students to read about each industry sector, then discuss the salient points about each sector with their group.
- 6** Write the four career types on the board. Explain that there are other types of career families in other sectors, but these are the most common career families across all sectors.

We have talked about public facing, now let's discuss some other common career families. Discuss each career type listed on the board.

- **How would you describe the Administrative and Management career family?**
 - › *Jobs that provide support for the work carried out by the business or organization and that help to keep things running.*
 - › *Jobs that provide supervision for the activities of the organization.*
 - **How would you describe the Technical career family?**
 - › *Jobs that work primarily with technology and technological equipment.*
 - **How would you describe the Production/Hands-on career family?**
 - › *Jobs that involve working with your hands and with producing goods or other products.*
- 7** Ask for examples of each career type using various sectors as examples. You might ask questions such as:
- What is an Administrative job in Retail?
 - What is a Technical job in Construction?
 - What is a Hands-on job in Education?

- 8 Distribute the *Career Families* worksheet. Using your understanding of each industry sector based on the reading and your own knowledge, write examples from two different sectors in addition to the one already given as an example. Follow the examples provided to complete the table on the *Career Families* worksheet.
- 9 After they finish the table, have them complete the questions on the second page individually. When finished, students discuss answers (both group and then individual answers) with entire class and answer the discussion questions listed below.

ADDITIONAL DISCUSSION QUESTIONS

For each of the four career families (Public-Facing, Administrative and Management, Technical and Production/Hands-On), discuss:

- What basic skills did all jobs within the career family share?
- What do these jobs have in common?
- What characteristics would people who are likely to be successful in this field share?

Career Families Worksheet

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

Left-hand column: write two additional industry sectors, see the sector descriptions on page 14.

Center 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 center column.

SECTOR	CAREERS	SKILLS NEEDED
Public-facing		
1. <i>Hospitality, Recreation and the Arts</i> 2. _____ 3. _____	1. <i>Waiter</i> 2. _____ 3. _____	1. <i>Clear speaking voice, ability to explain things, helpful manner</i> 2. _____ 3. _____
Administrative and Management		
1. <i>Healthcare</i> 2. _____ 3. _____	1. <i>Medical Billing</i> 2. _____ 3. _____	1. <i>Attention to detail, facility with numbers, writing skills, data entry skills</i> 2. _____ 3. _____
Technical		
1. <i>Hospitality, Recreation and the Arts</i> 2. _____ 3. _____	1. <i>Inventory Control Manager</i> 2. _____ 3. _____	1. <i>Computer skills, communication ability with different levels of staff.</i> 2. _____ 3. _____
Production/Hands-on		
1. <i>Education</i> 2. _____ 3. _____	1. <i>Maintenance Worker</i> 2. _____ 3. _____	1. <i>Knowledge of basic plumbing, electric and carpentry skills, problem solving skills, basic reading and math skills.</i> 2. _____ 3. _____

- 1** Of the four we have examined—Public-facing, Administrative and Management, Technological and Production/Hands-on—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?

Employer Types

Students learn about classifications of employers—corporations, nonprofits, 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

- *Sample Employer Types* worksheet
- *My Local Employers* 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—corporations, nonprofit organizations, owner-operated or self-employed businesses, cooperatives, and civil service.
- 2 Write the five business types on the board. Elicit from students their understanding of each. Fill in their gaps in knowledge using the *Workplace Types* definition sheet as a guide. Alternately, you can have students read the *Workplace Types* definition sheet. Write brief definitions of each type on the board.
- 3 Distribute *Sample Employer Types* worksheet. Have students get into pairs and complete the worksheet together.
- 4 When they are finished, have students share their answers with the class.
- 5 Distribute the *My Local Employers* worksheet and have pairs 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.

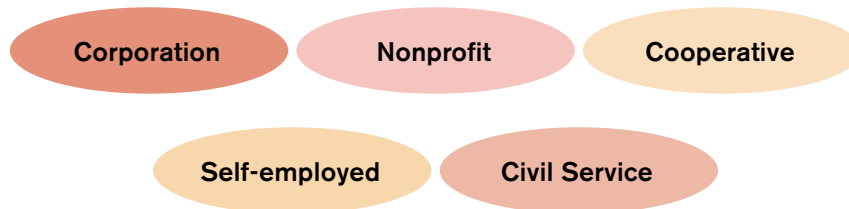
Workplace Types

- A **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.



Sample Employer Types*

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



- 1 COMMUNITY AND SOCIAL SERVICES: 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 _____

- 2 EDUCATION AND CHILDCARE: The Queens Library** operates 68 libraries in various neighborhoods in Queens, NY. It employs librarians, computer specialists, teachers, operational staff who take care of the buildings, and administrative staff. Patrons, people who use the library, can check out books and videos, read magazines and newspapers, practice language skills, search for jobs and use the library's computers all for free, regardless of their income level or citizenship status. The library receives money to purchase materials and pay its staff from New York City's budget.

Business Type _____



*RAENs will provide regional adaptations.

- 3 HEALTHCARE: CVS Health** is the nation's biggest retailer of prescription drugs and the second-largest pharmacy benefits manager--and is expanding its reach to become a fully integrated provider of health services. Most recently, it bought all of Target's 1,600-plus pharmacies across 47 states, a deal worth about \$1.9 billion. That follows on the heels of its agreement to purchase Omnicare for \$12.7 billion. The Target pharmacies and Omnicare deals build on a grander shift managed by CEO Larry Merlo, who has been transforming the drug-store chain into a full-service health management company. Within the last year, the company swept cigarettes off its shelves, changed its name to CVS Health from CVS Caremark, and made plans to expand its in-store health clinics by about 600 locations by 2017. They are ranked number 10 on Fortune 500's list of biggest healthcare companies, having made a profit of 139.4 billion in 2014 with that number projected to increase yearly by 9.9%.

Business Type _____

- 4 TECHNOLOGY: Sandra** works as an IT consultant. She advises businesses and organizations on how best to use information technology (IT) in achieving their business goals. Sometimes she helps her clients solve technological problems on one specific project, while other times, she advises them on larger technological issues that affect their entire business. Sandra is her own boss, which means she can make her own schedule and take on as many or as few clients as she wants. When she isn't visiting one of her clients at their office, Sandra works from home in the spare room in her apartment. She loves her job because she is in charge and doesn't have to report to anyone else.

Business Type _____

- 5 HOSPITALITY, RECREATION AND THE ARTS: Colors** restaurant was founded by staff-owners who come from more than a dozen countries and belong to the **Restaurant Opportunities Center (ROC)**, an organization that fights for fair working conditions for restaurant workers around the country. ROC was created with support from the Hotel and Restaurant Employees Union Local 100, after the 9/11 attacks left more than 300 workers jobless. Colors was founded as a tribute to those who lost their lives in the World Trade Center. It is owned and operated by its workers. It serves an eclectic dinner menu of Bento boxes and Argentine-style steaks. It is a thriving business at night; by day it serves as a training center for restaurant workers.

Business Type _____

My Local Employers

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.

Corporation		Nonprofit Organization	
Name:	Product or Service:	Name:	Product or Service:
Cooperative		Self-Employed	
Name:	Product or Service:	Name:	Product or Service:
Civil Service			
Name:	Product or Service:		



90 MINUTES



Cite evidence from the text to support your analysis

Introduction to Civil Service

Students read about the work that civil service workers do and the ways that they themselves benefit from these public service jobs across numerous city agencies.

VOCABULARY

Civil Service

Public Sector

PREP

- Be prepared to define the following terms: **civil service, public sector.**
- Read *Civil Service/Public Sector: Careers in Government* handout
- Read *Ten Largest New York City Departments/Agencies* handout
- Read *Matching Job Titles to City Agencies* handout

MATERIALS

- *Civil Service/Public Sector: Careers in Government* handout
- *Ten Largest New York City Departments/Agencies* handout
- *Matching Job Titles to City Agencies* handout

EXPLAIN

- 1 Today we're going to talk about jobs in the government. If someone asked you to name someone who works in or for the government, who comes to mind?

› *The President, the Mayor, the Governor, police officers.*

Beyond politicians and the police, there are many people involved in making city, state, and federal governments run. Civil servants are public employees who work in a variety of areas such as Teaching, Sanitation, Healthcare, Management, and Administration for the federal, state, or local government. This is also known as the public sector or civil service.

- 2 Because they work for the public, these workers are considered public servants or civil service employees. Civil service wages come from taxes and fees that are collected from individuals and businesses. For example, some of the money taken out of many employees' paychecks for taxes help to pay government employees for the services they provide. **What do you think about that?**

› *Some students may say they approve because government programs help improve people's lives; others may say that they don't personally benefit from government services so it's unfair that money is taken from their paycheck.*

- 3** We're going to think about how we might use services provided by public servants, whether we know it or not. Write down everything you've done so far today, beginning with the moment you woke up. Include as many details as you can. Provide students with an example by writing the first several events of your own day on the board, for example:

1. *Woke up and checked news on my phone*
2. *Showered and ate cereal for breakfast*
3. *Put trash and recycling in bins on my way out the door*
4. *Grabbed a coffee before getting on the subway*
5. *Got to campus and wrote some emails*

Have students volunteer to add items from their list and add them to the list on the board.

- 4** Discuss the list, asking students to suggest any government services that are involved in any of the steps. Write the service next to the event. For example, for #2, the water in the bathroom is provided by the city, as well as the water to wash the bowl after eating; for #3, sanitation workers take the garbage and recycling to recycling centers and landfills; for #4, transit workers hired by the city make the subway trip possible by maintaining the tracks and trains, operating the subways and cleaning the stations. Be sure to include civil service jobs or agencies associated with the daily tasks students added. Some of these might include:

› *Public schools, CUNY, food stamps (HRA), roads (Transportation), parks (Parks & Recreation), garbage pick-up and waste water treatment (Sanitation), post office, the courts, libraries, police, firefighters.*

- 5** Explain that cities employ people to provide these services. On the board, write the following questions:

1. *Why does Civil Service exist? What does it provide?*
2. *What are the advantages of working in Civil Service?*
3. *What is the "Civil Service System"?*

Review these questions aloud and ask students to look for answers to these questions in the text they are about to read.

Distribute the *Civil Service/Public Sector: Careers in Government* handout. Ask students to read and annotate it, marking anything that seems important, interesting, surprising or confusing. They can underline or comment the sections that provide answers to the questions on the board. They can also circle unfamiliar words and write any questions they have in the margins.

- 6 Ask students to get into pairs and discuss their annotations, including any answers they found in the text to the questions on the board.
- 7 As a class, discuss the three questions on the board. Ask students to refer to specific parts of the handout where they found their answers. Pose this additional question:

Did this article make you more interested in Civil Service jobs or less interested? Why?

- 8 Divide the class into 5 groups. Distribute the *Ten Largest New York City Departments/Agencies* handout. Assign each group one of the following NYC agencies:
 - Department of Education
 - New York Police Department
 - Fire Department of New York
 - Health and Hospitals Corporation
 - Human Resources Corporations

Each group should read the description of their agency and list 3 jobs that they think might exist at that agency.

- 9 Distribute the *Matching Job Titles to City Agencies* handout. Have each group pick a reporter who will report back to the class and a recorder who will write the answers.
- 10 Categorize the 9 jobs listed on the previous page, by writing them in the box of the agency you think they belong to. As some jobs belong to more than one agency, you can list the same job more than once.
- 11 Assign each group two city agencies that they will report back on (this can include the agency they were assigned in #8, or can be two new agencies). As each group reports back, they should explain how they came to their conclusions about the jobs listed under their city agencies. As a class, discuss if there are other jobs from the full list that might also apply to the agency in question.



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Civil Service/Public Sector: Careers in Government

Adapted from Labor Market Information Service, Mapping Your Future Public Service: Careers in Government, https://www.gc.cuny.edu/CUNY_GC/media/365-Images/Uploads%20for%20LMIS/Information%20Tools/LTW/Public-Service-8-5x11.pdf

Who Works in Public Service?

If someone asked you to name someone who works in government, the first person that might come to mind is the Mayor, the Governor, or the President. There are a lot more people involved in making the city, state and federal government run and all of those people are in public service. The government has just about any job you can think of, from accountants, cooks, and engineers, to lawyers, mechanics, and web developers. Some jobs, like firefighters and public health inspectors, are only found within the government. One difference between working for the government and working for other employers is that, in the government, the money to pay the salaries comes from taxes and fees that are collected from individuals and businesses.

Why Do People Work in Public Service?

- **Purpose.** You can make your city, state, or country a better place to live, work and visit.
- **Benefits.** Public service jobs have great benefits, including health and other types of insurance, retirement plans, and sometimes tuition reimbursement.
- **Security.** People who work in civil service positions usually have stable, long-term employment.

page 1

- **Fairness.** A transparent hiring and promotion process called the civil service system is used to promote fairness.
- **Lifestyle.** Hours, days and responsibilities are usually more defined in the public sector than when you work for a private employer.

Jobs in Civil Service: City Departments and Agencies

Cities and local municipalities hire staff to provide local services. If you're looking for a job in New York City, the largest employer is the City of New York, itself, followed by the state and federal governments. In 2015, New York City employed 362,881 people. New York City is one of the largest employers in the nation.

City services are provided by city agencies or departments. Some jobs, such as Firefighter or Kindergarten Teacher, are associated with one specific department. Other jobs exist in many different agencies. For example, Construction workers are needed by the following New York City departments and agencies: Department of Buildings, Department of Design and Construction, Landmark Preservation Commission, School Construction Authority and the New York City Housing Authority.

Landing the Job: The Civil Service System

In earlier times many unqualified people were hired for government jobs because of who they knew. An exam system was created to make sure that the government hired qualified people and that capable people had a fair chance of getting a job. For most jobs in City and State government, you must take an exam. The process looks something like this:

First you:

- **Review upcoming civil service exam lists.** These are available online. Please see the list of online resources described below.
- **Register for the exam.**
- **Take the exam,** submit your resume and other requirements depending on the job.



Photo copyright: agnormark/Bigstock

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Photo: <https://missbindergartensclassroom.files.wordpress.com/2015/09/o-kindergarten-teacher-students-facebook.jpg>

Then the City or State:

- **Scores the test** and rates your qualifications.
- **Creates a list** of people who passed the exam; the highest scoring people are at the top of the list.
- **Contacts candidates** in the order of their score on the test starting from the highest score and interviews candidates until they find the ones that are right for the job.

Note: Many civil service jobs do not require an exam. Instead, when you apply for the job online, the agency rates your qualifications from your application, resume, and questionnaire, and gives you a score. •

Where are jobs and upcoming civil service tests posted?

City: You can find New York City exam schedules here:
<http://www1.nyc.gov/jobs/exams.page>
http://www.nyc.gov/html/dcas/html/work/exam_monthly.shtml#oc
(Current exams)

State: You can find New York State exam schedules here:
<http://www.cs.ny.gov/jobseeker/public/stateexam.cfm>

Federal: All federal jobs are posted at <https://www.usajobs.gov/>

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Ten Largest New York City Departments/Agencies

These are the 10 New York City agencies that employ the most people.

Department/Agency	Summary	Total Employees
Department of Education (DOE)	Manages the public school system.	150,068
New York Police Department (NYPD)	Protects lives and property, enforces laws.	52,418
Health and Hospitals (NYCHH)	Provides in-patient, outpatient and home-based health care.	40,167
Fire Department of New York (FDNY)	First responders to fires, public safety and medical emergencies, disasters and terrorist acts.	16,417
Human Resources Administration (HRA)	Manages the city's social services programs and provides New Yorkers in need with essential benefits.	13,990
New York City Housing Authority (NYCHA)	Provides affordable housing for low- and moderate-income New Yorkers.	11,729
Department of Corrections (DOC)	Provides for the care, custody, and control of persons accused of crimes or convicted and sentenced to one year or less of jail time.	10,362
Department of Sanitation (DSNY)	Keeps the city clean through recycling, garbage collection and street cleaning.	9,477
Parks and Recreation (PARKS)	Manages the city's parks, beaches, pools, recreational fields, playgrounds, nature centers and street trees.	7,523
Administration for Children's Services (ACS)	Provides child welfare, juvenile justice, and early care and education services.	6,121

Agency/Department summaries adapted from <http://www1.nyc.gov/>

JOBS IN CIVIL SERVICE BRAINSTORM

Brainstorm as a group and list three jobs that you think would exist in the agency you have been assigned.

- 1 _____
- 2 _____
- 3 _____



Matching Job Titles with City Agencies

Below is a list of job titles. Some jobs can only be done at one agency. Some jobs are common across many different agencies.

Discuss each job title listed below within your group. If you were looking for that job, which city agencies might you apply to?

On the table on the next page, list each of the following job titles under the appropriate city agencies. Keep in mind that some jobs will be listed more than once.

- 1 **Dietetic Technicians** assist in the provision of food service and nutritional programs, under the supervision of a dietitian, including planning and producing meals based on established guidelines.
- 2 **Nursing Assistants** care for patients who are too ill or weak to eat, move, or groom themselves on their own. They measure patients' vital signs and report any changes in health to the nurse.
- 3 **Data Entry Clerks** input data from documents into electronic files, spreadsheets, or databases.
- 4 **Custodians or Maintenance Workers** clean and do repairs to keep buildings clean and in good working order.
- 5 **Case Managers and Social Workers** provide the resources and support to deal with their personal and social issues.
- 6 **Receptionists** communicate with the public by email, by phone, or in person.
- 7 **Corrections Officers** maintain order in jails and prisons. They supervise and control the inmates to ensure that the facility remains secure.
- 8 **Computer User Support Specialists** provide technical assistance to computer users. Answer questions or resolve computer problems for clients concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.
- 9 **Groundskeeping Workers** landscape or maintain grounds of property including any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation.

City Agency Job Matching Table

Department of Education	New York Police Department	Health and Hospitals
Fire Department of New York	Human Resources Administration	New York City Housing Authority
Department of Corrections	Department of Sanitation	Parks and Recreation
Administration for Children's Services		

TASC Essay Series: New for New York's Workers

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

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

ACTIVITIES IN THIS SERIES

- 9.1 • TASC Informational Essay: Sick Leave in New York City**
(Scaffolding Level: **High**)
- 9.2 • TASC Argumentative Essay: A New Minimum Wage**
(Scaffolding Level: **High**)
- 9.3 • 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 *New Law Guarantees Paid Sick Leave for Some 200,000 New Yorkers* and *Why Paid Sick Leave?* articles.
- 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).
- 9 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.
- 10 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.*
- 11 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.
- 12 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).
- 13 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.
- 14 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...*

- 15 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:

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

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

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

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

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

Sample TASC Informational Essays

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

Essay Prompt

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

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

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



Photo: @rachelnoerd

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. •



Image credit: Agnes Lee

Paid Sick Leave Graphic Organizer

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

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

Reason for sick leave from the article	In my own words
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...)

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



2 HOURS

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



PREP

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

MATERIALS

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

EXPLAIN

- 1 Tell students that they will be writing a sample TASC argumentative essay. Ask them to talk with a partner and brainstorm what makes a “good” TASC essay. What does the essay need to have in order to receive a high score?
- 2 After a few minutes, ask them to discuss their ideas, listing them on the board. Discuss the differences between an argumentative and an informational essay.
- 3 Tell students that they will now look at two sample TASC argumentative essays. One received a score of 3 and one received a score of 2. Review with students what a passing score is (2).
- 4 Distribute *Sample TASC Argumentative Essays* handout. Read the prompt for the model essays and make sure students understand it. Have students read the essays silently, then talk in pairs about the two essays—which one is stronger and why do they think so? Circulate as students are working to get a sense of their thought processes.
- 5 Refer the students to the questions at the end of the handout and ask them to discuss those questions in pairs. Again, circulate to provide guidance and support. After 5-10 minutes, bring the class together and discuss.
 - For each essay, was there a clear claim?
 - What was it?
 - Were there reasons given to support the claim—what were they?
 - Were the paragraphs organized? What makes you say so?
 - Which one had a more formal tone?
- 6 As you discuss, write some basic criteria for the TASC argumentative essay on the board:

- *a claim, supported in the form of reasons and examples*
 - *organized paragraphs*
 - *a formal tone*
- 7 Tell students that they are also given two articles to read when they take the test, and they are expected to use information from the articles in their essay. Ask students to point out any places in either essay that mention another article.

- 8 Point out that in the passing essay, 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.

- 14 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.
- 15 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.
- 16 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.
- 17 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.
- 18 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.
- 19 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.)
- 20 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.*

- 21 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.

- 22 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.

- 23 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?
- 24 Ask students to read until they identify his position on the minimum wage, then raise their hands when they know. Once this is established, ask students

to read until they find a reason that Boehner gives for not raising the minimum wage. They should underline any reasons that they find, then confer with a partner about these reasons.

- 25** Bring the class together and ask students to tell you the places where they found Boehner’s reasons in the text. Make sure everyone can put these into their own words.
- 26 FOR MORE ADVANCED STUDENTS:** Discuss the concept of counterargument. Ask students how they might argue AGAINST Boehner’s reason that a minimum wage will actually cost jobs. **What are some counterarguments they could give to this idea?**
- 27** Have students return to their graphic organizers and add in the information from the article that they will use in their essays, then tell them it is time to write. If students need the support, you may want to write a “meat-and-potatoes” introduction on the board:

An important issue today is _____. Some people feel _____.
Others believe _____. My own opinion is _____.

- 28** Once they have written their introductions:

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

Paragraph One: Introduction

Paragraph Two: Reason 1 with example

Paragraph Three: Reason 2 from the article, with example

Paragraph Four: Conclusion

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

- 29** Distribute the *Template for TASC Argumentative Essay* handout, and ask them to read through it. **What information from the first template or the articles would they include in this template?** Once you have provided some guidance about this, get students writing the rest of their essays (assuming the introduction has been written as a class as above).
- 30** Walk around as students are working to provide guidance and support. When students are finished writing, collect the papers. Reading them will help you decide what to teach next.



Sample TASC Argumentative Essays

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

Essay Prompt:

SHOULD LIBRARIES BE FREE?

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

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

ESSAY A

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

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

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

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

DISCUSSION QUESTIONS

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



ESSAY B

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

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

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

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

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

DISCUSSION QUESTIONS

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

TASC Argumentative Essay Graphic Organizer

Claim:	
Reason One:	Example:
Reason Two:	Example:
Reason from the article:	



New Minimum Wages in the New Year

By *The Editorial Board, New York Times, Dec. 26, 2015*

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 pending¹ legislation will build on momentum² from this year, in which 14 states and localities³ 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 in⁴ 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 perception⁵. 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 benchmark⁶.



5. These state and local increases, though important, are no substitute for a robust⁷ 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 floor⁸ for the nation as a whole. If it does so, the minimum should be \$15. •

¹ Pending—something that is pending is waiting to happen.

² Momentum—momentum is energy that gets built up more and more until it starts movement or action

³ localities may mean towns, cities or counties

⁴ phasing in—gradually introducing

⁵ potent shapers of public perception—"potent" means "powerful" or "effective." This phrase means that the actions being described (cities that have raised the minimum wage) can be powerful in shaping or influencing public perception—in other words the way people perceive or think about the issue.

⁶ A "slogan" can be something people chant, such as "We want jobs." A "benchmark" is more like a standard or expectation for someone or something to meet.

⁷ "robust" means "healthy" or "strong."

⁸ Wage floor—the lowest amount of hourly pay a worker could receive



John Boehner, Speaker of the House of Representatives, on the Minimum Wage

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

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

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

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

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

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

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.)



2 HOURS

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.

- 3 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.
- 5 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.

- 5 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.
- 6 Once students have read and underlined, ask them to work in pairs to compare their underlines, and discuss any questions they have.
- 7 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.
- 8 Have students read the second article: *New Family Leave Law Helps Working Parents and Families* article. Ask them to underline the places where they find information about who the law will benefit and reason why it will benefit them. They should also underline evidence that supports those reasons (you may want to discuss what is meant by “evidence”—if there is a study or statistics, that usually constitutes evidence. In this case, it might also be anecdotal evidence from the mother being interviewed).

- 9 Next ask a student to read Step 3. Distribute the *Paid Family Leave Graphic Organizer* handout. Fill out the organizer for the first “Reason” together as a model, asking students to guide you from their underlines.
- 10 Ask students to work individually or in pairs to fill in the rest of the graphic organizer. You may then want to lead the class in writing some sentences that they will be able to use in their essays using sentence starters, for instance:
 - *One reason a paid family leave law was needed is...*
 - *One benefit of the new paid family leave law is... For example...*
- 11 Next ask students to read Step 4 and discuss briefly why each piece of advice is important. Give students time to write their essays.



TASC Informational Essay Prompt: Paid Family Leave

Adapted from <http://www.collectedny.org/wp-content/uploads/2016/12/WRITERS-WRITE-8-Information-Essay-Prompts.pdf>

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

Source: <http://www.laboremploymentlawblog.com/2016/04/articles/new-york-employment-legislation/new-york-state-passes-12-week-paid-family-leave-law/>

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

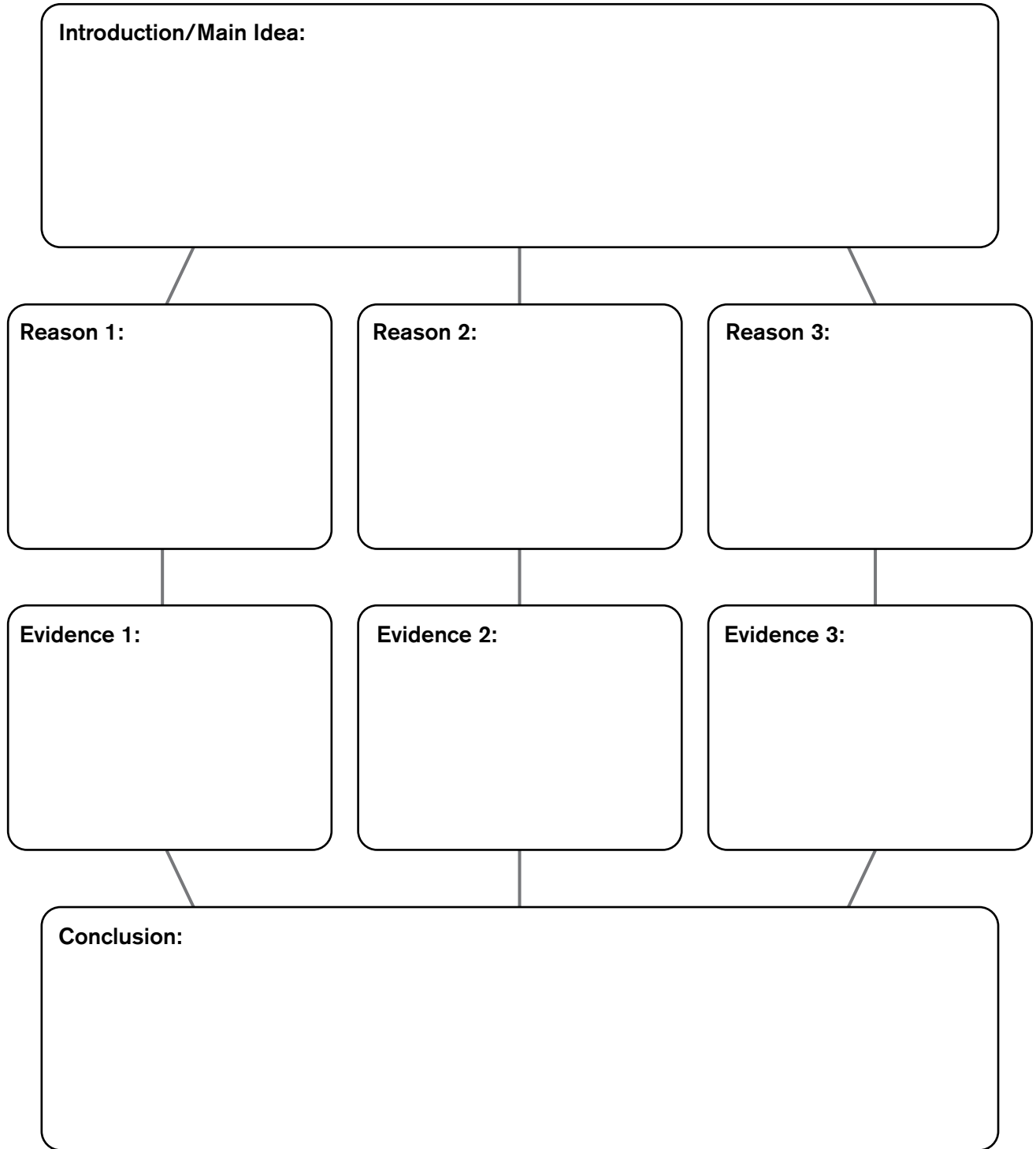
fathers take leave, they are not only less likely to turn to public assistance, research reveals women's wages rise by nearly seven percent. Better wages and economic conditions leads to stronger families—and a stronger economy.

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.



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
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>