

Dear Educator:

As a teacher, you are dedicated to helping prepare the children of our community to have bright futures. Workforce Solutions shares your desire to help students become vital assets to our community as they grow into adulthood.

Workforce Solutions is the regional public workforce system — linking employers to job candidates and people to jobs. We operate multiple community-based career offices throughout the 13-county Houston-Galveston region.

In considering the economic outlook of the Texas Gulf Coast region, Workforce Solutions has identified those occupations that will be in highest demand when your students enter the workforce as adults. These careers include:

- Electrician
- Geologist
- Plumber
- Police Officer
- Nurse
- Teacher

The high demand for workers with these skills means that individuals who train for these careers can earn wages above the region's average. By exposing your students to these professions early in life, we hope to stimulate interest in these careers, which will — in turn — help those students earn good wages and contribute to the economic growth of our region in the future.

To support your efforts as an educator and a community leader, Workforce Solutions has developed educational materials for use in pre-K. This mini-unit can be used in conjunction with your school's career day or done in the classroom. Activities are meant to be interactive and student-focused. Each lesson includes the audience type, time allotment, level of Bloom's Taxonomy and the pre-K guidelines that apply. The mini-unit is designed to be flexible so that you can use those lessons and extensions that best suit your instructional needs. The mini-unit is a good compliment to learning about community.

We hope that you will find these materials useful and enjoy working with the content. If you would like to learn more about Workforce Solutions, please contact the nearest Career Office. You can access a complete list of locations on our Web site [wrksolutions.com](http://wrksolutions.com).

We value your input and would appreciate your feedback after utilizing the mini-unit with your students. Please complete a brief evaluation of our materials at [wrksolutions.com/teacherfeedback](http://wrksolutions.com/teacherfeedback).

Kind regards,

Workforce Solutions

# Lesson 1

Texas Pre-K Guidelines:

Pre-K
SS: VII.B.1., VII.B.3. EL: III.A.2., III.A.3.

**Objective:** The students will participate in a read aloud, then take part in the game ‘Who Am I?’ to gain understanding of six jobs in the Texas Gulf Coast area.

**Audience:** Whole Group

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Knowledge

**Materials:** Blackline Masters A1–A8 stapled as read aloud book  
Blackline Masters B1–B6 – Puppets on craft sticks  
Blackline Master C clue sheet (for “Who Am I” game)  
Blackline Master D Daily Opinion Poll  
Sticky notes, 1 per student

**Instruction Considerations:** **Six occupations to be explored: Police Officer, Teacher, Nurse, Electrician, Plumber, Geologist**

Gather students for circle time. Begin by introducing the book and explaining the purpose of reading the book. (To look at different jobs they may choose when they grow up.) Allow students to identify jobs that they already know about. Ask students what jobs their family members have (i.e. mom, dad, aunt, uncle, older siblings). For background information, please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup) and explore the career map and videos. While reading, allow students to ask questions and offer any personal connections they may have. As each new career appears, hold up the connecting puppet.

After reading, introduce the Who Am I? game. Place puppets so they can be seen. Begin with first set of clues. Choose students to go and pick appropriate puppet.

**Daily Opinion Poll:** (You may also begin the daily routine of the Daily Opinion Poll) Using the Blackline Master Opinion Poll, this is a daily chance for students to express their opinion concerning the six jobs being introduced. The six jobs are: Police Officer, Teacher, Nurse, Electrician, Geologist and Plumber. Each day, give students one of the job titles and ask whether or not they want to do that job when they grow up. They will be given a Post-it® Note with their name and then allowed to stick the note to either the Yes or the No. This can then be discussed and extended according to teacher expectations.

**ELL Considerations and Vocabulary:**

You may want to take the time to introduce new vocabulary. This may be:

- job
- enforce
- plumber
- clue
- geologist
- electrician
- opinion
- community

## Lesson 2

**Texas Pre-K Guidelines:**

Pre-K
SS: VII.B.1., VII.B.3.
EL: III.A.2., III.A.3.
FA: VIII.B.1.

**Objective:** Students will continue to explore jobs through song and creation of school to home materials.

**Audience:** Whole Group/Independent

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Knowledge

**Materials:** Blackline Masters I1–I3 Take Home Books – 1 per student  
(Blackline Master I1 is Instruction on how to construct book)

Music Blackline Masters E1 — *Our Community* or E2 – *Jobs for You, Jobs for Me*  
Blackline Masters B1–B6 – Puppets on craft sticks

**Instruction Considerations:** Teacher will lead a whole group discussion to review careers and their importance with our community. Either have students construct or prepare materials for facilitated construction of puppets. While reviewing, have students hold up appropriate puppet.

Introduce and sing community song. Re-read book from lesson 1.

When finished, have students return to tables to complete take home book.

Consider beginning or continuing Daily Opinion Poll (see lesson 1).

**ELL Considerations  
and Vocabulary:**

Take time to introduce new vocabulary. This includes:

- protect
- serve
- electricity
- pipes

**Extension:** Students take home books to read and discuss with parents. If any of the parents perform any of these jobs, invite them to talk to the class about their work.

## Lesson 3

**Texas Pre-K Guidelines:**

Pre-K
SS: VII.B.1., VII.B.3. EL: III.A.2., III.A.3.

**Objective:** Students will apply knowledge of six jobs to match occupations with tools.

**Audience:** Independent

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Application

**Materials:** Blackline Masters B1–B6 – Puppets on craft sticks  
 Blackline Masters F1–F2 Matching Activity – 1 per student  
 Blackline Masters G1–G6 Tools of the Trade (cut tools out and laminate for group use)

**Instruction Considerations:** If not yet constructed from other lessons, construct or have students construct puppets on craft sticks.

The teacher will use rug time to play a matching game using students to match puppets with tools. Allow discussion while playing the game. Students then return to table to complete matching activity from blackline master Matching Activity.

Optional: The Matching Activity can be assigned as homework.

Consider beginning or continuing Daily Opinion Poll (see lesson 1).

**ELL Considerations**

**and Vocabulary:** Vocabulary that may be useful includes:

- matching
- tool
- diagonal line
- straight line

## Lesson 4

**Texas Pre-K Guidelines:**

Pre-K
SS: VII.B.1., VII.B.3.
EL: III.A.2., III.A.3.
FA: VIII.A.2., VIII.B.1.

**Objective:** Students will portray themselves as one of the six presented workers through a self-portrait.

**Audience:** Independent

**Time:** 20–30 minutes

**Bloom’s Taxonomy:** Application

**Materials:** Blackline Master Songs E1 & E2 – large enough for the students to follow.  
Blackline Master H Self Portrait – 1 per student. You may want to print on 11" x 17" paper or use data projector.

Crayons

Optional: Books, Puppets

**Instruction Considerations:**

Begin instruction with the Daily Opinion Poll routine.

Students will sing songs and discuss the jobs during rug time. The read aloud book or the puppets on craft sticks can be used to facilitate this. Students will then return to tables to complete self-portrait. Students will draw themselves as chosen career while teacher will correctly label each child’s drawing. Some students will want to label their own drawing. This can be done independently or with the teacher’s help. Student will then discuss their career choices, while the teacher explains how careers interact in the community.

**ELL Considerations  
and Vocabulary:**

Vocabulary that may be useful includes:

- self-portrait
- imagine

## Extensions for Stations

### **Dramatic Play Station:**

Have tools and clothes that match with the jobs and direct students to pretend that they are at work. This station could include all six jobs or focus on just one. For example, the area could be staged as a police department, a geologist's dig site, a real sink with pipes, a classroom, a hospital, etc.

### **Science Station:**

Make a dig area in the outside play area where students can "dig" for rocks. Have students collect and group 5–10 rocks by similar features (i.e. all the big rocks, all the dark rocks, etc.)

### **Reading Station:**

Select children's picture books that include images of people at work. The child who is playing the role of teacher in dramatic play can pretend to be reading one of these books. The teacher and "student teacher" can direct the class to help identify the jobs in each book or picture.



## **Hi! I am Harvey the Worker Bee!**

I'm going to introduce you to a few of my friends. These are special people with special jobs that are important in our community.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



## Police Officer

Police Officers enforce the law in order to keep our community safe.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)





## Teacher

Teachers help their students learn new and interesting information.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

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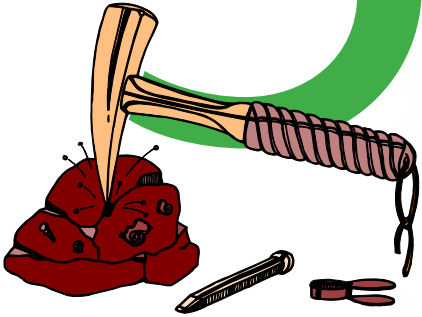


### Nurse

Nurses help people who are sick or injured to get well.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

# 5



## Geologist

Geologists are scientists who study the earth and rocks.

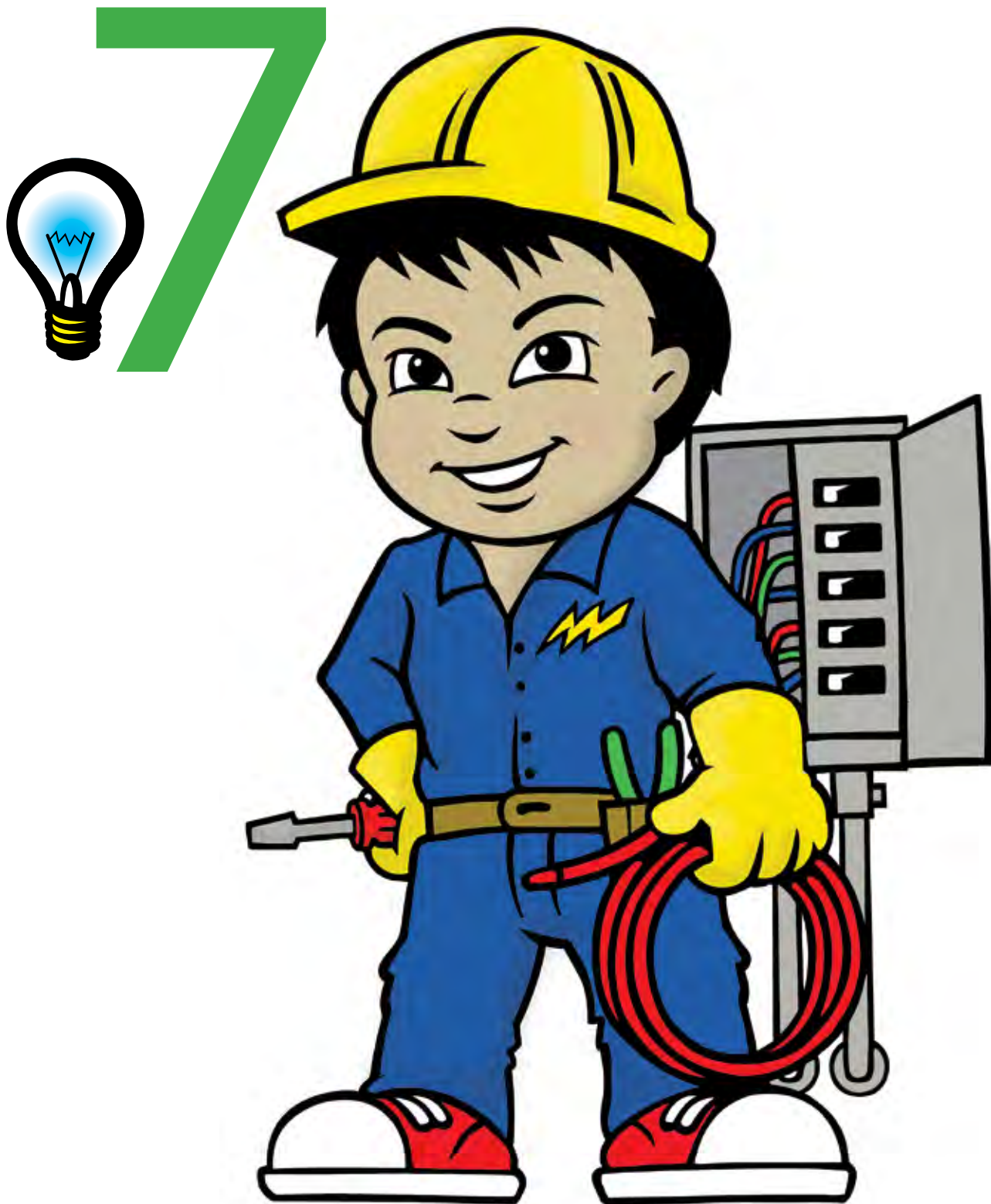
For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



## Plumber

Plumbers install and repair pipes.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



## Electrician

Electricians repair and install wiring to provide electricity.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master A7**

# 8



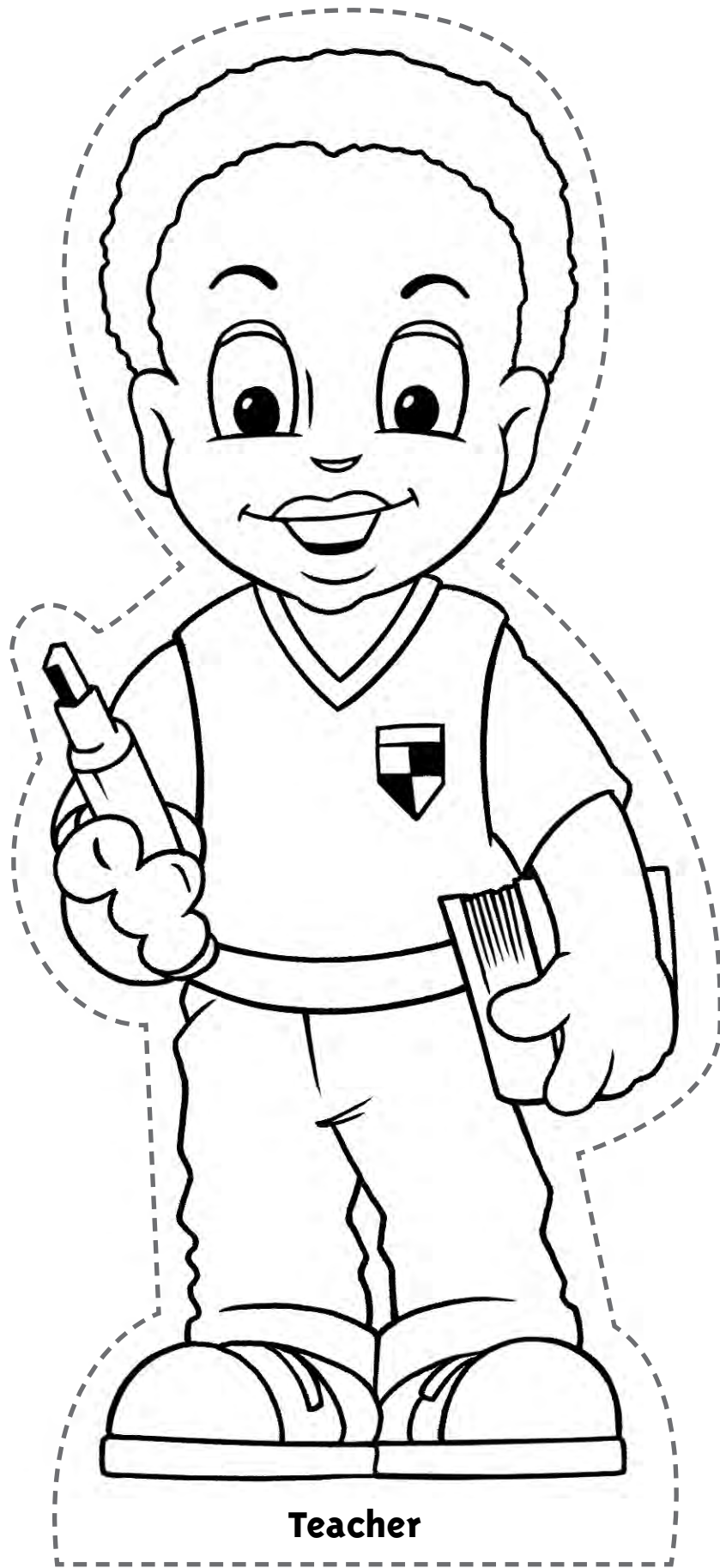
I hope you enjoyed learning about all the interesting jobs and the people who make our community a great place to live!

**What do you want to be when you grow up?**

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

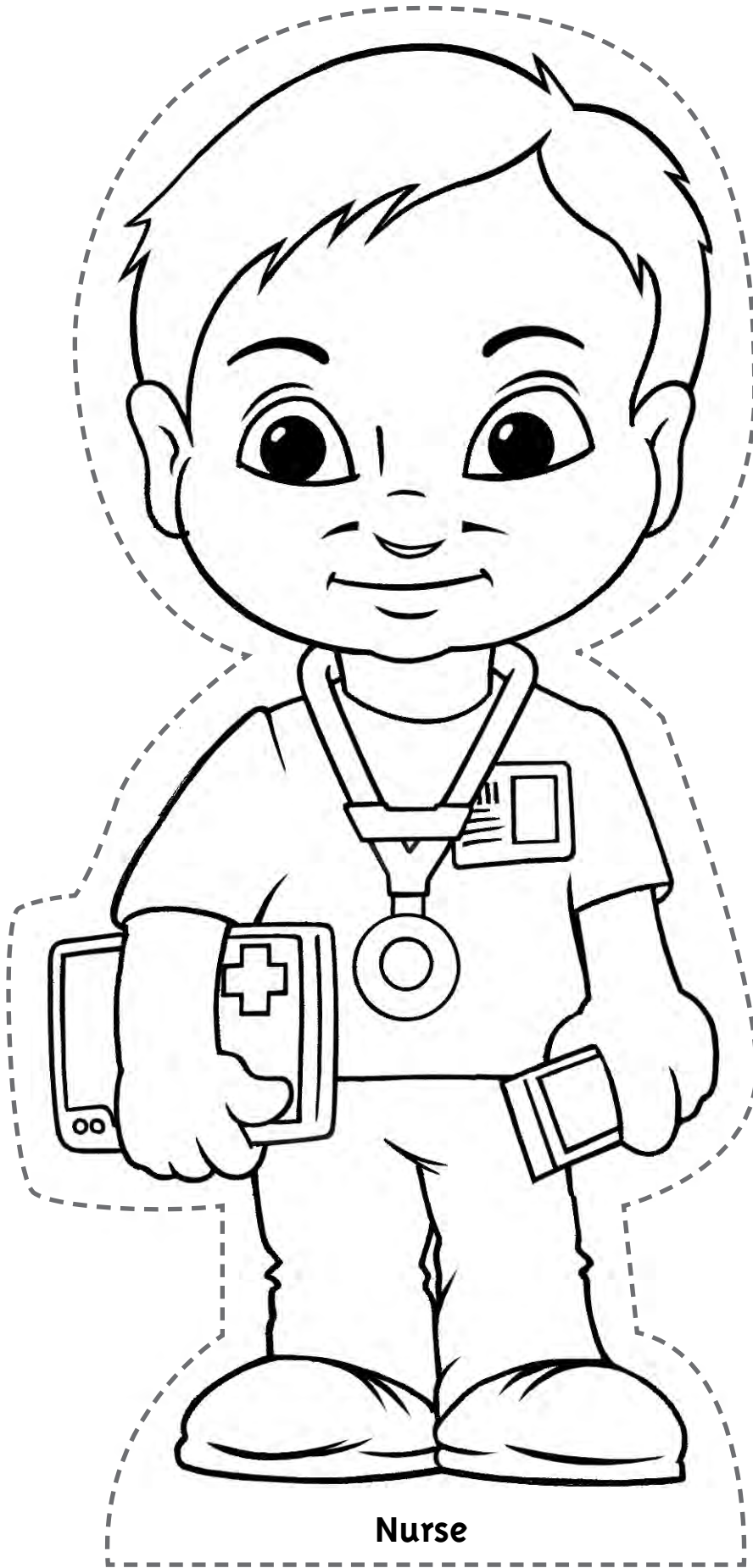


**Police Officer**



**Teacher**

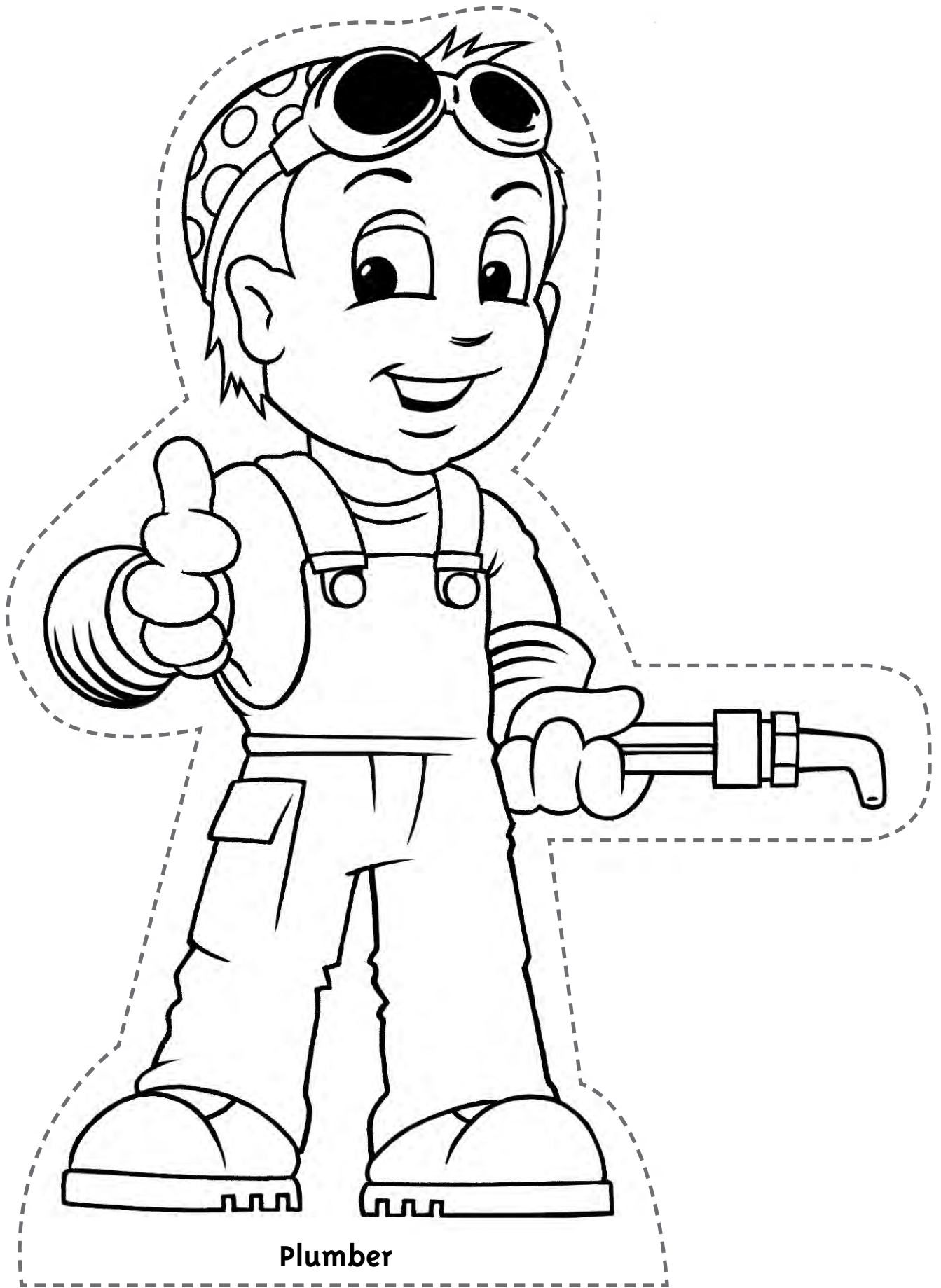




Nurse



Geologist



Plumber



Electrician

# Teacher Blackline Master

## Clue Sheet for “Who Am I” game

### **Police Officer:**

1. I enforce the law in our community.
2. I work to keep our community safe.

### **Teacher:**

1. I work with children every day.
2. I work to help children learn new and interesting information.

### **Nurse:**

1. I help people when they are sick.
2. I work to keep people healthy.

### **Geologist:**

1. I study the earth.
2. I work with rocks.

### **Plumber:**

1. I keep the water flowing.
2. I help keep your family’s pipes in working order.

### **Electrician:**

1. I work to provide energy in your community.
2. I repair and install wiring in your community.

DAILY OPINION POLL

**YES**

**NO**





# Our Community

To the tune of  
*She'll be Coming Around the Mountain*

There are many jobs in my community! WhooHoo!  
There are many awesome things that I can be! WhooHoo!  
When I grow up you will see, just what I want to be, there are many jobs in my community!  
WhooHoo!

Police protect and serve yes they do!  
Police protect and serve yes they do!  
Police protect and serve, Police protect and serve, Police protect and serve yes they do,  
WhooHoo!

Teachers help the children yes they do!  
Teachers help the children yes they do!  
Teachers help the children, teachers help the children, teachers help the children yes they do, WhooHoo!

Nurses help sick people yes they do!  
Nurses help sick people yes they do!  
Nurses help sick people, nurses help sick people, nurses help sick people, yes they do! WhooHoo!

Electricians light things up yes they do!  
Electricians light things up yes they do!  
Electricians light things up, electricians light things up, electricians light things up yes they do! WhooHoo!

Plumbers fix your pipes yes they do!  
Plumbers fix your pipes yes they do!  
Plumbers fix your pipes, plumbers fix your pipes, plumbers fix your pipes yes they do!  
WhooHoo!

Geologists work with rocks yes they do!  
Geologists work with rocks yes they do!  
Geologists work with rocks, Geologists work with rocks, Geologists work with rocks yes they do!  
WhooHoo!

There are many jobs in my community! WhooHoo!  
There are many awesome things that I can be! WhooHoo!  
When I grow up you'll see, just what I want to be, there are many jobs in my community!  
WhooHoo!

# Jobs for You, Jobs for Me

To the tune of  
*Twinkle Twinkle Little Star*

Here are things for you to be,

Super jobs for you and me.

Teacher, nurse, policeman too,

*(SHOUT)* Plumber! Electrician! Geologist! WooHoo!

Helping our community,

Super jobs for you

and me!





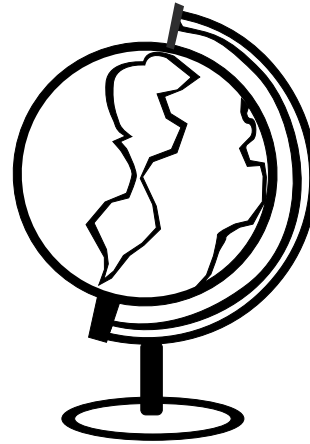
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**Teacher**



**Police Officer**



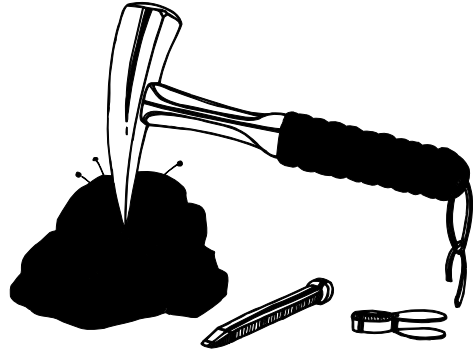
**Plumber**



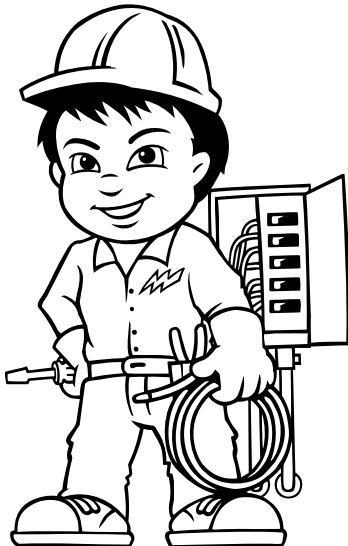
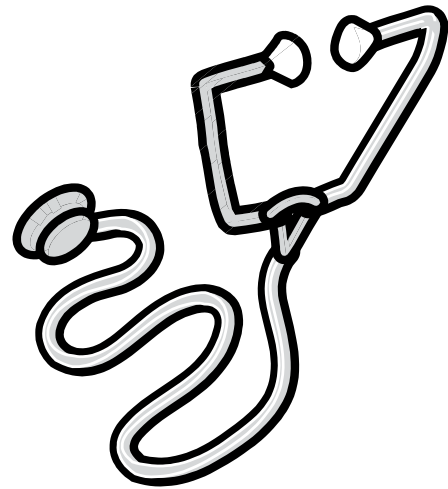
Name: \_\_\_\_\_



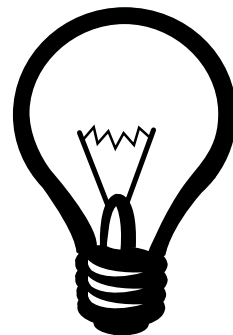
**Nurse**



**Geologist**



**Electrician**





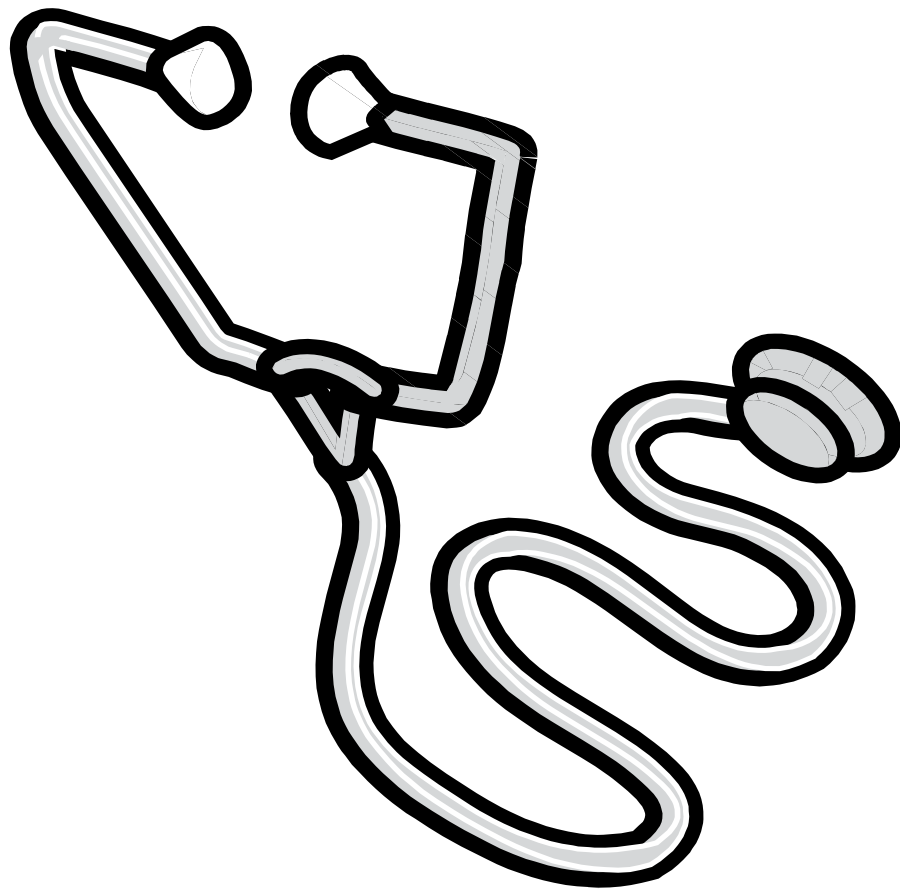
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**Blackline Master G1**



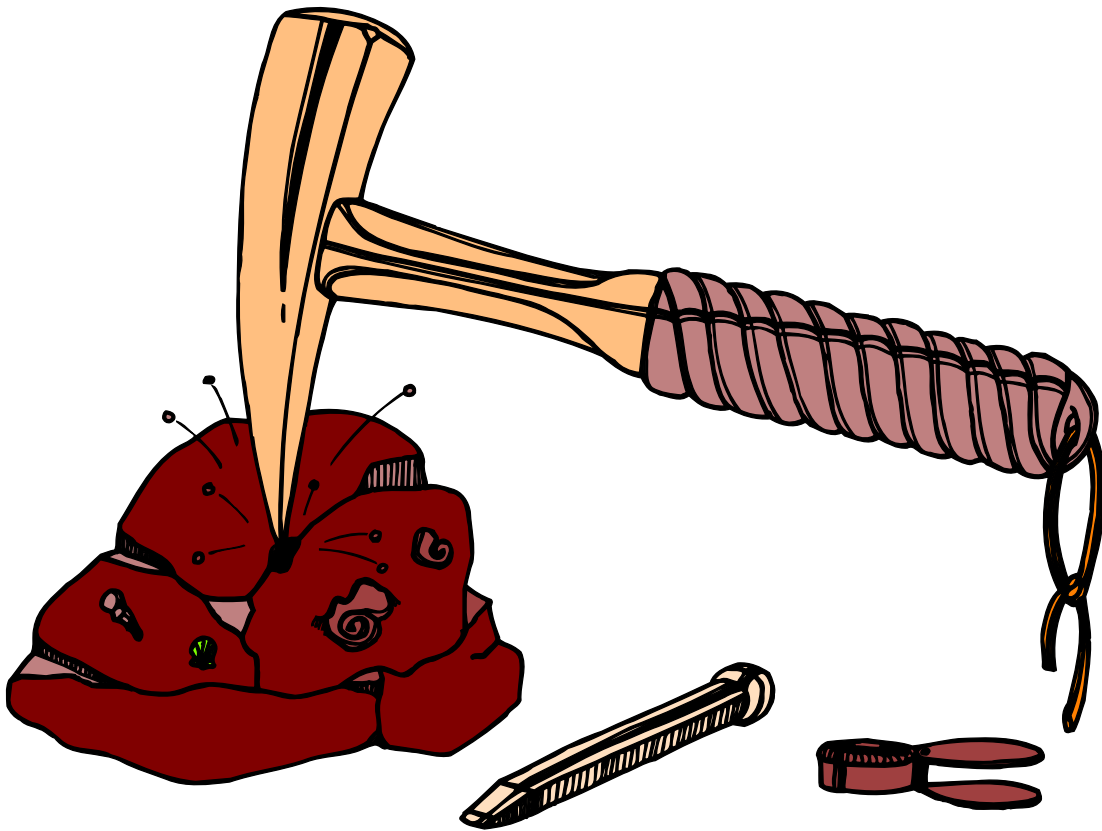
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**Blackline Master G2**



For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G3**



For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G5**



For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G6**



Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

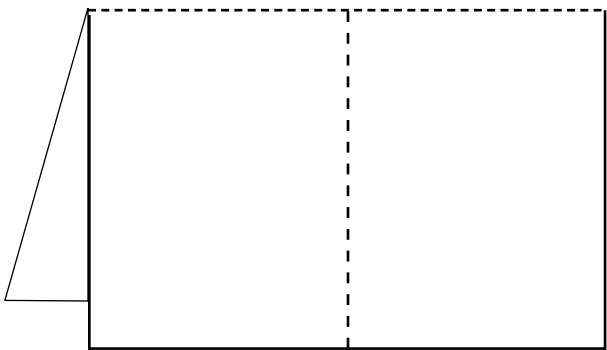


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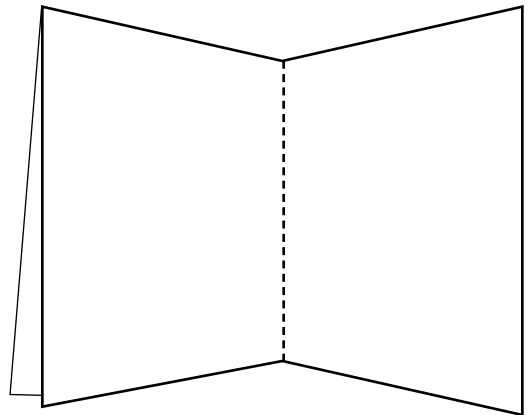
**Blackline Master H**

### Instructions for Mini Booklet (Blackline Masters I2–I3)

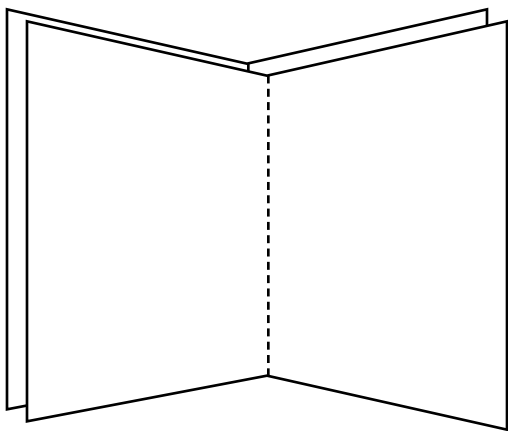
1. Print Blackline Masters I2 and I3
2. Fold I2 in half from top to bottom. You should still be able to see artwork on both sides.
3. Next, Fold I2 in half from left to right. You should be able to see artwork on each panel.
4. Repeat steps for I3
5. Place folded Blackline Master I3 inside of folded Blackline Master I2.
6. Staple interior fold so that both masters combine to make a mini-book. Pages should appear in numerical order.



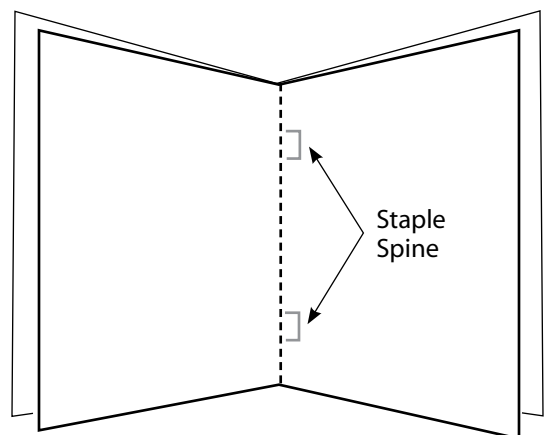
Step 2



Step 3



Step 5



Step 6

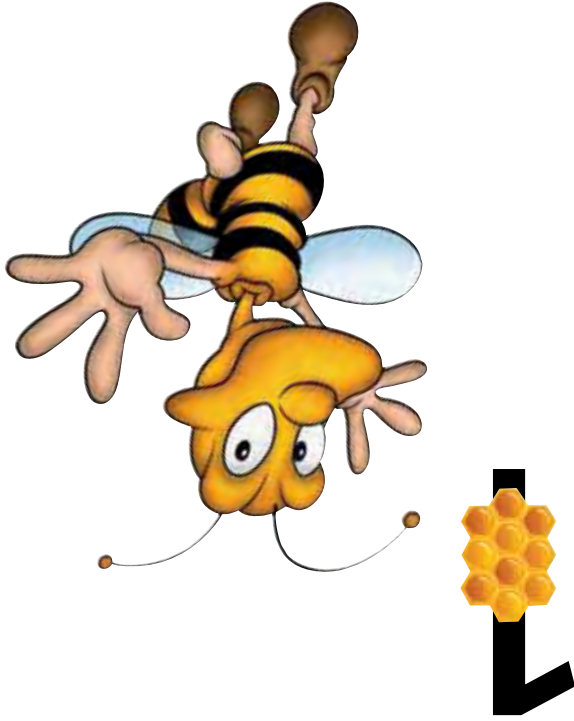
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I hope you enjoyed learning about all the interesting jobs and the people who make our community a great place to live! **What do you want to be when you grow up?**

I'm going to introduce you to a few of my friends. These are special people with special jobs that are important in our community.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Hi! I am Harvey the Worker Bee!**



I hope you enjoyed learning about all the interesting jobs and the people who make our community a great place to live! **What do you want to be when you grow up?**

I'm going to introduce you to a few of my friends. These are special people with special jobs that are important in our community.

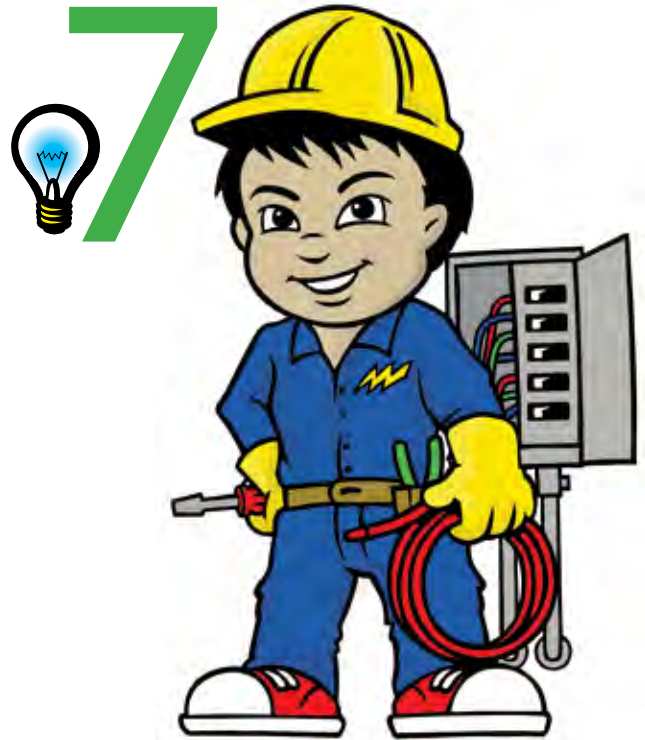
For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



**Police Officer**

Police Officers enforce the law in order to keep our community safe.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



**Electrician**

Electricians repair and install wiring to provide electricity.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

Teachers help their students learn new and interesting information.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

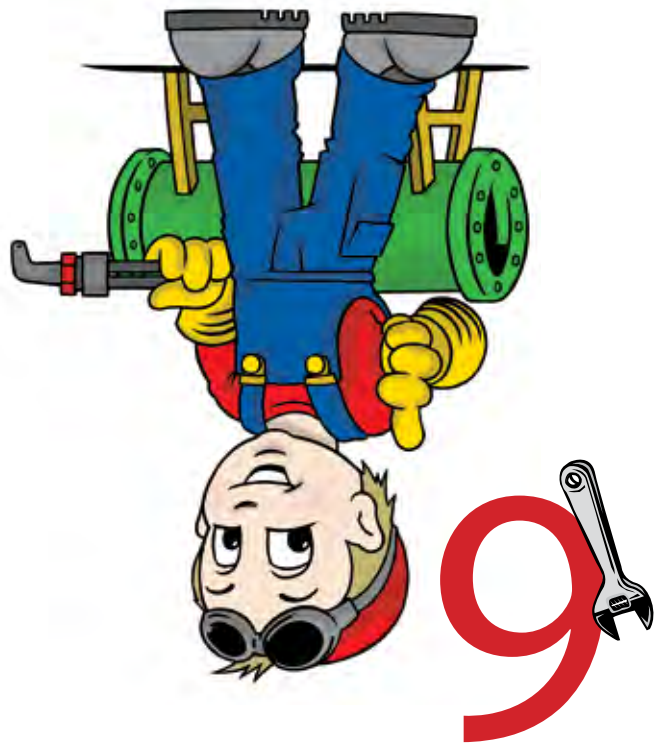
**Teacher**



Plumbers install and repair pipes.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Plumber**



**Nurse**

Nurses help people who are sick or injured to get well.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



**Geologist**

Geologists are scientists who study the earth and rocks.

For more information please visit [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



## **¡Hola! ¡Soy Harvey la Abeja Trabajadora!**

Voy a presentarte a algunos de mis amigos. Ellos son personas especiales que hacen trabajos especiales que son importantes para nuestra comunidad.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master A1**



## Oficial de Policía

Los Oficiales de Policía hacen cumplir la ley para mantener segura a nuestra comunidad.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



## Maestro

Los maestros ayudan a sus alumnos para que aprendan información nueva e interesante.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



## **Enfermero**

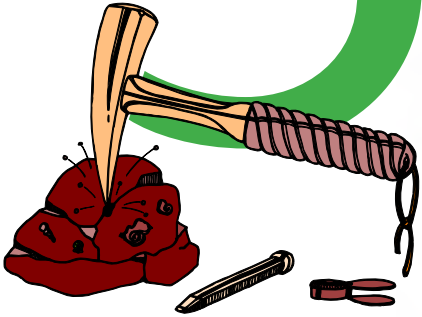
Los enfermeros ayudan a las personas que están enfermas o heridas para que se mejoren.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master A4**



# 5



## Geólogo

Los geólogos son científicos que estudian la tierra y las rocas.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

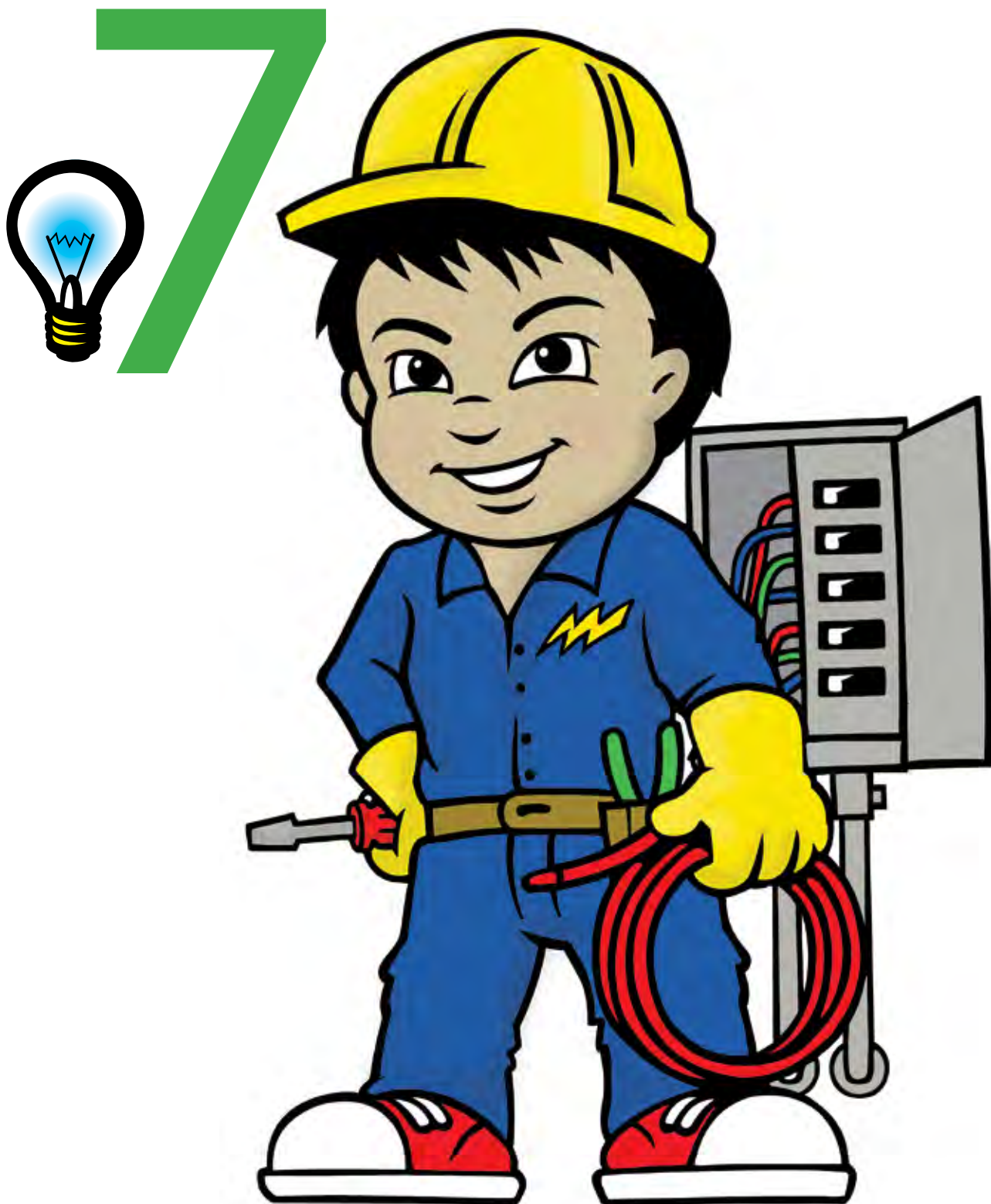


## Plomero

Los plomeros instalan y reparan cañerías.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master A6**



## Electricista

Los electricistas reparan e instalan los cables que proporcionan electricidad.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master A7**



¡Espero que hayas disfrutado de aprender acerca de todos los trabajos interesantes y las personas que hacen de nuestra comunidad un gran lugar para vivir!

**¿Qué quieres ser cuando seas grande?**

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

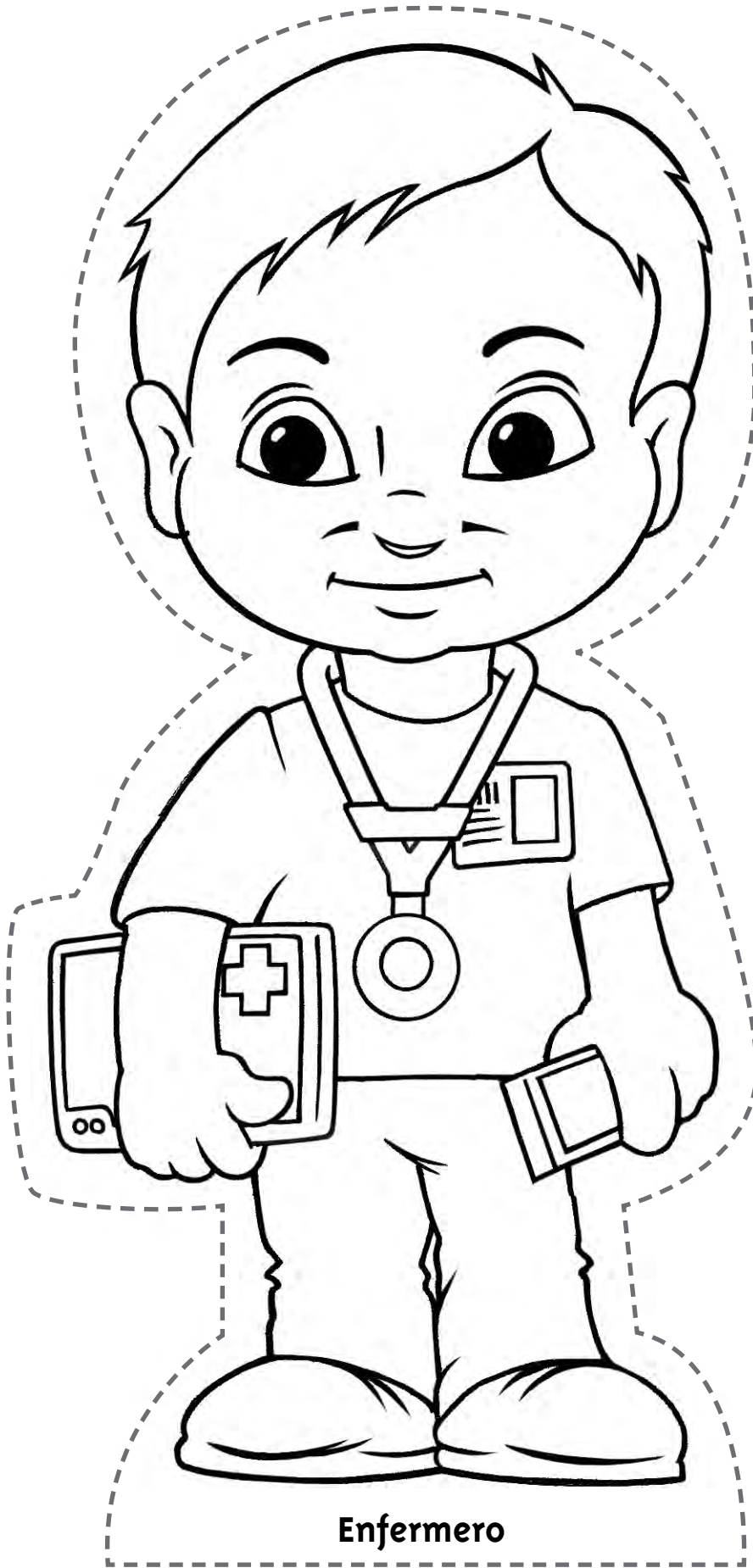
**Blackline Master A8**



Oficial de Policía



Maestro

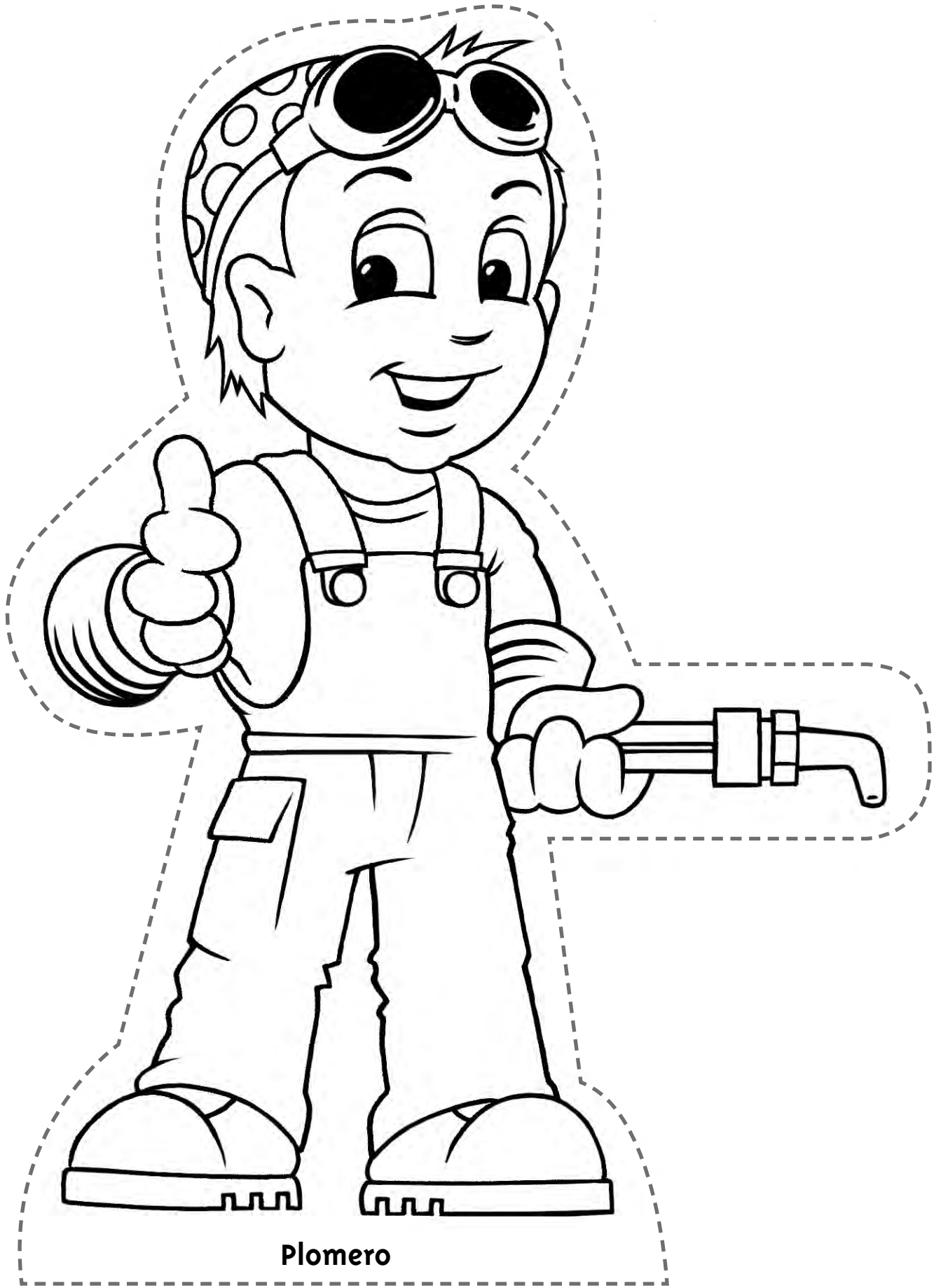


**Enfermero**



Geólogo





Plomero



Electricista

# Teacher Blackline Master

## Clue Sheet for “Who Am I” game

### **Oficial de Policía:**

1. Yo hago cumplir la ley en nuestra comunidad.
2. Yo trabajo para mantener segura a nuestra comunidad.

### **Maestro:**

1. Yo trabajo con los niños todos los días.
2. Yo trabajo para ayudar a los niños a aprender información nueva e interesante.

### **Enfermero:**

1. Yo ayudo a las personas cuando están enfermas.
2. Yo trabajo para mantener a las personas sanas.

### **Geólogo:**

1. Yo estudio la tierra.
2. Yo trabajo con rocas.

### **Plomero:**

1. Yo hago que el agua fluya.
2. Yo ayudo a que las cañerías de las casas funcionen bien.

### **Electricista:**

1. Yo trabajo para hacer llegar energía eléctrica a la comunidad.
2. Yo reparo e instalo los cables de electricidad en la comunidad.

# ENCUESTA DIARIA DE OPINIÓN

**Sí**

**No**





# Nuestra Comunidad

*[To She'll be Coming Around the Mountain /*

*Ella Vendrá por la Montaña]*

¡Hay muchos trabajos en mi comunidad! ¡Guau!  
¡Hay muchas cosas formidables que yo puedo ser! ¡Guau!  
Cuando yo crezca ustedes verán, aquello que yo quiero ser,  
¡hay muchos trabajos en mi comunidad! ¡Guau!

Los policías protegen y sirven ¡sí!  
Los policías protegen y sirven ¡sí!  
Los policías protegen y sirven, los policías protegen y sirven,  
los policías protegen y sirven ¡sí!, ¡Guau!

Los maestros ayudan a los niños ¡sí!  
Los maestros ayudan a los niños ¡sí!  
Los maestros ayudan a los niños, los maestros ayudan a los niños,  
los maestros ayudan a los niños ¡sí! ¡Guau!

Los enfermeros ayudan a que la gente esté sana ¡sí!  
Los enfermeros ayudan a que la gente esté sana ¡sí!  
Los enfermeros ayudan a que la gente esté sana, los enfermeros ayudan a que la gente esté sana,  
los enfermeros ayudan a que la gente esté sana, ¡sí! ¡Guau!

Los electricistas iluminan las cosas ¡sí!  
Los electricistas iluminan las cosas ¡sí!  
Los electricistas iluminan las cosas, los electricistas iluminan las cosas,  
los electricistas iluminan las cosas ¡sí! ¡Guau!

Los plomeros reparan las cañerías ¡sí!  
Los plomeros reparan las cañerías ¡sí!  
Los plomeros reparan las cañerías, los plomeros reparan las cañerías,  
los plomeros reparan las cañerías ¡sí! ¡Guau!

Los geólogos trabajan con rocas ¡sí!  
Los geólogos trabajan con rocas ¡sí!  
Los geólogos trabajan con rocas, los geólogos trabajan con rocas,  
los geólogos trabajan con rocas ¡sí! ¡Guau!

¡Hay muchos trabajos en mi comunidad! ¡Guau!  
¡Hay muchas cosas formidables que yo puedo ser! ¡Guau!  
Cuando yo crezca ustedes verán, aquello que yo quiero ser,  
¡hay muchos trabajos en mi comunidad! ¡Guau!

# Trabajos para ti, Trabajos para mí

[To Twinkle Twinkle Little Star / Brilla Brilla Estrellita]

Hay aquí cosas para que tú seas,

Súper trabajos para ti y para mí.

Maestro, enfermero, policía también,

(Gritar) ¡Plomero! ¡Electricista! ¡Geólogo! ¡Guau!

Ayudemos a nuestra comunidad,

¡Súper trabajos para ti

y para mí!



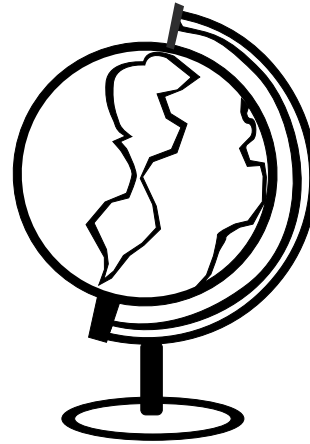
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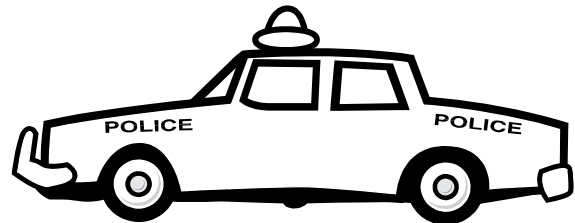
Maestro



Oficial de Policia



Plomero



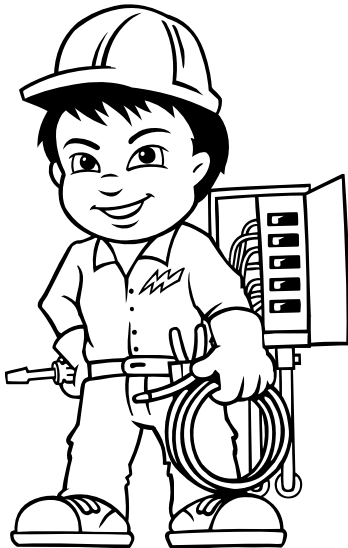
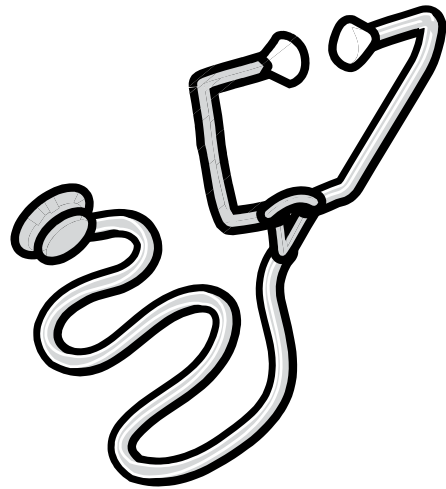
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Enfermero



Geólogo



Electricista







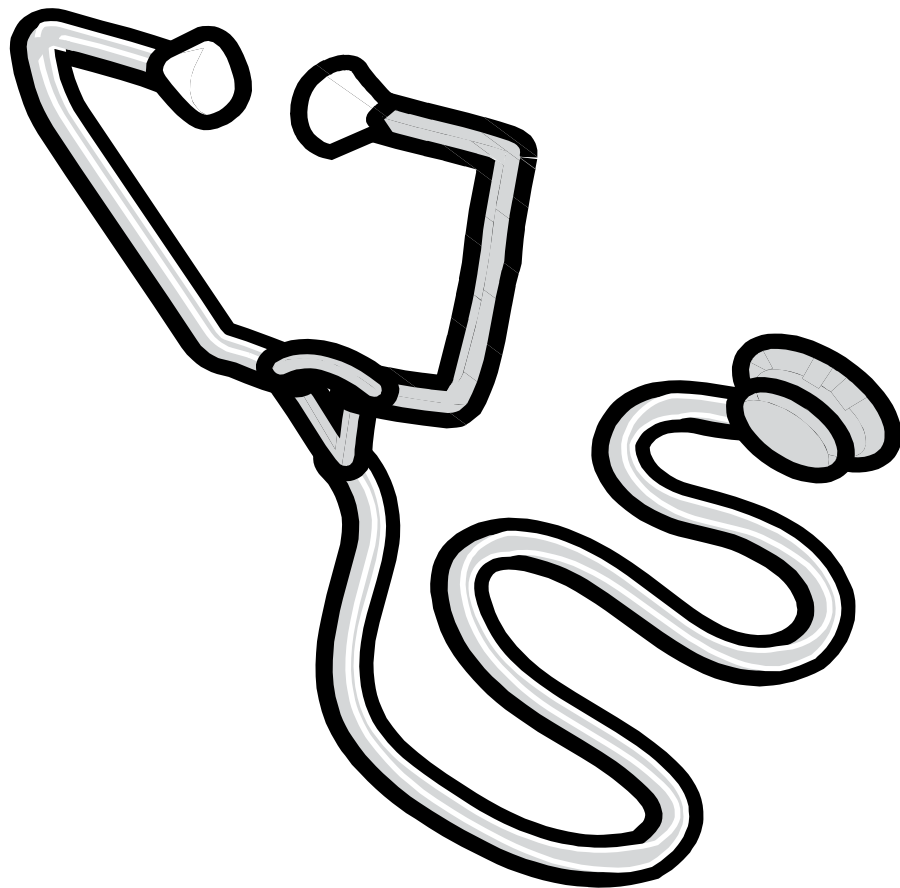
Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G1**



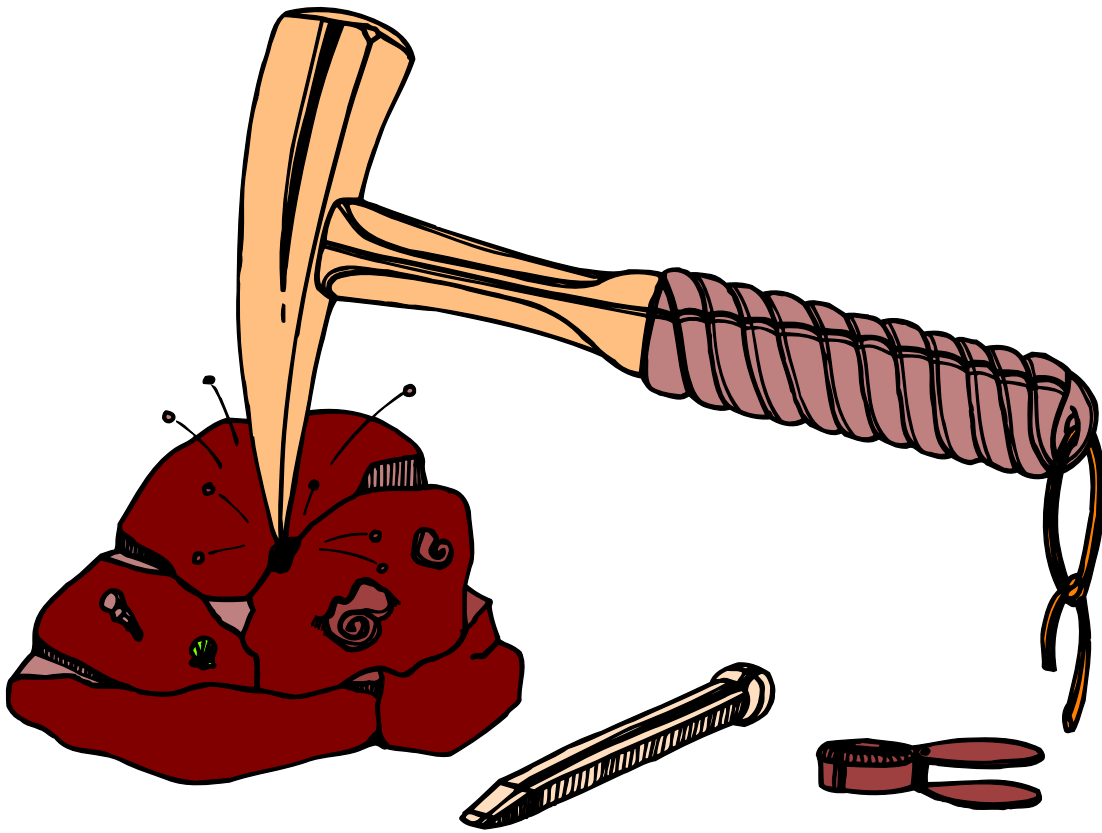
Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G2**



Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G3**



Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G4**



Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G5**



Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master G6**

Nombre \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

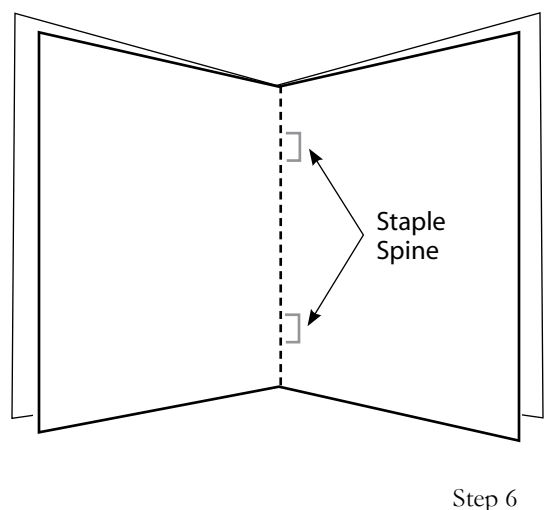
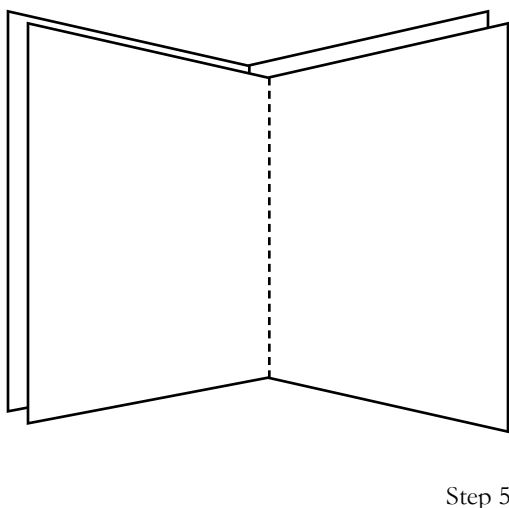
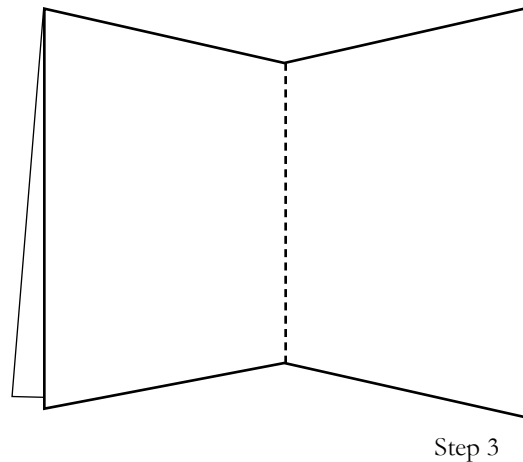
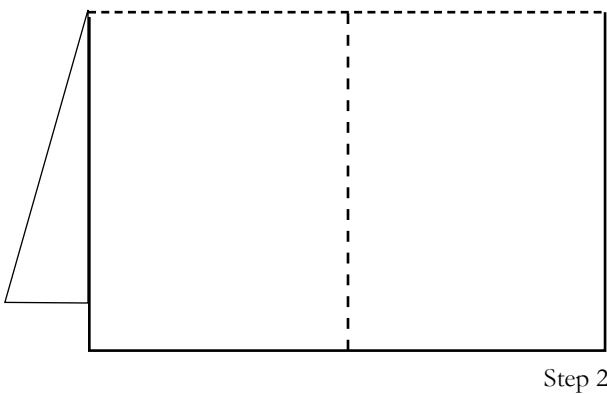


Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master H**

### Instructions for Mini Booklet (Blackline Masters I2–I3)

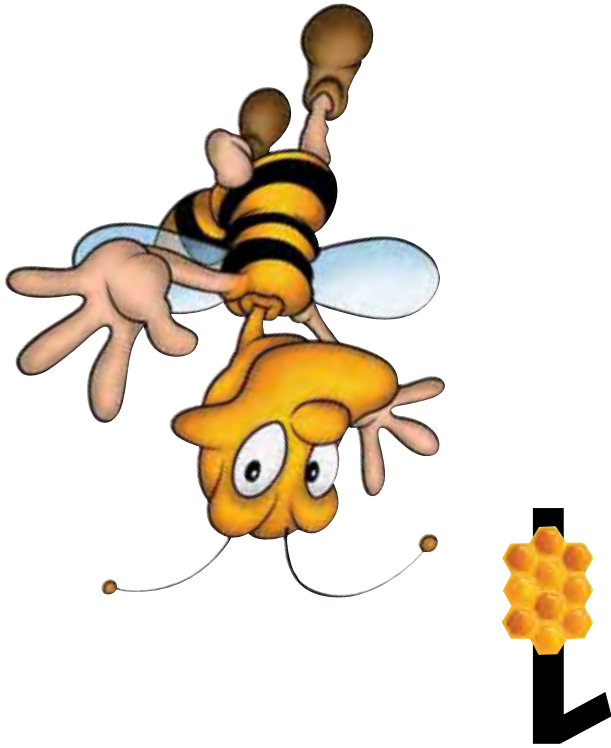
1. Print Blackline Masters I2 and I3
2. Fold I2 in half from top to bottom. You should still be able to see artwork on both sides.
3. Next, Fold I2 in half from left to right. You should be able to see artwork on each panel.
4. Repeat steps for I3
5. Place folded Blackline Master I3 inside of folded Blackline Master I2.
6. Staple interior fold so that both masters combine to make a mini-book. Pages should appear in numerical order.



Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



**¡Hola! Soy Harvey la Abeja Trabajadora!**  
 Voy a presentarte a algunos de mis amigos. Ellos son personas especiales que hacen trabajos especiales que son importantes para nuestra comunidad.  
 Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



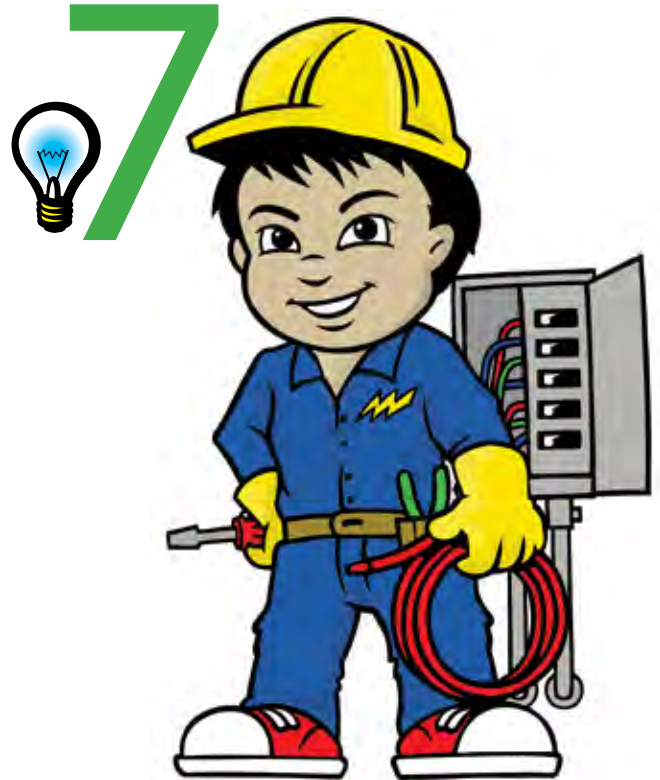
¡Espero que hayas disfrutado de aprender acerca de todos los trabajos interesantes y las personas que hacen de nuestra comunidad un gran lugar para vivir!  
 Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



**Oficial de Policía**

Los Oficiales de Policía hacen cumplir la ley para mantener segura a nuestra comunidad.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)



**Electricista**

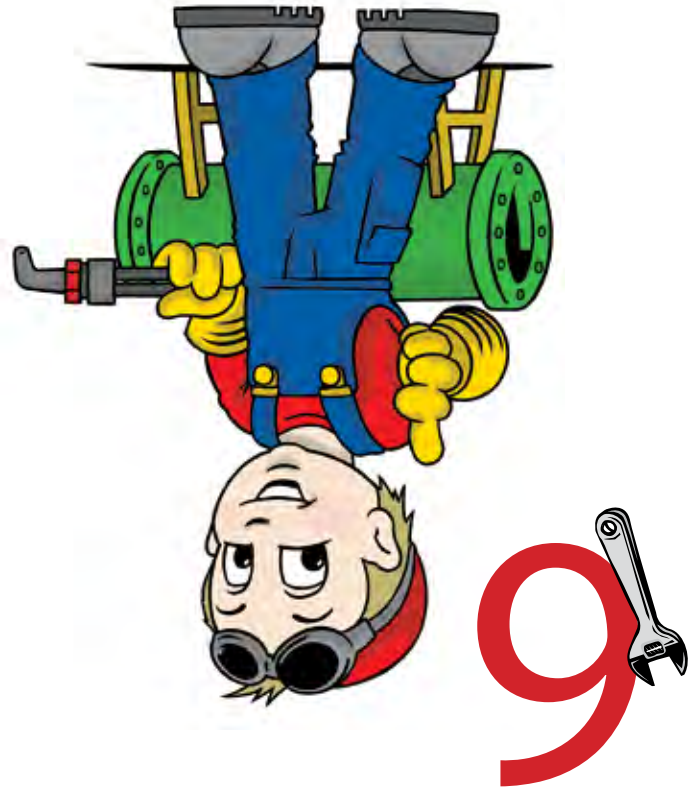
Los electricistas reparan e instalan los cables que proporcionan electricidad.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master I2**

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)  
Los plomeros instalan y reparan cañerías.

### Plomero



Los maestros ayudan a sus alumnos para que aprendan información nueva e interesante.  
Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

### Maestro



### Geólogo

Los geólogos son científicos que estudian la tierra y las rocas.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

**Blackline Master 13**



### Enfermero

Los enfermeros ayudan a las personas que están enfermas o heridas para que se mejoren.

Para obtener más información, por favor visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup)

Dear Educator:

As a teacher, you are dedicated to helping prepare the children of our community to have bright futures. Workforce Solutions shares your desire to help students become vital assets to our community as they grow into adulthood.

Workforce Solutions is the regional public workforce system – linking employers to job candidates and people to jobs. We operate multiple community-based career offices throughout the 13-county Houston-Galveston region.

In considering the economic outlook of the region, Workforce Solutions has identified those occupations that will be in highest demand when your students enter the workforce as adults. These careers include:

- Accountant
- Chemical Plant Operator
- Computer Software Developer
- Electrician
- Environmental Engineer
- Geologist
- Police Officer
- Plumber
- Registered Nurse
- Teacher
- Radiologic Technologist
- Welder

The high demand for workers with these skills means that individuals who train for these careers can earn wages above the region's average. By exposing your students to these professions early in life, we hope to stimulate interest in these careers, which will — in turn — help those students earn good wages and contribute to the future economic growth of our region.

To support your efforts as an educator and a community leader, Workforce Solutions has developed educational materials for use in grades K-1 that focus on how careers help the community. This mini-unit can be used in conjunction with your school's career day or done in the classroom. Activities are meant to be interactive and student-focused. Each lesson includes the audience type, time allotment, level of Bloom's Taxonomy and the TEKS that apply. The mini-unit is designed to be flexible so you can use those lessons and extensions that best suit your instructional needs. We invite you to customize the mini-unit for your students.

- Lesson 1 exposes students to 12 occupations
- Lesson 2 invokes analytical skills
- Lesson 3 engages the students in creative writing
- A "School-to-Home" Connection Project extends the learning
- Small group stations help students synthesize information.

Finally, we hope you will find these materials useful and enjoy working with the content. If you would like to learn more about Workforce Solutions, please contact the nearest career office. You can access a complete list of locations on our Web site, [wrksolutions.com](http://wrksolutions.com).

We value your input and would appreciate your feedback after utilizing the mini-unit with your students. Please complete a brief evaluation of our materials at [wrksolutions.com/teacherfeedback](http://wrksolutions.com/teacherfeedback).

Kind regards,

Workforce Solutions

# Lesson 1

	Kindergarten	1st Grade
<b>TEKS:</b>	SS: 113.11.2B, 113.11.3B, 113.11.4A, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B  ELAR: 110.11.4B, 110.11.5A, 110.11.16B	SS: 113.12.4A, 113.12.5A, 113.12.6C, 113.12.17B  ELAR: 110.12.4B

**Objective:** Students will orally direct the teacher to explore an online interactive map to gain understanding of twelve jobs in the Houston-Galveston region.

**Audience:** Whole Group

**Time:** About 45 minutes, can be broken into multiple smaller segments

**Bloom's Taxonomy:** Comprehension

**Materials:** Blackline Master A, access to the online map at [wrksolutions.com/WIGU](http://wrksolutions.com/WIGU)

**Instruction Considerations:** Allow the children to direct you to move Harvey the Worker Bee to various sites to meet the characters in different careers. For kindergartners, they should direct you to move Harvey between locations using location words, such as left, right, above, under, far, and near first graders should use the compass rose to orally direct you to move Harvey. To reduce total lesson time, you can choose to explore one or two careers a day.

Use Blackline Master A after watching the videos. You may choose to reflect after each one, or allow the children to choose their favorite to reflect upon.

After exploring the map, the students should be able to orally summarize the order in which they visited the sites.

Loading times for the videos may vary. You may want to launch all 12 videos before class and minimize those windows. This will avoid any potential delays due to connection or processing speed.

**ELL Considerations and Vocabulary:**

Take time to introduce new vocabulary. This might include:

- careers
- location words such as left, right, above, under, far, and near
- north, south, east, and west
- compass rose
- community

**Extension:** Assign School-to-Home Connection Project to be worked on throughout the mini-unit.

## Lesson 2

**TEKS:**

Kindergarten	1st Grade
SS: 113.11.2B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B, 113.11.16B, ELAR: 110.11.16A, 110.11.16B	SS: 113.12.6C, 113.12.7A, 113.12.17B, 113.12.18B ELAR: 110.12.15A, 110.12.15B

**Objective:** Students will use two of the careers of their choice to compare and contrast on aspects including the production of a good or service, ability to meet basic needs, and how the careers help the community.

**Audience:** Whole Group

**Time:** About 45 minutes

**Bloom’s Taxonomy:** Analysis

**Materials:** Blackline Master B  
Blackline Master F1–F12

**Instruction Considerations:** Using the online career map found at [wrksolutions.com/WIGU](http://wrksolutions.com/WIGU), the teacher will lead a whole group discussion to review the careers and how they impact our community. You might use Blackline Master F1–F12 as visual aids. As time allows, you might focus on one or two careers in each lesson. A review of the difference between providing a good or service needs to occur as well as a review of the basic needs of food, shelter, and water.

After the discussion, the class will pick two of the careers from the map to compare and contrast using a Venn diagram (Blackline Master B) to complete as a group.

Students can then be assigned their own Venn diagram to complete as time allows. These can be graded on a similar rubric to the School to Home Connection Project.

	5 Points	10 Points	15 Points	20 Points
<b>Quality of Comparison</b>	The student barely compares the careers or not at all.	The student compares the two careers in a very broad and general manner.	The student compares the careers in a more detailed manner but lacks thoroughness.	The student insightfully and thoroughly examines the careers.
<b>Analysis of Data</b>	The student does not do the analysis, or only correctly answers 1 question.	The student correctly answers 2 of the analytical questions.	The student correctly answers 3 of the analytical questions.	The student correctly answers all 4 analytical questions.
<b>Writing Conventions</b>	The student lacks all or most writing conventions including handwriting, capitalizing sentences, and the use of end marks for sentences.	The student adheres to some writing conventions including handwriting, capitalization, and the use of end marks.	The student adheres to most writing conventions including handwriting, capitalization, and the use of end marks.	The student uses all writing conventions including handwriting, capitalizing of sentences, and the use of end marks.
<b>Use of the Venn Diagram</b>	The Venn diagram is not used correctly.	The Venn diagram is used correctly but only lists 3 facts.	The Venn diagram is used correctly but only lists 5 facts.	The Venn diagram is used correctly and adds to the comparison of the careers by listing more than 5 facts.

**ELL Considerations and Vocabulary:** Take time to introduce new vocabulary. This includes:

- Production of Goods
- Services
- Venn diagram
- Basic Needs

## Lesson 3

	Kindergarten	1st Grade
<b>TEKS:</b>	SS: 113.11.2B, 113.11.3B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B  ELAR: 110.11.16B	SS: 113.12.6C, 113.12.7A, 113.12.17A  ELAR: 110.12.17B, 110.12.18A, 110.12.21B

**Objective:** Students will imagine that they have one of the 12 targeted careers and use that point of view to write about their day and how they help their community.

**Audience:** Independent

**Time:** About 45 minutes

**Bloom's Taxonomy:** Synthesis

**Materials:** Blackline Master B2

**Instruction Considerations:** Using the online career map found at [wrksolutions.com/WIGU](http://wrksolutions.com/WIGU) as reference, the teacher will direct the children to choose one of the 12 targeted careers that they might like to be when they grow up. Ask the children to close their eyes as the teacher leads them on a visualization activity for pre-writing. Let the students imagine how their day might start as they drive up to their location for work. Imagine starting their work. What will they do first? Who will they help during their morning on the job? At lunch, they talk to their friends. Then, they go back to work. What will they do at work now? Allow them to imagine going home. Encourage them to consider how they helped their community and family by this job.

Once the exercise is complete, ask them to answer questions 1–4 from Blackline Maser B2. Their answers should describe their day and how they helped their community and family.

**ELL Considerations  
and Vocabulary:**

Take time to introduce challenging vocabulary. This includes:

- Community
- Point of View

## "School-to-Home" Connection Project

	Kindergarten	1st Grade
<b>TEKS:</b>	SS: 113.11.2B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B  ELAR: 110.11.16A, 110.11.16B	SS: 113.12.6C, 113.12.7A, 113.12.17A, 113.12.18B  ELAR: 110.12.23A, 110.12.23B

**Objective:** Students will interview two adults to inquire what jobs they have and how those jobs provide for their basic needs. Then, they will compare these using a Venn diagram and analyze their information.

**Audience:** Parent and Child

**Bloom's Taxonomy:** Analysis and Evaluation

**Materials:** Blackline Masters C – E

**Instruction Considerations:** This project can last throughout the mini-unit. Extensions of this project include online research about the adults' careers. This research can be presented in a poster format along with the Venn diagram and its analysis. The project can be assessed using the rubric below:

	5 Points	10 Points	15 Points	20 Points
<b>Quality of Comparison</b>	The student barely compares the careers or not at all.	The student compares the two careers in a very broad and general manner.	The student compares the careers in a more detailed manner but lacks thoroughness.	The student insightfully and thoroughly examines the careers.
<b>Analysis of Data</b>	The student does not do the analysis, or only correctly answers 1 question.	The student correctly answers 2 of the analytical questions.	The student correctly answers 3 of the analytical questions.	The student correctly answers all 4 analytical questions.
<b>Writing Conventions</b>	The student lacks all or most writing conventions including handwriting, capitalizing sentences, and the use of end mark of sentences.	The student adheres to some writing conventions including handwriting, capitalization, and the use of end marks.	The student adheres to most writing conventions including handwriting, capitalization, and the use of end marks.	The student uses all writing conventions including handwriting, capitalizing of sentences, and the use of end marks.
<b>Use of the Venn Diagram</b>	The Venn diagram is not used correctly.	The Venn diagram is used correctly but only lists 2 facts.	The Venn diagram is used correctly but only lists 3 facts.	The Venn diagram is used correctly and adds to the comparison of the careers by listing 4 or more facts.

### ELL Considerations and Vocabulary:

Vocabulary that may be useful includes:

- Production of Goods
- Services
- Venn diagram
- Basic Needs
- Interview

## Extensions for Stations

	Kindergarten	1st Grade
<b>TEKS:</b>	SS: 113.11.7A, 113.11.7B, 113.11.16A M: 111.12.K1A, 111.12.K5, 111.12.K6A, 111.12.K8B	SS: 113.12.6C, 113.12.18A

**Audience:** Small Groups or Stations

**Time:** About 45 minutes, can be broken into multiple smaller segments

**Bloom's Taxonomy:** Synthesis

**ELL Considerations  
and Vocabulary:**

Take time to introduce new vocabulary. This includes:

- Career
- Puppet
- Community
- Engineer
- Structure
- Pattern
- Attribute

### Language Arts, Writing or Dramatic Play Station

**Objective:** Students will create puppet shows about how the careers help our community using puppets of people in the twelve targeted careers.

**Materials:** Puppet templates (Blackline Masters F1–F12) copied on card stock, markers or crayons, scissors, craft sticks and glue.

**Instructional Considerations:** Students should color and cut out the puppets, then attach a craft stick to the back creating a handle. Using the information learned from the map and videos, the children can create a puppet show in which the puppets tell the audience about their day and how they help their community.

### Math, Lego®, or Block Station

**Objective:** Students will build structures of a specified number of blocks or Lego® bricks.

**Materials:** Blocks or Lego® bricks

**Instructional Considerations:** Inform students that engineers build a variety of structures, including cars, buildings, rockets, and even roads. Tell the students to pretend to be engineers by building a structure that includes a specified number of blocks, such as 15 or 25. Students should be able to explain their structure and its use.



## **Math or Pattern Station**

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**Objective:** Create a pattern using the puppet characters

**Materials:** Copies of Blackline Masters G1 – G12 cut out, glue, paper for recording, and markers or crayons.

**Instructional Considerations:** Choose some or all of the career characters to allow children to create patterns with them. The patterns can be simplistic and simply use only one career that is colored in repeated pattern; or, they can be more complex varying both colors of the characters and the types of characters used. Children should be able to explain to you their pattern in words.

## **Math or Sorting Station**

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**Objective:** Sort characters depending on a variety of attributes

**Materials:** Paper for recording, glue, copies of Blackline Masters G1 – G12 cut out. Photocopy each blackline master on different colored paper to allow for various types of sorting.

**Instructional Considerations:** Choose some or all of the career characters to allow children to sort according to an attribute. They can record how they sorted images and should be able to explain the attributes by which they sorted. Possibilities include gender, color paper on which they were copied, or types of characters.

For both the Pattern and Sorting Math stations, have students group characters by job-related characteristics. Consider the following guiding questions:

1. Which jobs are done outside? (inside?)
2. Which jobs are the messiest?
3. Which jobs might use a computer?
4. Which jobs do you like most?

Remember, students should be encouraged to group as they see fit as long as they can explain their groupings.

Name \_\_\_\_\_

**Directions:** How does a career that Harvey the Bee showed you help our community?  
Draw a picture to show how that career helps our community.



Explain how that career helps the community. Why is that job important?

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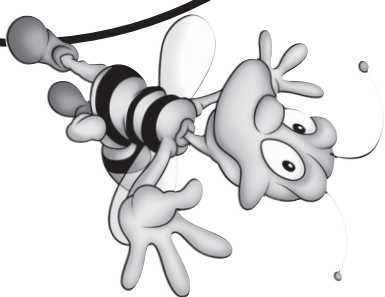
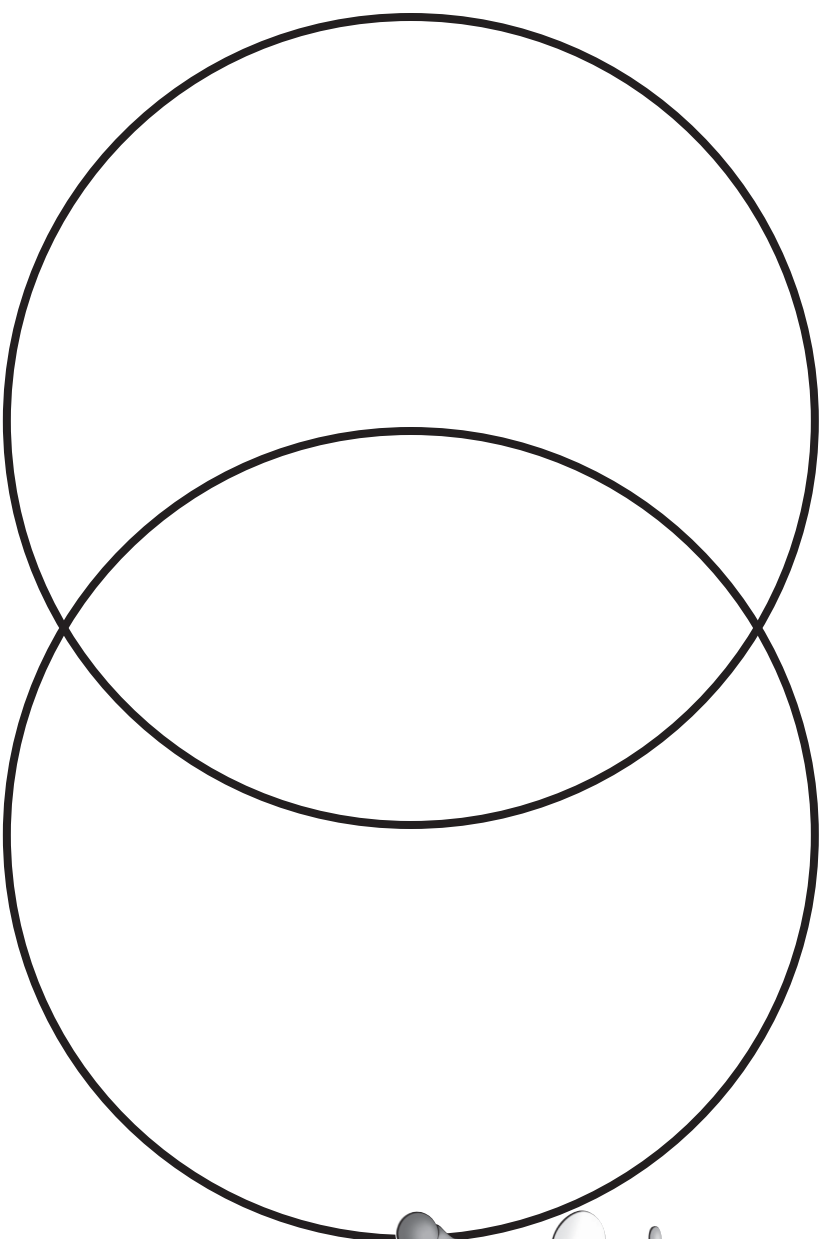
# Careers Help Our Community



Name \_\_\_\_\_

1st Job: \_\_\_\_\_

2nd Job: \_\_\_\_\_



Think about your chart. Mark the box that best fits each sentence.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. The job is how families make money to buy food.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The person had to go to college for this career. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This person provides a service to the community. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This career pays for the family's house.         | <input type="checkbox"/> | <input type="checkbox"/> |

**Both Careers    One Career**

Name \_\_\_\_\_

**Directions:** After imagining you have one of the 12 targeted careers, answer the following questions describing your day as a grown up in the career you chose.

**Question 1: Imagine starting your work. What will you do first?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Question 2: Who will you help during your morning on the job?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Question 3: What will you do at work after lunch?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Question 4: Once the work day is over, how did you help your community and family?**

\_\_\_\_\_

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\_\_\_\_\_

**Dear Parents,** .....

We are learning about careers and how they help our community. We would like for your child to interview two adults about their jobs and how the jobs meet their families' basic needs (food, shelter and water). The adults could be you or someone else like a neighbor or teacher. Please help your child create 2 – 3 questions to ask both adults. The interview can be done by phone or in person.

During the interviews, you may need to help your child summarize the oral answers into written ones. After the interviews, your child will compare both careers.

Thank you for your help in making the experience a meaningful one for your child.

**Name** \_\_\_\_\_

**I interviewed** \_\_\_\_\_ .

**His/her career is** \_\_\_\_\_ .

### Interview 1

**Question:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Answer:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Question:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Answer:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Question:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Answer:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

I interviewed \_\_\_\_\_.

His/her career is \_\_\_\_\_.

## Interview 2

**Question:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Answer:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Question:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Answer:**

\_\_\_\_\_  
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\_\_\_\_\_

**Question:**

\_\_\_\_\_  
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\_\_\_\_\_

**Answer:**

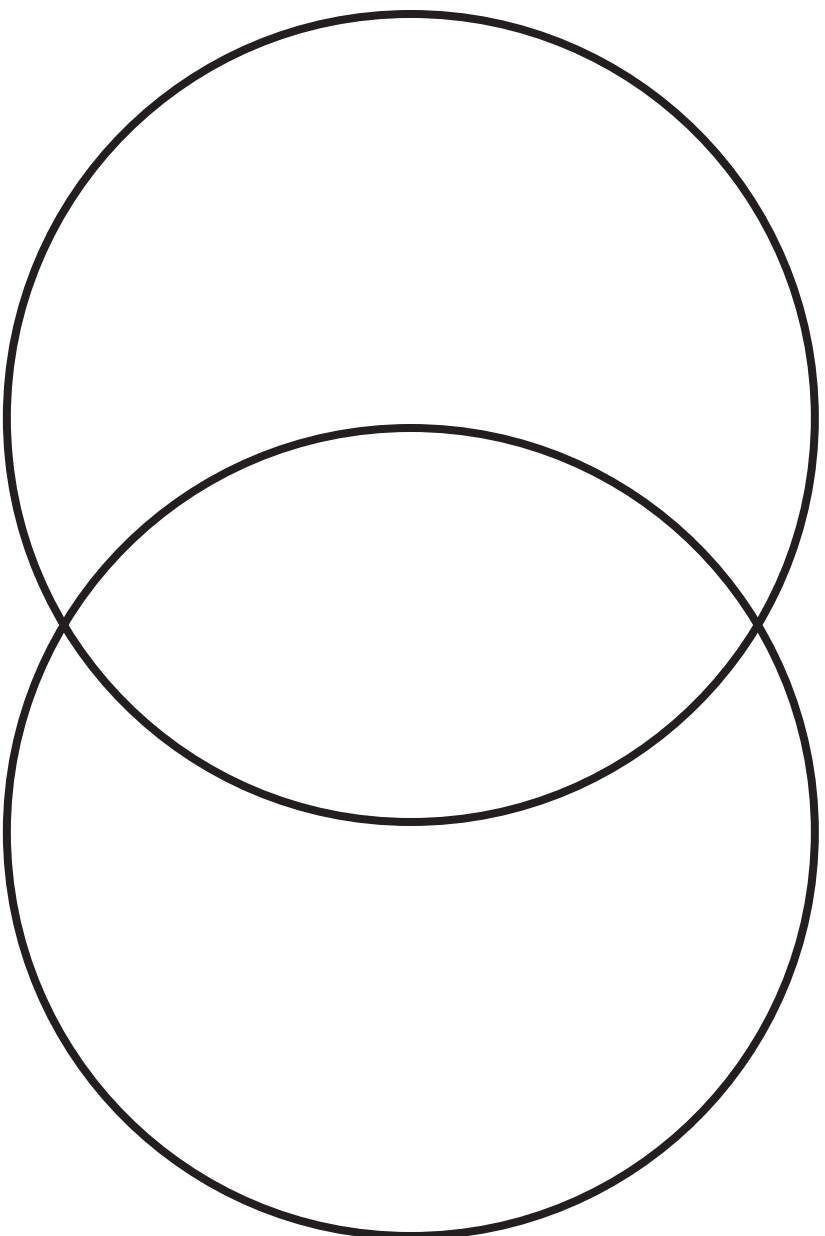
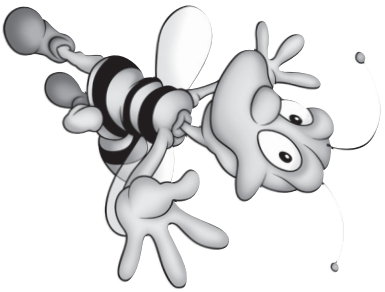
\_\_\_\_\_  
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\_\_\_\_\_

# Careers Help Families

Name \_\_\_\_\_

1st Job: \_\_\_\_\_

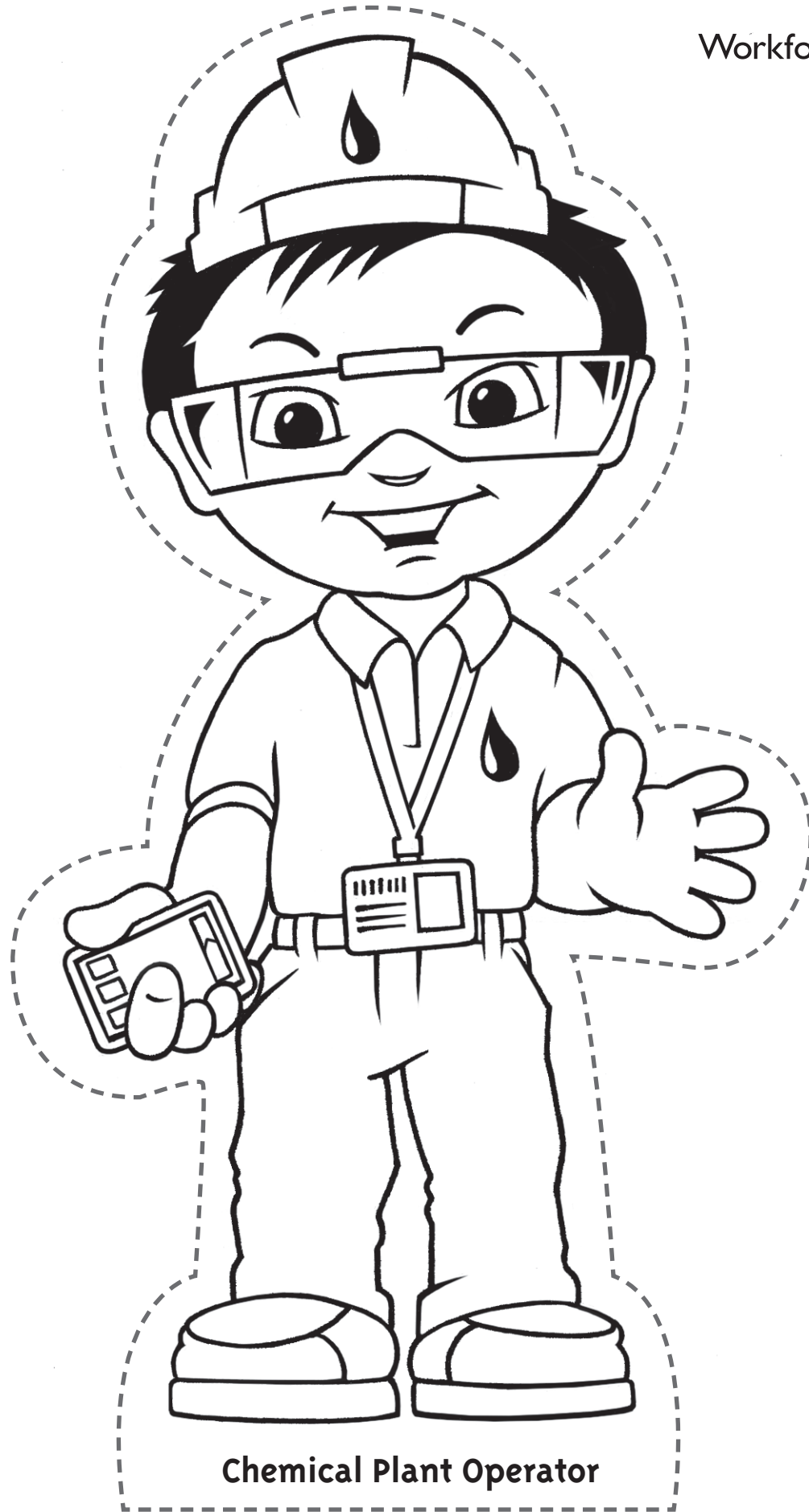
2nd Job: \_\_\_\_\_



Think about your chart. Mark the box that best fits each sentence.

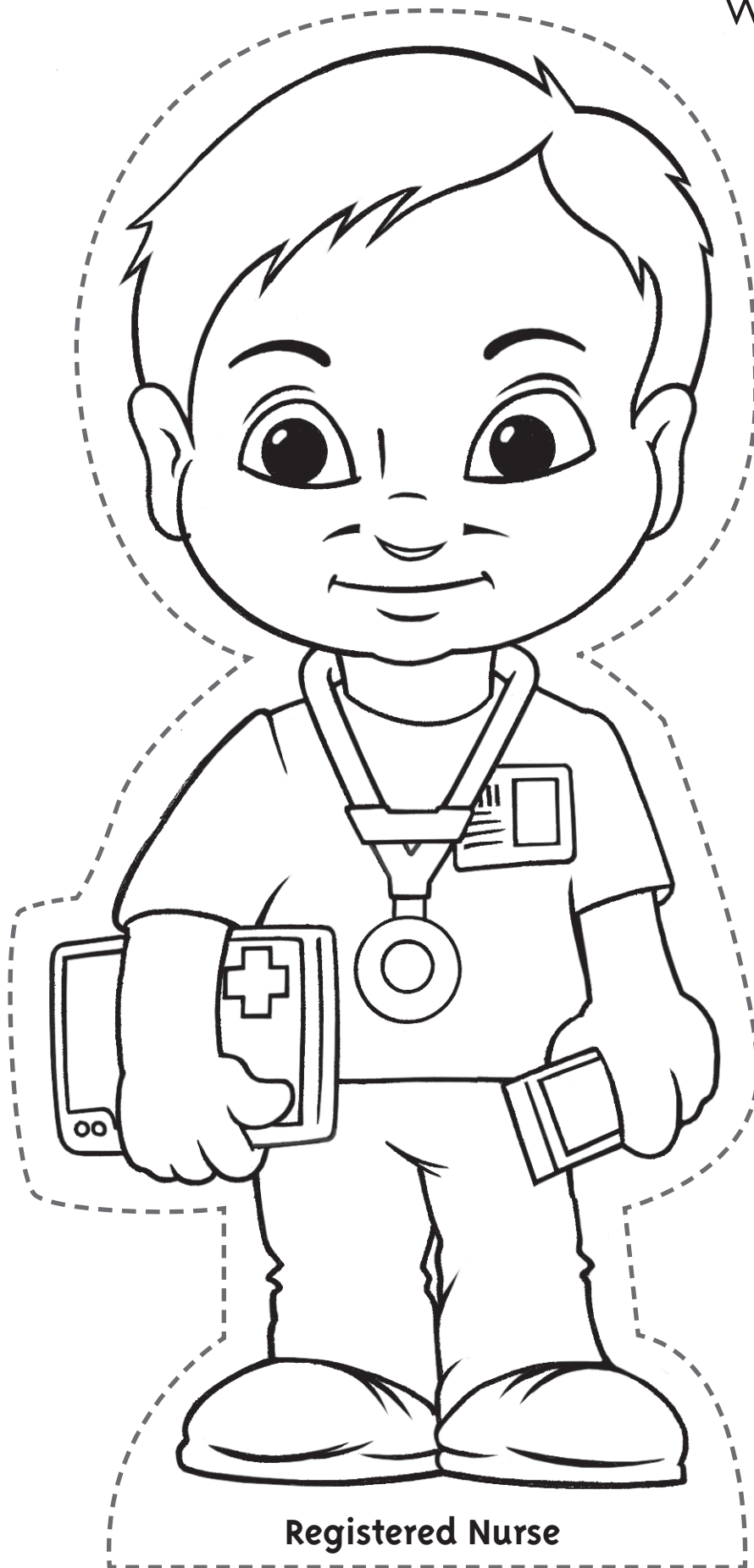
- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. The job is how families make money to buy food.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The person had to go to college for this career. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This person provides a service to the community. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This career pays for the family's house.         | <input type="checkbox"/> | <input type="checkbox"/> |

**Both Careers    One Career**

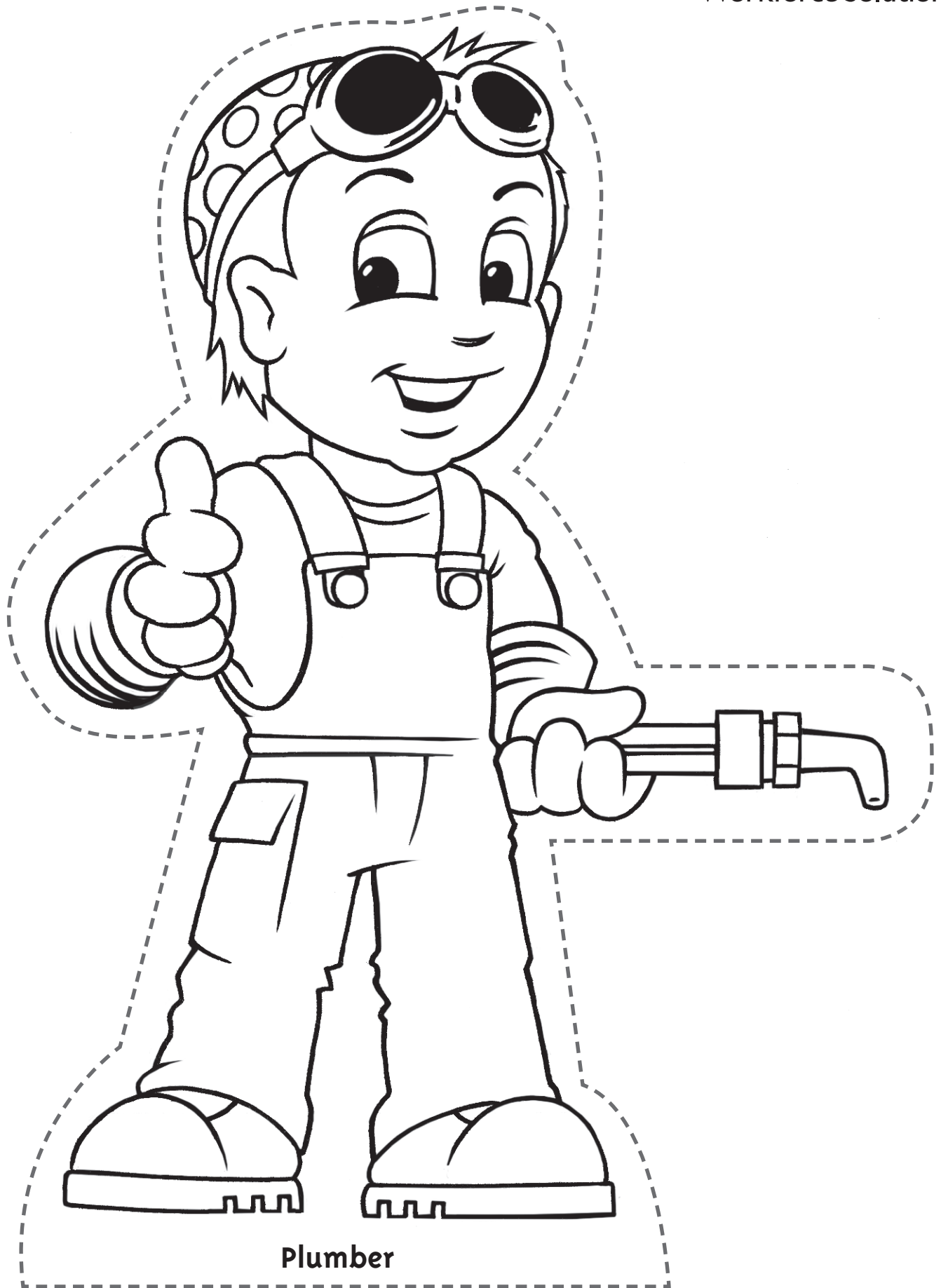


**Chemical Plant Operator**

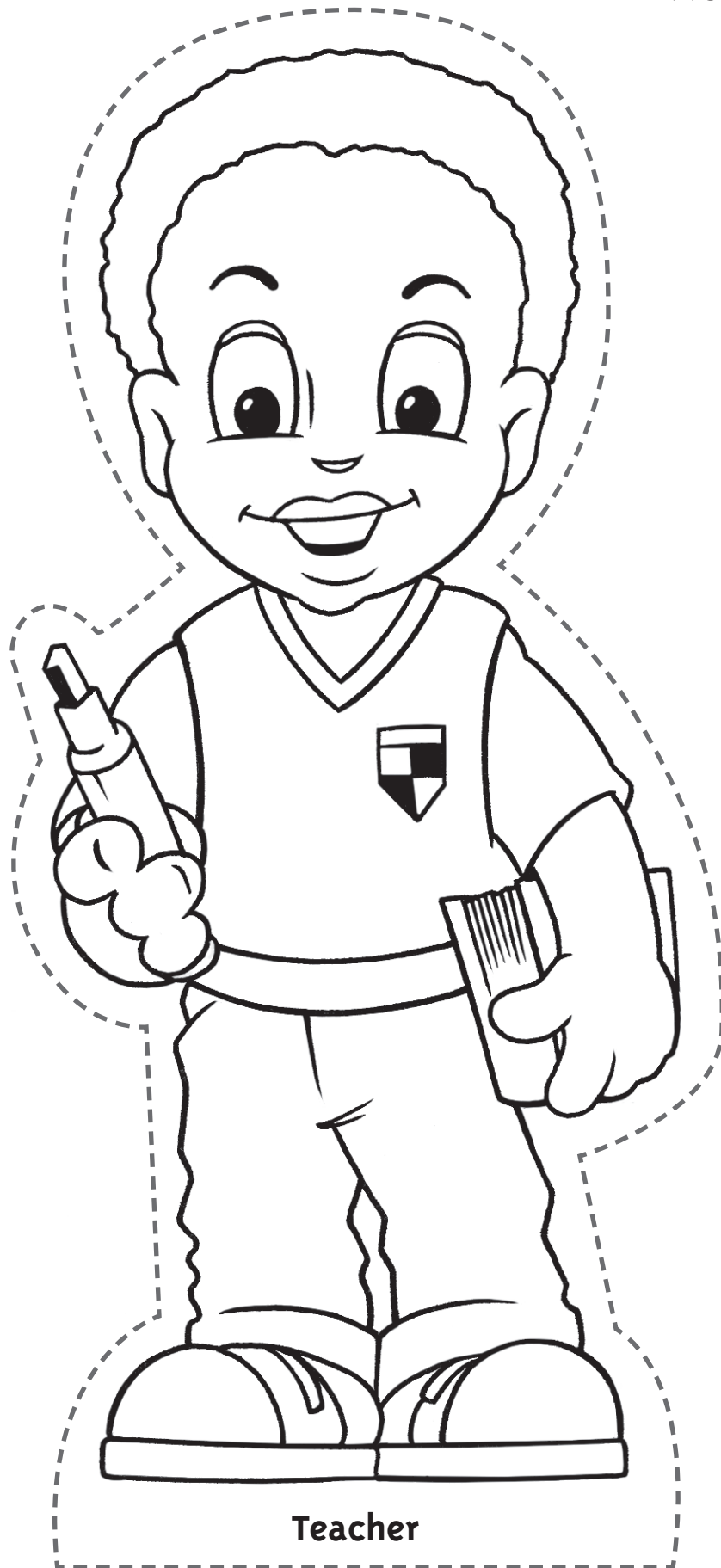




**Registered Nurse**



Plumber



Teacher



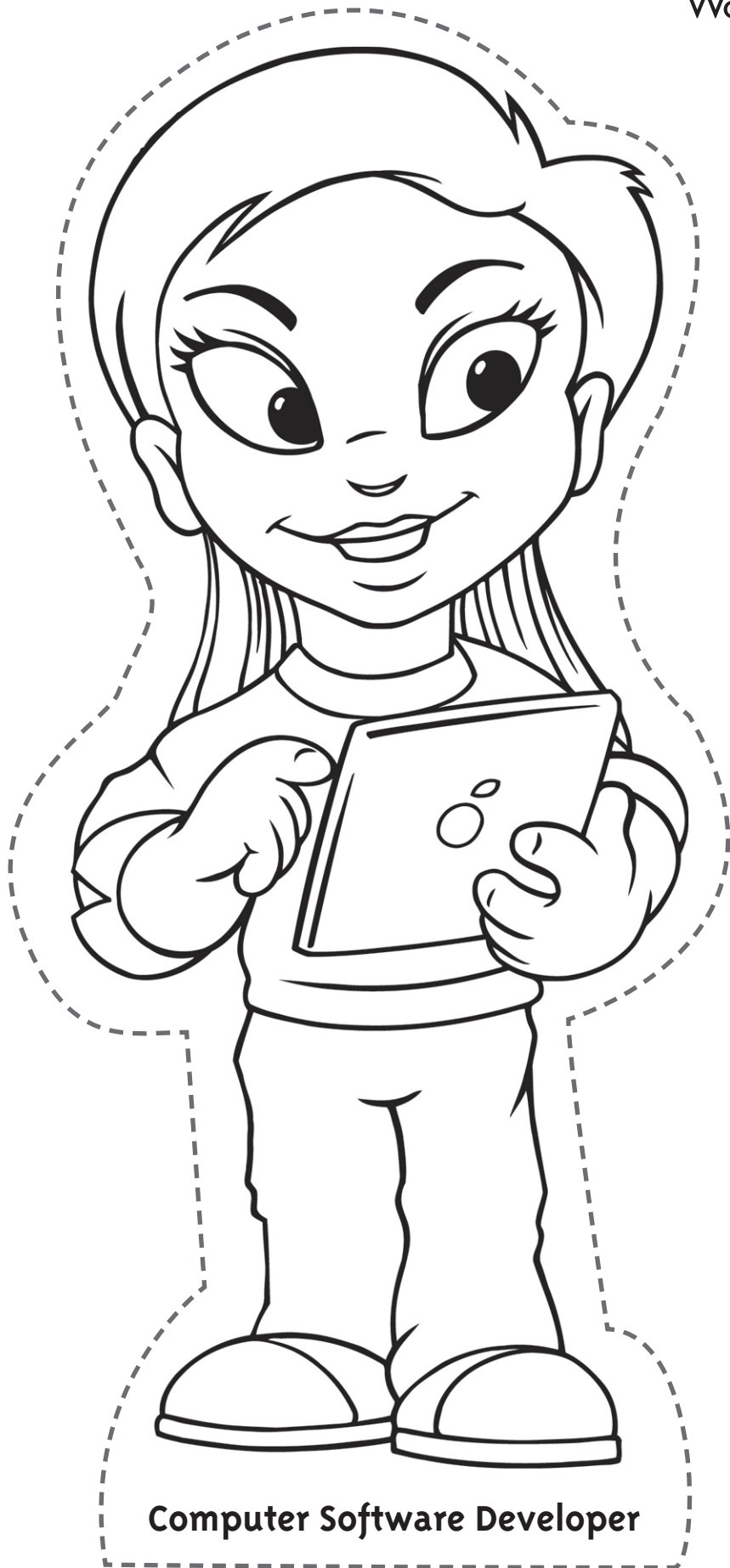
**Accountant**



**Geologist**



Police Officer



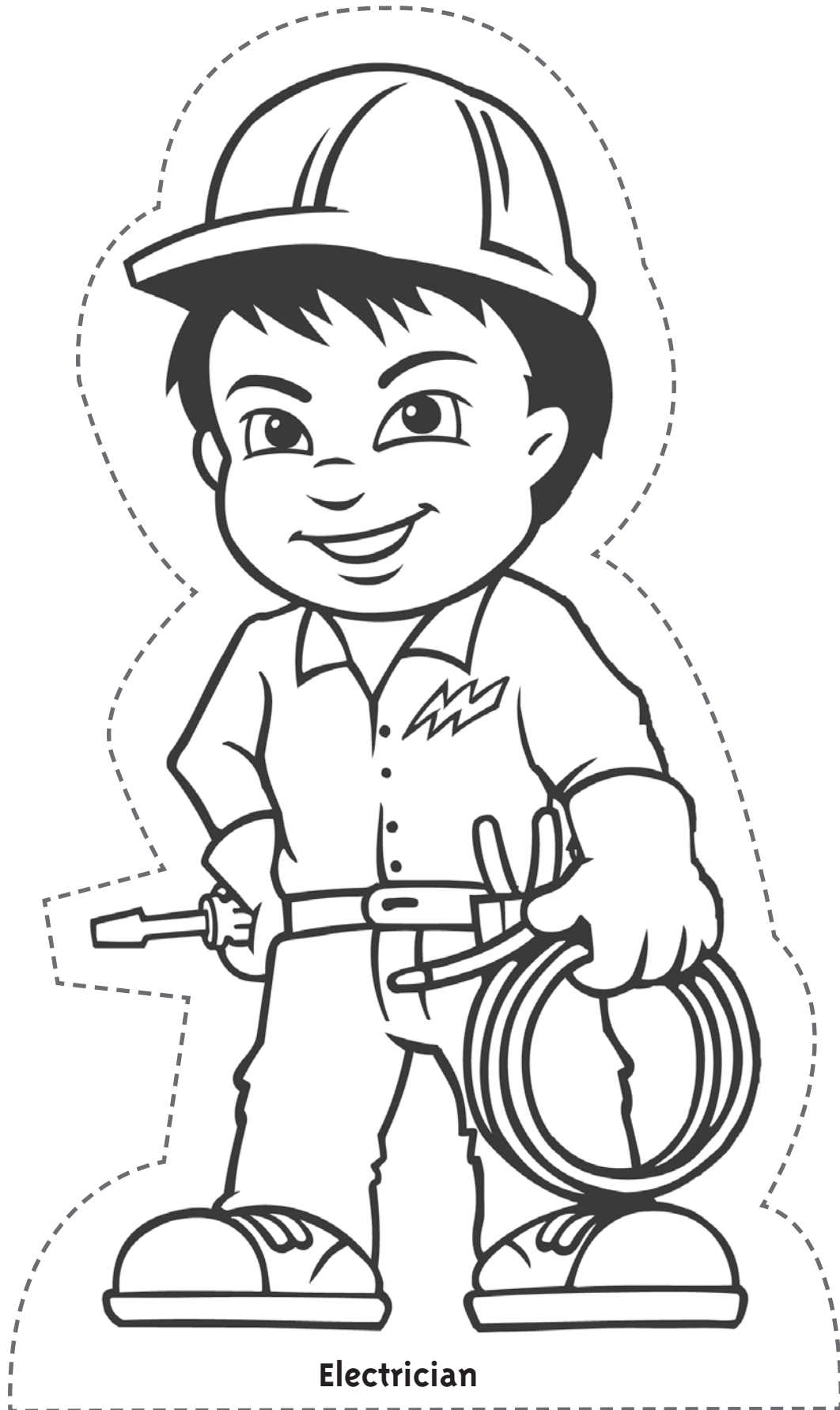


Welder

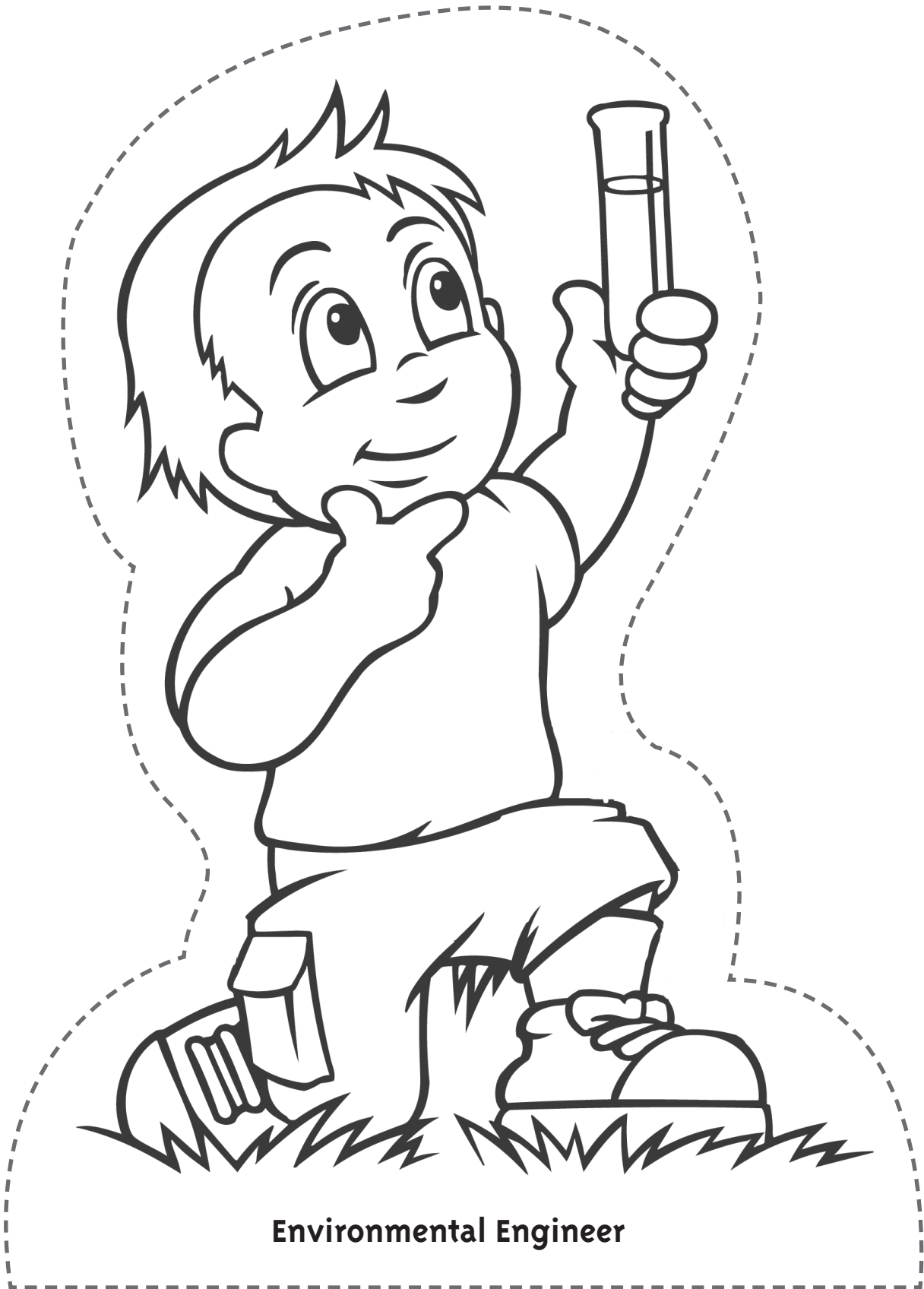




**Radiologic Technologist**



**Electrician**





**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Chemical Plant Operator**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**



**Registered Nurse**





Teacher



Teacher



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Teacher



Teacher



**Accountant**



**Accountant**



**Accountant**



**Accountant**



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**Accountant**



**Accountant**



**Accountant**



**Accountant**





**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Geologist**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Police Officer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Computer Software Developer**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**



**Radiologic Technologist**





**Welder**



**Welder**



**Welder**



**Welder**



**Welder**



**Welder**



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**Welder**



**Welder**



**Welder**



**Welder**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**



**Environmental Engineer**

**Nombre** \_\_\_\_\_

**Instrucciones:** ¿Cómo ayuda a nuestra comunidad un trabajo como el que te mostró la abeja Harvey?  
Haz un dibujo que exprese cómo ese trabajo ayuda a nuestra comunidad.



Explica cómo ese trabajo ayuda a la comunidad. ¿Por qué es importante ese trabajo?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

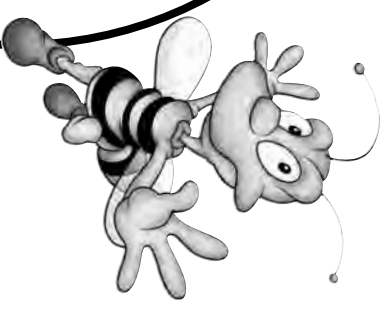
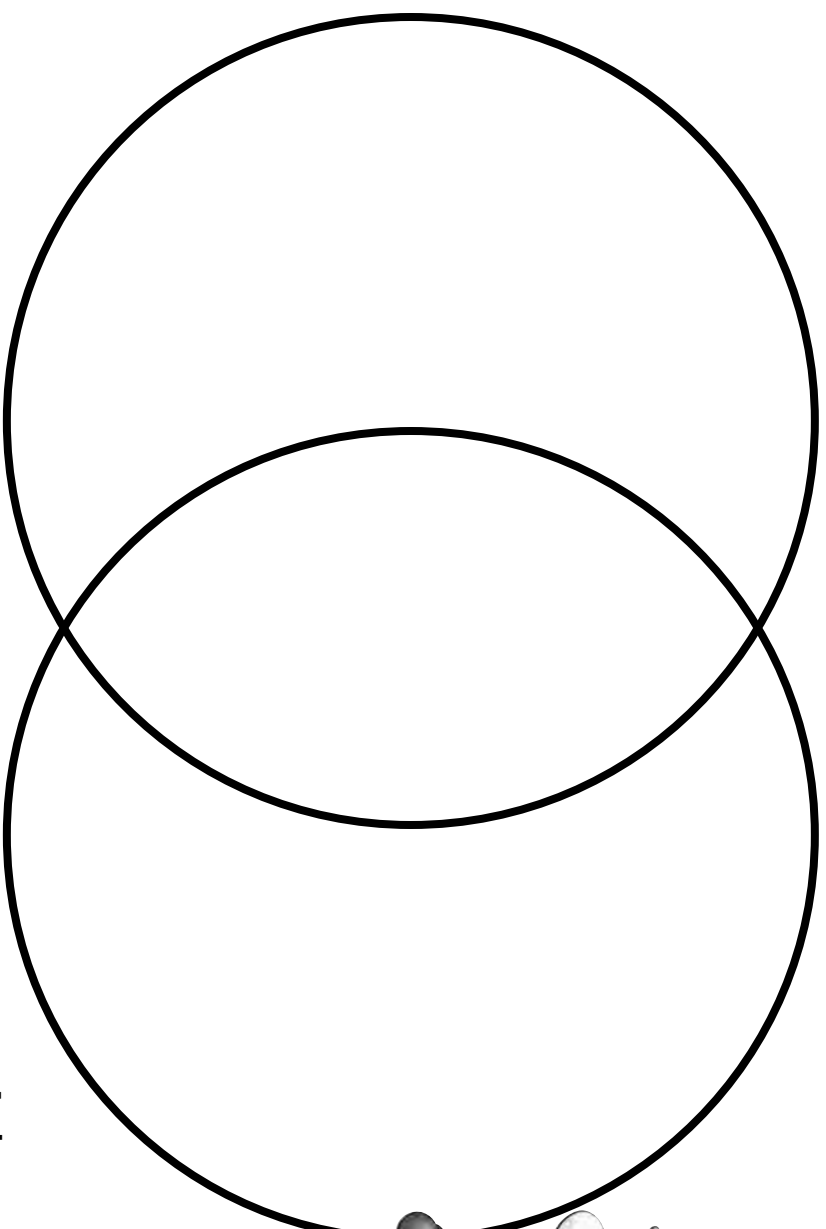


# Los Trabajos Ayudan a Nuestra Comunidad



Nombre \_\_\_\_\_

1º ocupación: \_\_\_\_\_ 2º ocupación: \_\_\_\_\_



**Ambas ocupaciones**      **Una ocupación**

- 1. El trabajo sea realiza para que las familias ganen dinero para comprar alimentos.
- 2. La persona debió ir a la universidad para hacer este trabajo.
- 3. Esta persona le brinda un servicio a la comunidad.
- 4. Esta ocupación permite pagar la vivienda de la familia.

**Piensa en la información obtenida.  
Marca la casilla que mejor se  
corresponda con cada oración.**

Name \_\_\_\_\_

**Indicaciones:** Después de imaginarte que tienes una de las 12 carreras especificadas, responde las siguientes preguntas describiendo tu día como adulto en la carrera que elegiste.

**Pregunta 1: Imagínate que comienzas con tu trabajo. ¿Qué es lo que harás primero?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Pregunta 2: ¿A quién ayudarás durante la mañana de trabajo?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Pregunta 3: ¿Qué harás en el trabajo después del almuerzo?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Pregunta 4: Una vez terminado el día de trabajo, ¿cómo habrás ayudado a tu comunidad y a tu familia?**

\_\_\_\_\_

-----

\_\_\_\_\_

**Estimados Padres,**.....

Estamos aprendiendo sobre los diferentes tipos de trabajos y cómo ayudan a nuestra comunidad. Nos gustaría que su niño entreviste a dos adultos acerca de sus trabajos y de cómo éstos satisfacen las necesidades básicas de sus familias (alimentación, vivienda y agua). Los adultos podrían ser ustedes o alguna otra persona, como por ejemplo un vecino o una maestra. Les pedimos que por favor ayuden a su niño a preparar de 2 a 3 preguntas para hacerles a estos dos adultos. La entrevista puede realizarse en forma telefónica o personal.

Durante las entrevistas, posiblemente su niño necesite ayuda para resumir estas respuestas orales y ponerlas por escrito. Después de las entrevistas, su niño hará una comparación de las dos ocupaciones.

Les agradeceremos su ayuda en hacer de ésta una valiosa experiencia para su niño.

.....

**Nombre** \_\_\_\_\_

**Yo entrevisté a** \_\_\_\_\_ .

**Su ocupación es** \_\_\_\_\_ .

**Entrevista 1**

**Pregunta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Respuesta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Pregunta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Respuesta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Pregunta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Respuesta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

Nombre \_\_\_\_\_

Yo entrevisté a \_\_\_\_\_.

Su ocupación es \_\_\_\_\_.

## Entrevista 2

**Pregunta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Respuesta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Pregunta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Respuesta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Pregunta:**

\_\_\_\_\_  
-----  
\_\_\_\_\_

**Respuesta:**

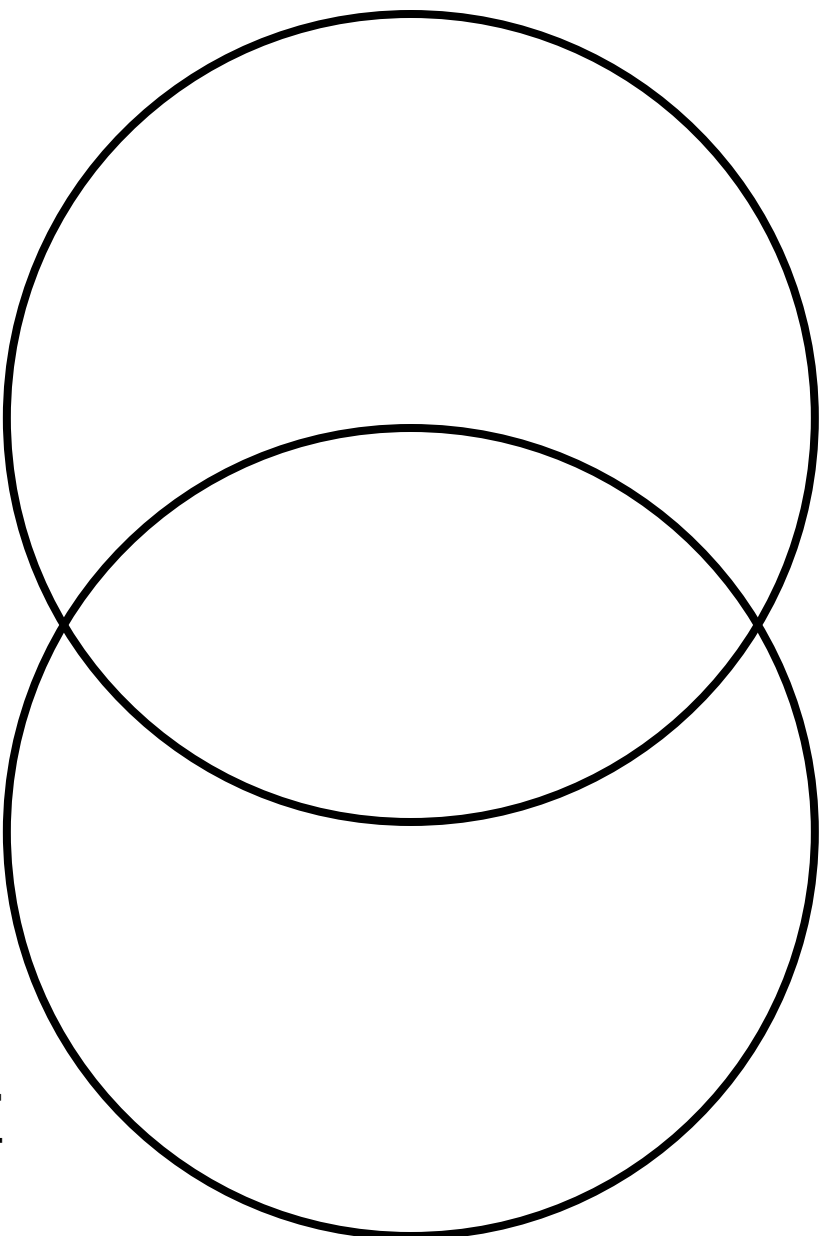
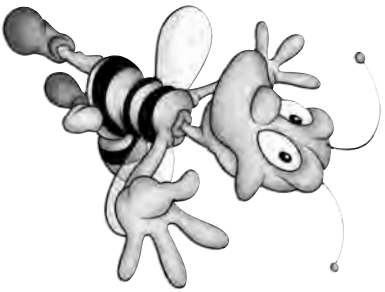
\_\_\_\_\_  
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\_\_\_\_\_

# Los Trabajos Ayudan a las Familias

Nombre \_\_\_\_\_

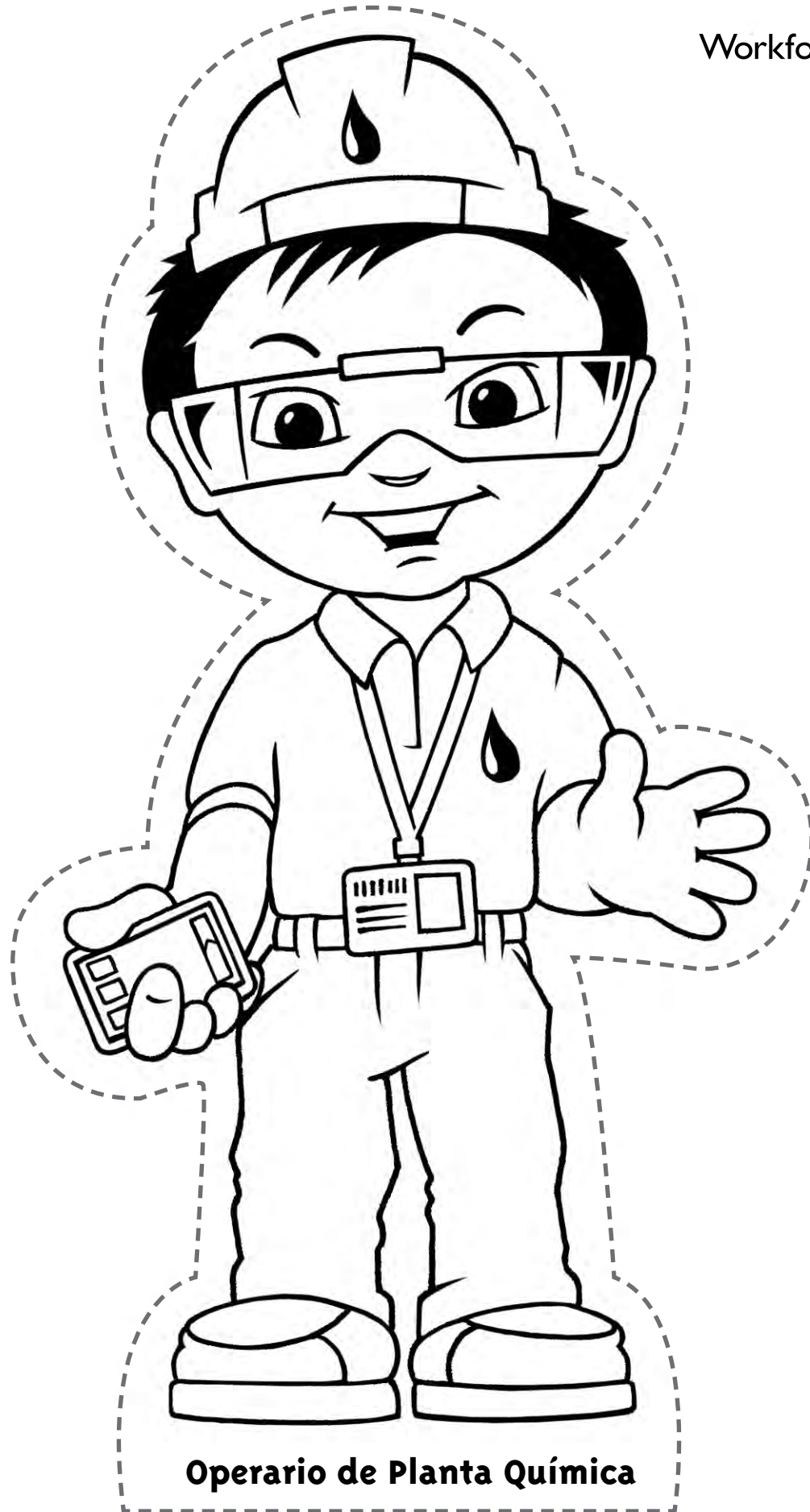
1º ocupación: \_\_\_\_\_

2º ocupación: \_\_\_\_\_

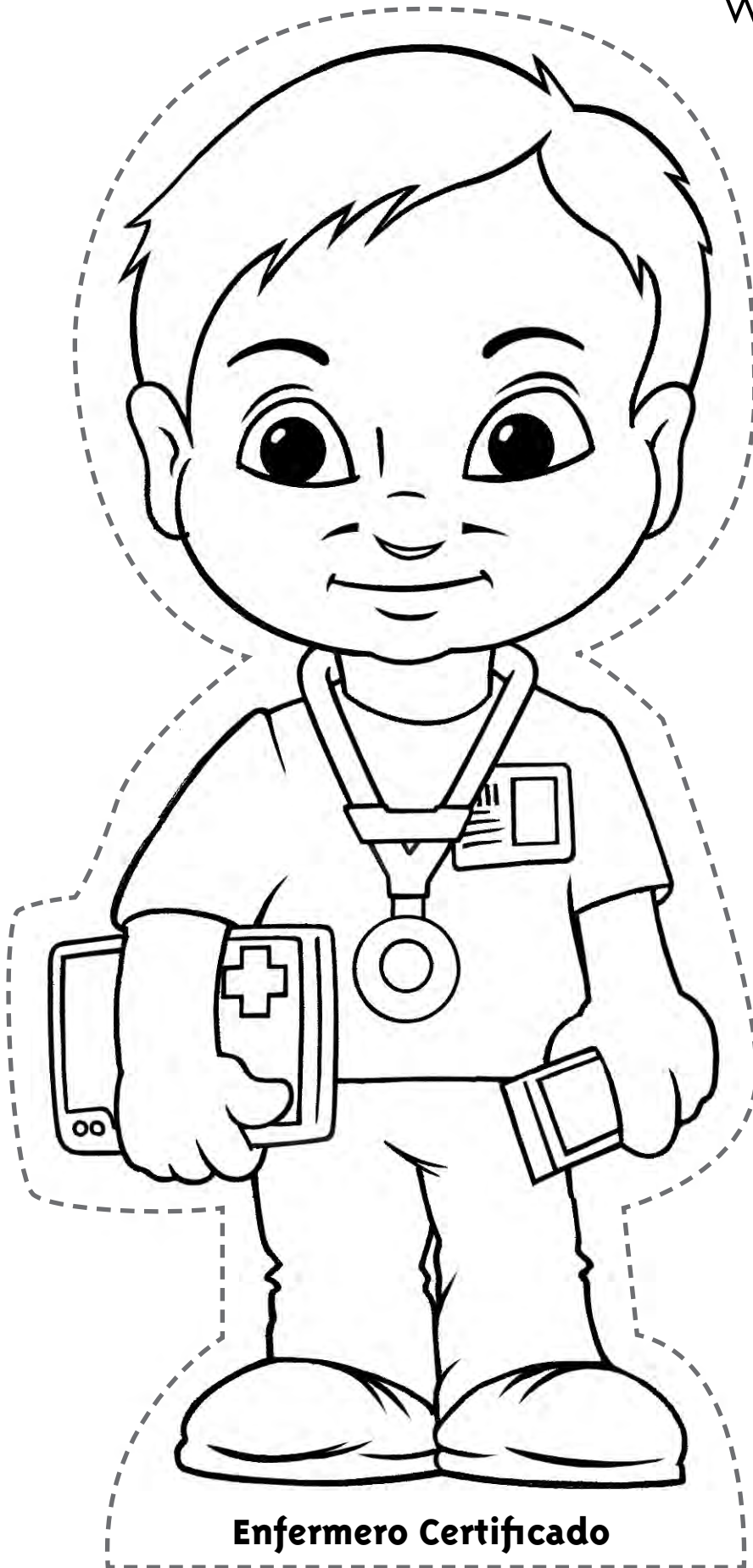


Piensa en la información obtenida.  
Marca la casilla que mejor se  
corresponda con cada oración.

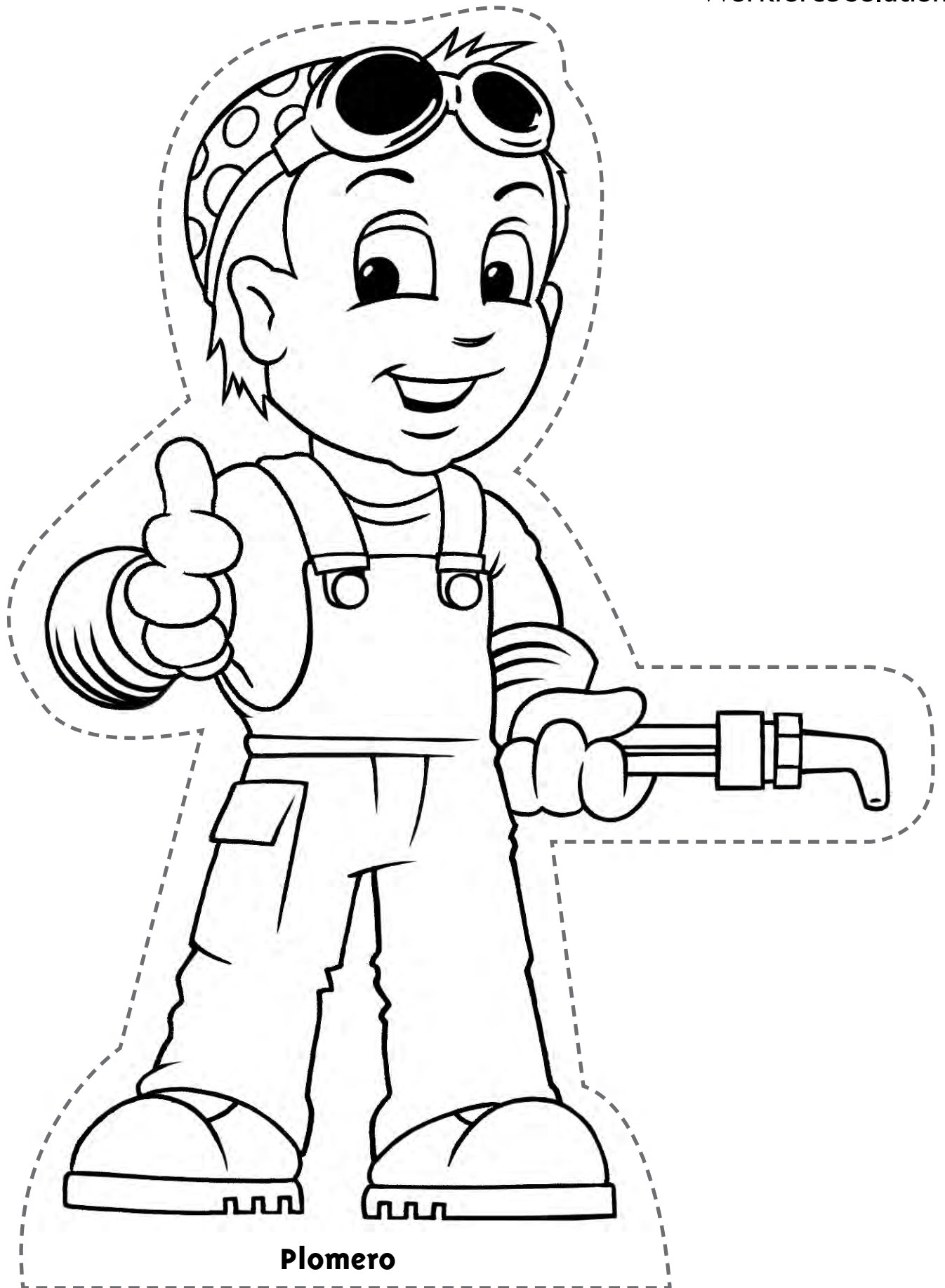
- |   |                          |                          |                          |                      |
|---|--------------------------|--------------------------|--------------------------|----------------------|
| 1. El trabajo se realiza para que las familias ganen dinero para comprar alimentos. | <input type="checkbox"/> | <b>Ambas ocupaciones</b> | <input type="checkbox"/> | <b>Una ocupación</b> |
| 2. La persona debió ir a la universidad para hacer este trabajo.                    | <input type="checkbox"/> |                          | <input type="checkbox"/> |                      |
| 3. Esta persona le brinda un servicio a la comunidad.                               | <input type="checkbox"/> |                          | <input type="checkbox"/> |                      |
| 4. Esta ocupación permite pagar la vivienda de la familia.                          | <input type="checkbox"/> |                          | <input type="checkbox"/> |                      |



**Operario de Planta Química**

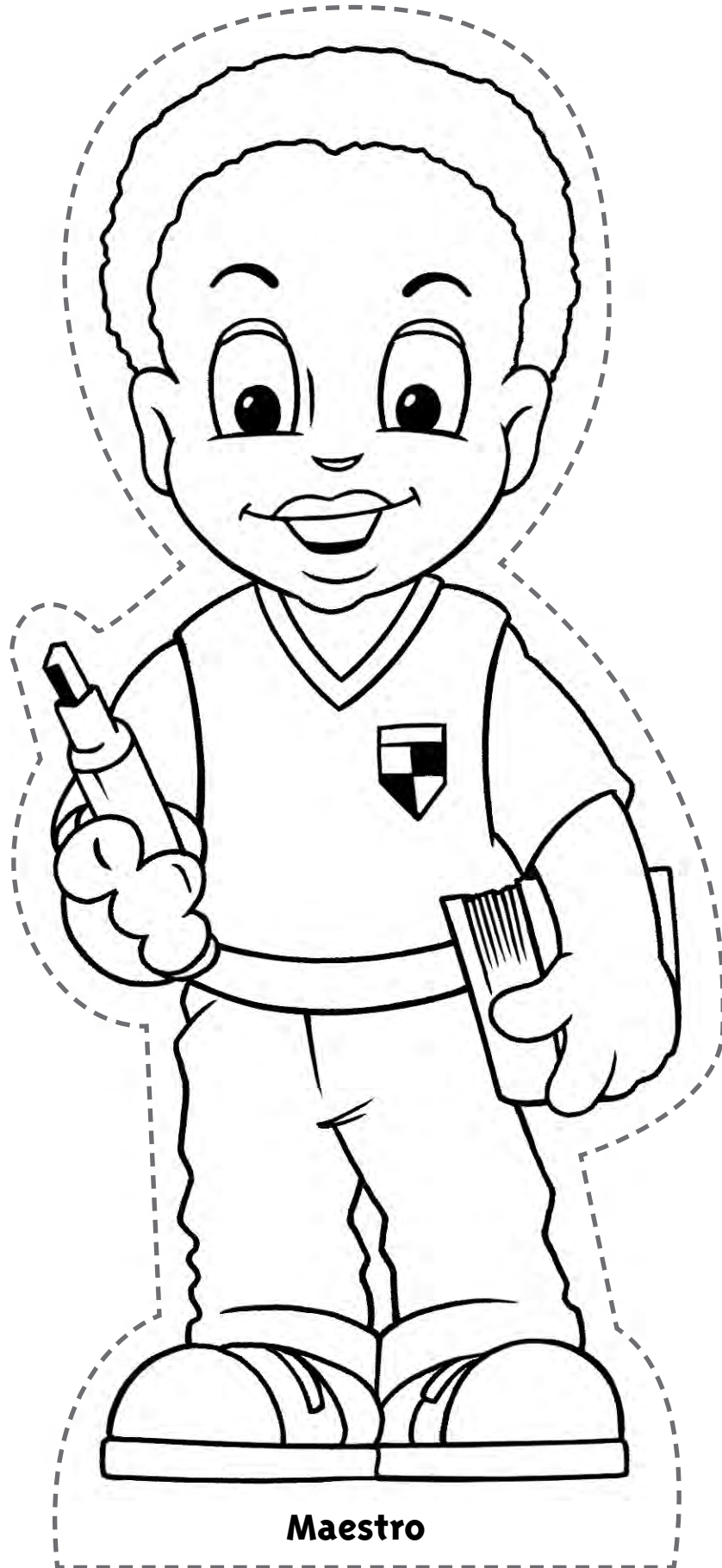


**Enfermero Certificado**



**Plomero**







**Contador**



**Geólogo**



**Oficial de Policía**



**Desarrollador de Software**



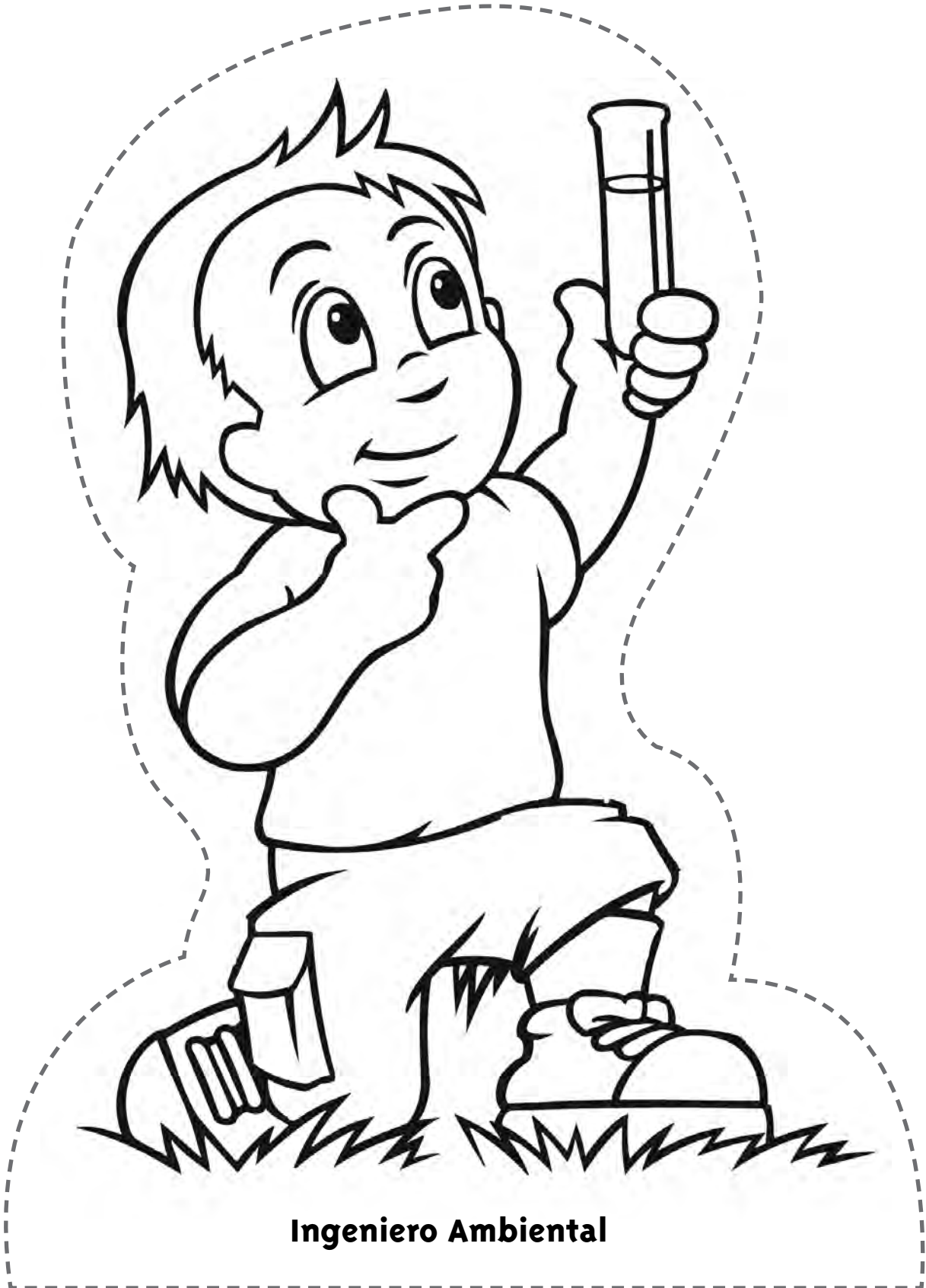
**Soldador**



**Técnico en Radiología**









Operario de Planta Química



Operario de Planta Química



Operario de Planta Química



Operario de Planta Química



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**Oficial de Policia**



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**Desarrollador de Software**



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**Ingeniero Ambiental**



**Ingeniero Ambiental**



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**Ingeniero Ambiental**

Dear Educator:

As a teacher, you are dedicated to helping prepare the children of our community to have bright futures. Workforce Solutions shares your desire to help students become vital assets to our community as they grow into adulthood.

Workforce Solutions is the regional public workforce system – linking employers to job candidates and people to jobs. We operate multiple community-based career offices throughout the 13-county Houston-Galveston region.

In considering the economic outlook of the region, Workforce Solutions has identified those occupations that will be in highest demand when your students enter the workforce as adults. These careers include:

- Accountant
- Chemical Plant Operator
- Computer Software Developer
- Electrician
- Environmental Engineer
- Geologist
- Plumber
- Police Officer
- Radiologic Technologist
- Registered Nurse
- Secondary School Teacher
- Welder

The high demand for workers with these skills means that individuals who train for these careers can earn wages above the region's average. By exposing your students to these professions early in life, we hope to stimulate interest in these careers, which will — in turn — help those students earn good wages and contribute to the future economic growth of our region.

To support your efforts as an educator and a community leader, Workforce Solutions has developed educational materials for use in grades 2 & 3 that focus on how careers help the community. This mini-unit can be used in conjunction with your school's career day or done in the classroom. Activities are meant to be interactive and student-focused. Each lesson includes the audience type, time allotment, level of Bloom's Taxonomy and the TEKS that apply. The mini-unit is designed to be flexible so you can use those lessons and extensions that best suit your instructional needs.

We invite you to customize the mini-unit for your students.

- Lesson 1 exposes students to 12 occupations; illustrates the concept of product and service and invokes analytical skills.
- Lesson 2 expands analytical thinking and comprehension.
- Lesson 3 illustrates the concepts of economy and scarcity as well as expands comprehension skills.
- Lesson 4 allows students to synthesize information learned.

Finally, we hope you will find these materials useful and enjoy working with the content. If you would like to learn more about Workforce Solutions, please contact the nearest Career Office. You can access a complete list of locations on our Web site [wrksolutions.com](http://wrksolutions.com).

We value your input and would appreciate your feedback after utilizing the mini-unit with your students. Please complete a brief evaluation of our materials at [wrksolutions.com/teacherfeedback](http://wrksolutions.com/teacherfeedback).

Kind regards,

Workforce Solutions

# Lesson 1

**Social Studies TEKS:**

2nd Grade	3rd Grade
SS: 113.13.5A, 113.13.9B, 113.13.17B, 113.13.18B	SS: 113.14.5C, 113.14.17A, 113.14.17B, 113.14.17C, 113.14.17F

**Objective:** Students will orally direct the teacher to explore an online interactive map to gain understanding of 12 jobs in the Gulf Coast region.

**Audience:** Whole Group

**Time:** About 45 minutes (can be broken into smaller segments)

**Bloom’s Taxonomy:** Comprehension and Analysis

**Materials:** Blackline Masters A1–A3, access to the online map at [wrksolutions.com/WIGU](http://wrksolutions.com/WIGU)

**Instruction Considerations:** Allow the children to direct you to move Harvey the Worker Bee to various sites to meet the characters in different careers. As you move from one location to another, allow the children to guide you by specifying the direction for Harvey to go using ordinal directions, such as north, south, east, or west.

Differentiation for Gifted & Talented: Have them direct you more specifically, including northwest, southeast, etc.

A reflection sheet, Blackline Masters A1–A3, is provided to be used after watching the videos. The focus on the reflection sheet will be to decide if the career provides a service or product and to reflect on contributions to our community for each career. Loading times for the videos may vary. You may want to launch all 12 videos before class and minimize those windows. This will avoid any potential delays due to connection or processing speed.

**ELL Considerations and Vocabulary:**

Take time to introduce new vocabulary. This includes:

- careers
- north, south, east, and west
- compass rose
- product
- service
- contribution

## Lesson 2

	2nd Grade	3rd Grade
<b>Social Studies TEKS:</b>	SS: 113.13.10A, 113.13.10B, 113.13.19B	SS: 113.14.17C, 113.5.18C

**Objective:** Students will analyze each career in cooperative groups, focusing on what product or service is provided.

**Audience:** Small groups

**Time:** About 45 minutes, can be broken into multiple smaller segments

**Bloom's Taxonomy:** Comprehension & Analysis

**Materials:** Completed Blackline Masters A1–A3, bulletin board paper for each group

**Instruction Considerations:** Break your class into 12 groups or pairs, one group of students to examine each career. Using their completed Blackline Masters A1–A3, have them create a poster to show the career's benefits to the community, specifically in correctly identifying services or products. While they could draw pictures, the focus should be on expressing themselves in writing or with graphic organizers.

Allow time for the class to share their posters.

**ELL Considerations and Vocabulary:** All vocabulary is a review from the preceding lesson and focuses on product and service.



## Lesson 3

**Social Studies TEKS:**

2nd Grade	3rd Grade
SS: 113.13.19B, 113.13.20B	SS: 113.14.7A, 113.14.7B

**Objective:** Students will explore the concept of scarcity and its possible impact on an economy.

**Audience:** Whole Group

**Time:** About 45 minutes

**Bloom's Taxonomy:** Comprehension

**Materials:** Blackline Master B, Internet access to Web article [wrksolutions.com/whenigrowup/scarcity.html](http://wrksolutions.com/whenigrowup/scarcity.html)

**Instruction Considerations:** As a whole group, read & discuss the article found at above link. While reading & discussing, allow each child to complete a Frayer model organizer found in Blackline Master B.

**ELL Considerations  
and Vocabulary:**

Take time to introduce challenging vocabulary. This includes:

- Scarcity/Scarce
- Economy/Economist
- Distribute/Distribution
- Supply
- Demand

## Lesson 4

**Social Studies TEKS:**

2nd Grade	3rd Grade
SS: 113.13.9A, 113.13.19B, 113.13.20B	SS: 113.14.7A, 113.14.7B, 113.14.18C, 113.14.19B

**Objective:** Students will explore the concept of scarcity and its possible impact on an economy.

**Audience:** Independent or Partners

**Time:** About 2 or 3 45-minute sessions

**Bloom’s Taxonomy:** Evaluation

**Materials:** Completed Blackline Masters A1–A3 and class-created posters, Blackline Master C, materials to create an advertisement (can be construction paper, copy paper, or computer programs, such as PowerPoint)

**Instruction Considerations:** This lesson best follows successful completion of lesson 1, 2 and/or 3. If none of the previous lessons was completed, a review of the concepts in lesson 3 should be provided as an introduction.

Using Blackline Master C, The children will each choose a career to analyze what would happen if the career did not exist anymore in our economy. Students should refer to the services or products provided from Blackline Master A and/or the class-created posters.

After completing Blackline Master C, each child should create an advertisement to convince other people to pursue that career.

Advertisements and Blackline Master C can be graded using the following rubric:

Concept	1 Point	2 points	3 points	4 points
<b>Scarcity</b>	Shows no understanding of scarcity	Demonstrates minimal understanding of the concept by only listing one effect on the economy	Demonstrates understanding of the concept by listing 2 effects on the economy	Demonstrates full understanding of the concept including ability to foresee many effects on economy
<b>Products &amp; Services</b>	Shows no understanding of products or services	Lists 1 – 3 things that the career provides but does not correctly identify it as a product or service.	Lists 1 thing that the career provides and correctly identifies it as a product or service.	Lists 2–3 things that the career provides and correctly identifies whether they are a product or service
<b>Writing Conventions</b>	In the advertisement, does not use correct spelling, grammar, and punctuation so that the reader is limited in comprehension.	In the advertisement, uses correct spelling, grammar, and punctuation to express him/herself with more than 2 errors.	In the advertisement, uses correct spelling, grammar, and punctuation to express him/herself with only 1–2 errors.	In the advertisement, always uses correct spelling, grammar, and punctuation to express him/herself.
<b>Creativity</b>	In the advertisement, demonstrates no creativity in convincing someone to have that job.	In the advertisement, demonstrates minimal creativity in convincing someone to have that job.	In the advertisement, demonstrates some creativity in convincing someone to have that job.	In the advertisement, demonstrates great creativity in convincing someone to have that job.

## School-to-Home Connection Project

**Objective:** Students will apply the concept of scarcity to materials.

**Bloom's Taxonomy:** Analysis and Evaluation

**Materials:** Blackline Master D

**Instruction Considerations:** Students' shoebox display and paragraph can be assessed using the following rubric:

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Depth of Exploration of Scarcity of Material	Student gives at least 5 ways in which life would be affected.	Student gives 4 or 3 ways in which life would be affected.	Student gives 2 ways in which life would be affected.	Student gives less than 2 ways in which life would be affected.
Creativity	Creativity is demonstrated that exceeds expectations.	Creativity is demonstrated that meets expectations.	Creativity is minimally demonstrated.	No creativity is demonstrated.
Understanding of Scarcity	Student shows complete understanding of the idea of scarcity.	Student shows a moderate level of understanding of scarcity.	Student shows a minimal level of understanding of scarcity.	Student does not demonstrate understanding of scarcity.
Writing Conventions	In the written paragraph, there is 0 –1 mistake.	In the written paragraph, there are 2 – 3 mistakes.	In the written paragraph, there are 4 mistakes.	In the written paragraph, there are more than 4 mistakes.

Name \_\_\_\_\_ Date \_\_\_\_\_

Career (List careers here)	Does this career provide a service? If so, what is it?	Does this career create a product? If so, what is it?	Other ways this career helps our community.
1.			
2.			
3.			
4.			

Name \_\_\_\_\_ Date \_\_\_\_\_

Career (List careers here)	Does this career provide a service? If so, what is it?	Does this career create a product? If so, what is it?	Other ways this career helps our community.
5.			
6.			
7.			
8.			

Name \_\_\_\_\_ Date \_\_\_\_\_

Career (List careers here)	Does this career provide a service? If so, what is it?	Does this career create a product? If so, what is it?	Other ways this career helps our community.
9.			
10.			
11.			
12.			

Name \_\_\_\_\_ Date \_\_\_\_\_

## Scarcity – What’s That?

Definition of Scarcity	Draw a Picture to Show the Effects of Scarcity
<b>Scarcity</b>	
Examples of Scarcity	Non-examples of Scarcity

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Just Imagine ...

**Circle which career you would like to explore:**

- Accountant
- Chemical Plant Operator
- Computer Software Developer
- Electrician
- Environmental Engineer
- Geologist
- Plumber
- Police Officer
- Radiologic Technologist
- Registered Nurse
- Secondary School Teacher
- Welder

Think about how your career helps the community. What does it provide? Is that a product or service?

My career provides:

Circle if that is a product or service.

_____	Product	/	Service
_____	Product	/	Service
_____	Product	/	Service

Now, imagine what would happen if no one wanted to have that career anymore. Think about what scarcity is.

What would be scarce in our community if no one wanted to do your job?

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---

---

What would happen to our community if no one wanted to have your career?

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Dear Parents:

At school, we have been learning about the economic idea of scarcity in relation to jobs. For example, when a career has only a few people enter into it, the career is forced to offer higher compensation.

Now, we would like to see how scarcity affects materials. For this School-to-Home Connection Project, your child will need to choose a material found in the world around them. Feel free to choose from the list below, or choose another material. Then, your child will need to imagine what would life be like if that material became scarce.

Each project should be a shoebox display showing this altered world and should include a paragraph explaining how the scarcity of this material affected life. Your child will be graded on how thoroughly he/she delves into this changed world, how creatively he/she shows how scarcity will affect our world, and demonstration of the understanding of scarcity.

Materials to consider:

- oil or gasoline
- gold
- cotton
- corn
- water
- a specific type of fruit or vegetable
- farm land
- your idea!

Thank you for your support.

Your child's teacher,

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Ocupación / Trabajo (Haz una lista aquí de las ocupaciones / trabajos)	¿Esta ocupación presta un servicio? Si es así, ¿cuál es ese servicio?	¿Ofrece esta ocupación un producto? Si es así, ¿cuál es ese producto?	Otras maneras en que esta ocupación ayuda a nuestra comunidad.
1.			
2.			
3.			
4.			

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Ocupación / Trabajo (Haz una lista aquí de las ocupaciones / trabajos)	¿Esta ocupación presta un servicio? Si es así, ¿cuál es ese servicio?	¿Ofrece esta ocupación un producto? Si es así, ¿cuál es ese producto?	Otras maneras en que esta ocupación ayuda a nuestra comunidad.
5.			
6.			
7.			
8.			

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Ocupación / Trabajo (Haz una lista aquí de las ocupaciones / trabajos)	¿Esta ocupación presta un servicio? Si es así, ¿cuál es ese servicio?	¿Ofrece esta ocupación un producto? Si es así, ¿cuál es ese producto?	Otras maneras en que esta ocupación ayuda a nuestra comunidad.
9.			
10.			
11.			
12.			

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Escasez – ¿Qué significa?

Definición de escasez	Haz un dibujo que muestre los efectos de la Escasez
<b>Escasez</b>	
Ejemplos de Escasez	Lo que no representa ejemplos de Escasez

**Nombre** \_\_\_\_\_ **Fecha** \_\_\_\_\_

Solo imagina...

**Traza un círculo alrededor de la ocupación que te gustaría investigar:**

- Contador
- Operario de Planta Química
- Desarrollador de Software
- Electricista
- Ingeniero Ambiental
- Geólogo
- Plomero
- Oficial de Policía
- Técnico en Radiología
- Enfermero Certificado
- Maestro de Escuela Secundaria
- Soldador

Piensa acerca de cómo tu ocupación ayuda a la comunidad. ¿Qué ofrece? ¿Un producto o un servicio?

Mi ocupación ofrece:

Traza un círculo si se trata de un producto o de un servicio.

_____	Producto	/	Servicio
_____	Producto	/	Servicio
_____	Producto	/	Servicio

Ahora, imagina qué ocurriría si ya nadie quisiera ejercer esa ocupación. Piensa acerca de lo que significa la escasez.

¿Qué sería escaso en nuestra comunidad si ya nadie quisiera hacer ese trabajo?

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¿Qué le ocurriría a nuestra comunidad si ya nadie quisiera tener esa ocupación?

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Estimados Padres:

En la escuela, estamos aprendiendo acerca del concepto económico de escasez en relación a los empleos. Por ejemplo, cuando hay solamente unas pocas personas que hacen un trabajo, la profesión deberá ofrecer una retribución más alta por esa ocupación.

Ahora, nos gustaría ver cómo la escasez afecta a los materiales. Para este Proyecto de Enlace entre la Escuela y el Hogar, su niño necesitará elegir un material que pueda encontrar en el mundo que lo rodea. Puede seleccionar de la lista de más abajo o elegir algún otro material. Luego, su niño tendrá que imaginar cómo sería la vida si ese material se volviese escaso.

Cada trabajo debería consistir en una presentación de caja de zapatos que muestre este mundo alterado e incluir un párrafo que explique cómo la escasez de este material afectó la vida. Se calificará a sus niños según cuánto investiguen acerca de este mundo modificado, lo creativo que sean para mostrar cómo la escasez afectará a nuestro mundo y la comprensión que muestren acerca del concepto de escasez.

Materiales a considerar:

- petróleo o gasolina
- oro
- algodón
- maíz
- agua
- una fruta o verdura específica
- tierra cultivable
- ¡su idea!

Gracias por su apoyo.

El maestro de su niño,

Dear Educator:

As a teacher, you are dedicated to helping prepare the children of our community to have bright futures. Workforce Solutions shares your desire to help students become vital assets to our community as they grow into adulthood.

Workforce Solutions is the regional public workforce system – linking employers to job candidates and people to jobs. We operate multiple community-based career offices throughout the 13-county Houston-Galveston region.

To support your efforts as an educator, Workforce Solutions has developed a social studies mini-unit for grades 4 and 5. This mini-unit focuses on geography and economics TEKS while simultaneously exposing students to real jobs in the Texas Gulf Coast region.

In considering the economic outlook of the Texas Gulf Coast Region, Workforce Solutions has identified occupations that will be in highest demand when your students enter the workforce as adults. Among these careers are the following occupations:

- Accountant
- Chemical Plant Operator
- Computer Software Developer
- Electrician
- Environmental Engineer
- Geologist
- Plumber
- Police Officer
- Radiologic Technologist
- Registered Nurse
- Secondary School Teacher
- Welder

The high demand for workers with these skills means that individuals who train for these careers can earn wages above the region's average. By exposing your students to these professions early in life, we hope to stimulate interest in these careers, which will – in turn – help those students earn good wages and contribute to future economic growth of our region.

Activities are meant to be interactive and student-focused. Each lesson includes the audience type, time allotment, level of Bloom's Taxonomy and the TEKS that apply. The mini-unit is designed to be flexible so you can use those lessons and extensions that best suit your instructional needs.

In the first lesson, students will focus on Texas' geographic elements. In the next lesson, students will interpret data from tables on employment in regions throughout the state. Finally, students will do independent research on one of the target careers and then write a persuasive essay convincing a high school senior to choose that career.

Finally, we hope you will find these materials useful and enjoy working with the content. If you would like to learn more about Workforce Solutions, please contact the nearest Career Office. You can access a complete list of locations on our Web site [wrksolutions.com](http://wrksolutions.com).

We value your input and would appreciate your feedback after utilizing the mini-unit with your students. Please complete a brief evaluation of our materials at [wrksolutions.com/teacherfeedback](http://wrksolutions.com/teacherfeedback).

Kind regards,

Workforce Solutions



# Lesson 1

**Social Studies TEKS:**

4th Grade	5th Grade
SS 113.15.6A	SS 113.16.6A

**Objective:** Students will examine Texas and focus on its geographic elements.

**Audience:** Partners or Independent

**Time:** 45 minutes to 1 hour

**Bloom’s Taxonomy:** Knowledge, Analysis, Evaluation

**Materials:** Blackline Master A, markers or crayons, social studies textbook, computers, and other books for research

**Instruction Considerations:**

This lesson is to familiarize students with the geography of Texas. Students will label different geographic areas. This map will be used during the next lesson to analyze data.

The students can use any resources that you permit – their textbook, computers, or other books. The research can be done with a partner or independently.

Students will then make logical conclusions about jobs available unique to each city or region and explain why and how they came to these conclusions based on evidence in their research, including the completed map.

**According to the 2010 census, the cities should be colored as followed:**

- Blue: Lufkin (35,067)
- Orange: Abilene (117,063) and Midland (136,872)
- Brown: Austin (790,390)
- Red: Dallas (1,197,816) and San Antonio (1,327,407)
- Purple: Houston (2,099,451)

To conclude this lesson, allow students to compare their maps with other students. Differences should be discussed and resolved. It is important that each child has access to an accurate map to be used for the following lesson.

## Lesson 2

**Social Studies TEKS:**

4th Grade	5th Grade
SS: 113.15.12A, 113.15.12B	SS: 113.16.13A, 113.16.13B

**Objective:** Students will analyze employment data to make connections between the economies and the regions of Texas.

**Audience:** Partners or Small Group

**Time:** 2 sessions of 45 minutes each

**Bloom's Taxonomy:** Analysis

**Materials:** Completed map from previous lesson, Blackline Masters B1–B2 and Blackline Master C cut into squares, research materials about the regions of Texas (social studies textbook, computers, or other books)

**Instruction Considerations:** Students will use Blackline Master C to guide them as they analyze the data from the tables on Blackline Masters B1–B2. It will be helpful to review the types of data found on the tables, especially the vocabulary involved with types of education, such as bachelor's and associate degrees and vocational training.

Allow time for students to discuss the questions from Blackline Master C in partners or small groups. Distribute the cards so that each person in the small group has an equal number. Have students take turns reading your question to their small group. Discuss it with their partners. Then, write a brief answer for the group. Now, it is the next person's turn to read their question.

As a whole group, discuss their analysis.

**Some points that should be emphasized:**

- Communities must employ public service professionals in numbers proportionate to their local population. Areas with large populations such as Austin, Dallas and Houston generally need large numbers of teachers, nurses and police officers, for example.
- Rural areas need ranchers and farmers and still need those population jobs, such as teachers and nurses.
- Throughout the state, teachers, nurses, and police officers are consistently needed.
- Midland and Abilene are epicenters of Texas' oil drilling and need people for the oil and gas industry.
- Houston has oil refineries and their oil and gas jobs reflect that.
- NASA impacts the jobs that Houston needs to fill.
- Job opportunities for workers with specialized skills are also more plentiful in areas with large populations. Businesses that need specialized talent have a greater chance of finding workers with those skills in areas with large populations.

## Lesson 3

**Social Studies TEKS:**

4th Grade	5th Grade
SS: 113.15.12A, 113.15.12B, 113.15.21B	SS: 113.16.13A, 113.16.13B, 113.16.24B

**Objective:** Students will research one of the target careers for the Gulf Coast region using Internet sources in order to provide the substance for a persuasive essay.

**Audience:** Independent or Partners

**Time:** About 45 minutes

**Bloom's Taxonomy:** Comprehension

**Materials:** Internet access, paper, Blackline Master D

**Instruction Considerations:** For this lesson, students will use [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup) to choose a career to research. Students can watch the videos to help them choose. As an option, you can assign the 12 careers to pairs of students.

After reviewing the video, allow students to go to

[wrksolutions.com/jobs/focuson.html](http://wrksolutions.com/jobs/focuson.html).

Find the career's Focus On Profile to more fully research their careers.

Also, if students do not have access to the Internet, the Focus On Profiles can be printed and distributed to use for this lesson.

Information about Chemical Plant Operators can be found in the profile on Process Operators.

Nurse can be a RN or LVN/LPN. When we talk about needing more nurses, we're talking about needing more Registered Nurses. The profile is labeled Nursing but it immediately talks about Registered Nurses.

## School to Home Connection Project

**Objective:** Investigate how adults choose their career.

**Bloom's Taxonomy:** Analysis

**Materials:** Blackline Master E

**Instruction Considerations:** Students will interview three different adults to inquire how they chose their careers. Then, the students will create an instructional poster of five tips for other students to consider in choosing a career.

## Lesson 4

**Social Studies TEKS:**

4th Grade	5th Grade
SS: 113.15.12A, 113.15.21B, 113.15.22E	SS: 113.16.13A, 113.16.13B, 113.16.24B, 113.16.25E

**Objective:** Students will write a persuasive essay to convince a high school senior to pursue a specified career.

**Audience:** Independent or Partners

**Time:** 2 sessions about 45 minutes each

**Bloom’s Taxonomy:** Synthesis

**Materials:** Completed Blackline Master D; Focus On Profiles

**Instruction Considerations:** Allow students to review their notes from their research. Present the class with this assignment:

The Gulf Coast region needs people to enter these careers because they are important to our economy: Accountant, Chemical Plant Operator, Computer Software Developer, Electrician, Environmental Engineer, Geologist, Plumber, Police Officer, Radiologic Technologist, Registered Nurse, Secondary School Teacher, and Welder. Write a persuasive essay to convince a high school senior to pursue one of these 12 careers. Remember to include facts about your chosen career, such as salary and education needed. You will be graded on the facts you include, the persuasiveness of your argument, and the writing conventions.

If lesson 3 has not been completed, you may either choose to combine lesson 3 with this lesson or provide Blackline Master D as a resource to students to help complete this lesson. It is a good tool for collecting and organizing facts on each career.

You can use the Focus On Profiles found at [wrksolutions.com/jobs/focuson.html](http://wrksolutions.com/jobs/focuson.html), or other sources at your disposal.

The rubric below can be used to grade the essays.

	0 points	5 points	10 points	15 points
<b>Include facts about career</b>	Doesn’t include any facts about your career.	Includes 1 fact about your career.	Includes 2 facts about your career.	Includes 3 facts about your career.
<b>Persuasiveness of argument</b>	Arguments make no sense or are unable to be followed.	Arguments are difficult to follow and show little creativity or thoughtfulness.	Arguments are a bit muddled, but show a degree of creativity and thoughtfulness.	Arguments follow a clear line that makes sense. They show a great sense of creativity and thoughtfulness.
<b>Writing Conventions</b>	Mistakes are so prevalent that they limit the understanding of the essay.	Correctly uses punctuation, spelling, and grammar with 5 – 10 mistakes.	Correctly uses punctuation, spelling, and grammar with 2 – 5 mistakes.	Correctly uses punctuation, spelling, and grammar with almost no mistakes.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Use your social studies book, the computer, and any other resources available to you to correctly label this map of Texas.

**Cities:** Look at the cities labeled on the map. Estimate their populations.

Circle in **blue** the city whose population is less than 100,000.

Circle in **orange** the cities whose populations are more than 100,000 but less than 200,000.

Circle in **brown** the city whose population is between 500,000 and 999,999.

Circle in **red** the cities whose populations are more than 1,000,000 but less than 2,000,000.

Circle in **purple** the city whose population is more than 2,000,000.

Shade mountainous regions in **green**.

Shade the Gulf of Mexico in **blue**.

Label the following points of interest: NASA, the Alamo, the state capital



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Using the map from A1, work individually or in groups to analyze your data and research:

**1. Choose three cities from the map. What makes each city unique?**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**2. Choose one of the cities from 1a–c above and list three jobs that might be found in this city that are less likely to be found in the other cities. Be prepared to briefly explain why.**

# Employment in Texas



## Houston – population 2,099,451

Job	Education Needed	Salary	Annual Job Openings
Geologist/Geoscientist	Master's Degree	\$128,190.00	310
Engineer	Bachelor's Degree	\$94,155.00	2,245
Computer Software Developer	Bachelor's Degree	\$91,478.00	635
Registered Nurse	Associate Degree	\$71,614.00	2,470
Chemical Plant Operator	High School Diploma	\$68,474.00	195
Accountant & Auditor	Bachelor's Degree	\$64,854.00	1,155
Radiologic Technologist	Associate Degree	\$54,642.00	215
Police Officer	Associate Degree	\$49,782.00	480
Plumber, Pipefitter & Steamfitter	High School Diploma	\$49,088.00	520
Teacher	Bachelor's Degree	\$45,651.00	7,365
Electrician	High School Diploma	\$44,574.00	655
Welder	Vocational Training	\$37,294.00	830

## Dallas – population: 1,197,816

Job	Education Needed	Salary	Annual Job Openings
Computer Software Developer	Bachelor's Degree	\$87,025.00	715
Accountant & Auditor	Bachelor's Degree	\$66,099.00	745
Registered Nurse	Associate Degree	\$63,845.00	1,005
Teacher	Bachelor's Degree	\$42,799.00	2,440
Customer Service Representative	High School Diploma	\$32,374.00	2,305

## Austin – population: 790,390

Job	Education Needed	Salary	Annual Job Openings
Computer Systems Analyst	Bachelor's Degree	\$79,224.00	265
Accountant & Auditor	Bachelor's Degree	\$69,465.00	245
Registered Nurse	Associate Degree	\$60,942.00	420
Teacher	Bachelor's Degree	\$42,444.00	890
Customer Service Representative	High School Diploma	\$30,135.00	755

## Lufkin – population: 35,067

Job	Education Needed	Salary	Annual Job Openings
Registered Nurse	Associate Degree	\$53,750.00	100
Teacher	Bachelor's Degree	\$38,774.00	315
Welder	Vocational Training	\$33,859.00	30
Police Officer	High School Diploma	\$33,154.00	45
Farmer & Rancher	High School Diploma	private	140



**Midland** – population 136,872

Job	Education Needed	Salary	Annual Job Openings
Registered Nurse	Associate Degree	\$67,265.00	130
Accountant & Auditor	Bachelor's Degree	\$56,869.00	70
Teacher	Bachelor's Degree	\$42,889.00	435
Service Unit Operator, Oil, Gas, and Mining	High School Diploma	\$36,115.00	70
Truck Driver	High School Diploma	\$32,480.00	115

**Abilene** – population: 117,063

Job	Education Needed	Salary	Annual Job Openings
Registered Nurse	Associate Degree	\$52,421.00	135
Accountant & Auditor	Bachelor's Degree	\$45,172.00	35
Teacher	Bachelor's Degree	\$40,467.00	245
Truck Driver	High School Diploma	\$32,341.00	65
Farmer & Rancher	High School Diploma	private	310

*\* Population data from 2010 census data. Houston employment data gained from latest labor market information. Employment data for other cities secured from available resources.*

Look at the areas that have small populations. What do you notice about the jobs those areas need? Why do you think you see that?

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What similarities do you see between all of the cities? Why do you think that is?

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Why do you think Midland & Abilene need oil and gas operators?

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Do places of interest, such as the state capital, the Alamo, and NASA impact the career needs of their home city? If so, how? If not, why not?

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Why do you think that Houston needs trained oil refiners?

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Look at the areas that have large populations. What do you notice about the jobs those cities need? Why do you think that is?

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Careers in the Gulf Coast Region

**Directions:** Visit the Web site, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup) to research one of the careers. After you watch the video about your career, check out the Workforce Solutions Web site, [wrksolutions.com/jobs/focuson.html](http://wrksolutions.com/jobs/focuson.html). Use their "Focus On" guides to help you with your research.

Use this table to help you with your research.

The career I am researching is \_\_\_\_\_.

Question	Answer	Extra Notes
What does someone with this career do?		
What education does this person need?		
How much does this job pay?		
Why do you think this career is important?		
What do you think the Gulf Coast Region would be like without this career?		

Dear Parents:

In school, we have been studying how geography impacts the economy in relation to careers. The final part of our unit is writing a persuasive essay to convince someone to take one of the most needed jobs in our Gulf Coast region. Our School to Home Connection Project focuses on how adults choose careers.

Students need to interview three (3) adults to find out how they chose their jobs. Then, they need to analyze that information to create a list of five (5) tips for other students to consider when thinking about finding a career.

Thank you for your help in preparing your children for the decisions they face in their future.

Sincerely,

Your child's teacher

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Indicaciones:** Utiliza tu libro de estudios sociales, la computadora y cualquier otro recurso que esté a tu disposición para marcar correctamente este mapa de Texas.

**Ciudades:** Mira los nombres de las ciudades que aparecen en el mapa. Calcula sus poblaciones.

Traza un círculo **azul** en la ciudad con la población menor de 100.000 habitantes.

Traza un círculo **naranja** en las ciudades cuyas poblaciones sean más de 100.000 pero menor de 200.000 habitantes.

Traza un círculo **café** en la ciudad cuya población esté entre 500.000 y 999.999 habitantes.

Traza un círculo **rojo** en las ciudades cuyas poblaciones sean más de 1 millón pero menos de 2 millones de habitantes.

Traza un círculo **violeta** en la ciudad cuya población sea más de 2 millones de habitantes.

Sombrea las regiones montañosas con **verde**.

Sombrea el Golfo de México con **azul**.

Coloca el nombre de la ciudad que corresponde a los siguientes puntos de interés: la NASA, el Álamo, la capital del Estado



Name \_\_\_\_\_ Date \_\_\_\_\_

**Indicaciones:** Utilizando el mapa de A1, trabaja individualmente o en grupos para analizar tus datos e investigar:

**1. Elige tres ciudades del mapa. ¿Qué es lo que hace que cada una de estas ciudades sea especial?**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**2. Selecciona una de las ciudades de 1a–c de arriba y lista tres trabajos que podrían encontrarse en esta ciudad pero que sería menos probable encontrar en otras ciudades. Prepara una breve explicación de por qué.**

## Houston – población: 2,099,451

Empleo	Educación necesaria	Paga/salario	Vacantes Anuales de Empleos
Geólogo/Geocientífico	Maestría	\$128,190.00	310
Ingenieros	Licenciatura	\$94,155.00	2,245
Desarrollador de Software	Licenciatura	\$91,478.00	635
Enfermeros Certificados (RNs)	Formación técnica	\$71,614.00	2,470
Operario de Planta Química	Diploma de escuela secundaria	\$68,474.00	195
Contadores y Auditores	Licenciatura	\$64,854.00	1,155
Técnico en Radiología	Formación técnica	\$54,642.00	215
Oficial de Policía	Formación técnica	\$49,782.00	480
Plomeros, Montadores de tuberías y Montadores de calderas de vapor	Diploma de escuela secundaria	\$49,088.00	520
Maestros	Licenciatura	\$45,651.00	7,365
Electricista	Diploma de escuela secundaria	\$44,574.00	655
Soldador	Capacitación en un oficio	\$35,294.00	830

## Dallas – población: 1,197,816

Empleo	Educación necesaria	Paga/salario	Vacantes Anuales de Empleos
Desarrollador de Software	Formación técnica	\$87,025.00	715
Contadores y Auditores	Licenciatura	\$66,099.00	745
Enfermero Certificado	Formación técnica	\$63,845.00	1,005
Maestro	Licenciatura	\$42,799.00	2,440
Representante de Servicio al Cliente	Diploma de escuela secundaria	\$32,374.00	2,305

## Austin – población: 790,390

Empleo	Educación necesaria	Paga/salario	Vacantes Anuales de Empleos
Analista de Sistemas de Computación	Licenciatura	\$79,224.00	265
Contadores y Auditores	Licenciatura	\$69,465.00	245
Enfermero Certificado	Formación técnica	\$60,942.00	420
Maestro	Licenciatura	\$42,444.00	890
Representante de Servicio al Cliente	Diploma de escuela secundaria	\$30,135.00	755

## Lufkin – población: 35,067

Empleo	Educación necesaria	Paga/salario	Vacantes Anuales de Empleos
Enfermero Certificado	Formación técnica	\$53,750.00	100
Maestro	Licenciatura	\$38,774.00	315
Soldadores	Capacitación en un oficio	\$33,859.00	30
Oficial de Policía	Diploma de escuela secundaria	\$33,154.00	45
Especialista en Agricultura y Ganadería	Diploma de escuela secundaria	Privado	140

**Midland** – población: 136,872

Empleo	Educación necesaria	Paga/salario	Vacantes Anuales de Empleos
Enfermero Certificado	Formación técnica	\$67,265.00	130
Contadores y Auditores	Licenciatura	\$56,869.00	70
Maestros	Licenciatura	\$42,889.00	435
Operadores de Unidades de Servicio, Petróleo, Gas y Minería	Diploma de escuela secundaria	\$36,115.00	70
Conductores de Camiones	Diploma de escuela secundaria	\$32,480.00	115

**Abilene** – población: 117,063

Empleo	Educación necesaria	Paga/salario	Vacantes Anuales de Empleos
Enfermero Certificado	Formación técnica	\$52,421.00	135
Contadores y Auditores	Licenciatura	\$45,172.00	35
Maestro	Licenciatura	\$40,467.00	245
Conductores de Camiones	Diploma de escuela secundaria	\$32,341.00	65
Especialista en Agricultura y Ganadería	Diploma de escuela secundaria	Privado	310



Mira las zonas que tienen poblaciones chicas. ¿Qué observas acerca de los empleos que necesitan esas zonas? ¿Por qué piensas que ves eso?

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¿Qué semejanzas ves entre todas las ciudades?  
¿Por qué piensas que es así?

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¿Por qué piensas que Midland y Abilene necesitan operadores de petróleo y gas?

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¿Los lugares de interés, tales como la capital del Estado, el Álamo y la NASA tienen algún impacto sobre las necesidades de trabajo en las ciudades en donde están ubicadas? Si es así, ¿cuál es el impacto? Y si no fuese así, ¿por qué no impactan?

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¿Por qué piensas que Houston necesita trabajadores especializados para las refinerías de petróleo?

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Mira las zonas que tienen grandes poblaciones. ¿Qué observas acerca de los empleos que se necesitan en esas ciudades? ¿Por qué piensas que es así?

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Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Ocupaciones / Trabajos en la Región de la Costa del Golfo

**Indicaciones:** Visita el sitio web, [wrksolutions.com/whenigrowup](http://wrksolutions.com/whenigrowup) e investiga una de las ocupaciones. Después de ver el video acerca de esa ocupación, consulta el sitio web de Workforce Solutions, [wrksolutions.com/jobs/focuson.html](http://wrksolutions.com/jobs/focuson.html). Usa sus guías "Focus On" que te ayudarán con tu investigación.

Puedes utilizar esta tabla para facilitar tu investigación.

La ocupación que estoy investigando es \_\_\_\_\_.

Pregunta	Respuesta	Observaciones adicionales
¿Qué hace la persona que tiene esta ocupación?		
¿Qué educación necesita esta persona?		
¿Cuál es el salario que se recibe en este empleo?		
¿Por qué piensas que esta ocupación es importante?		
¿Cómo piensas que sería la Región de la Costa del Golfo sin esta ocupación?		

Estimados Padres:

En la escuela, hemos estado estudiando cómo impacta la geografía en la economía en relación a los empleos. La parte final de nuestra unidad consiste en escribir una composición persuasiva para convencer a alguien que tome uno de los empleos más necesitados en nuestra región de la Costa del Golfo. Nuestro Proyecto de Enlace entre la Escuela y el Hogar se enfoca en cómo los adultos eligen las ocupaciones.

Los alumnos necesitan entrevistar a 3 adultos para averiguar cómo eligen sus empleos. Luego, ellos necesitarán analizar esa información para elaborar una lista de 5 consejos prácticos dirigidos a otros alumnos para que los tengan en cuenta cuando piensen en buscar una ocupación.

Les agradecemos su ayuda en preparar a sus niños para las decisiones que habrán de tomar en el futuro.

Atentamente,

El maestro de sus niños