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.

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.

Kind regards,

Workforce Solutions

Pre-K  Rev. 08/13
Lesson 1

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

Texas Pre-K Guidelines:

<table>
<thead>
<tr>
<th>Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS: VII.B.1., VII.B.3.</td>
</tr>
<tr>
<td>EL: III.A.2., III.A.3.</td>
</tr>
</tbody>
</table>
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.


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:

<table>
<thead>
<tr>
<th>Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS: VII.B.1., VII.B.3.</td>
</tr>
<tr>
<td>EL: III.A.2., III.A.3.</td>
</tr>
</tbody>
</table>

**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
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
Police Officer

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

For more information please visit wrksolutions.com/whenigrowup
Teacher

Teachers help their students learn new and interesting information.

For more information please visit wrksolutions.com/whenigrowup
Nurse

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

For more information please visit wrksolutions.com/whenigrowup
Geologist

Geologists are scientists who study the earth and rocks.

For more information please visit wrksolutions.com/whengrowup
Plumber
Plumbers install and repair pipes.

For more information please visit wrksolutions.com/whenigrowup
Electrician

Electricians repair and install wiring to provide electricity.

For more information please visit wrksolutions.com/whenigrowup
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
Plumber
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

Blackline Master D
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!
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.

For more information please visit wrksolutions.com/whenigrowup
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.

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

Electrician
Electricians repair and install wiring to provide electricity.

For more information please visit wrksolutions.com/whenigrowup

Police Officer
Police Officers enforce the law in order to keep our community safe.
Nurses help people who are sick or injured to get well.

Geologists are scientists who study the earth and rocks.

For more information please visit 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
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

Blackline Master A2
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
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
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

Blackline Master A5
Plomero
Los plomeros instalan y reparan cañerías.

Para obtener más información, por favor visita el sitio web, 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
¡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
Oficial de Policía
Maestro
Enfermero
Geólogo
Plomero
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 repara e instalo los cables de electricidad en la comunidad.
<table>
<thead>
<tr>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
</table>

ENCUESTA DIARIA DE OPINIÓN

Blackline Master D
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 formidable 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 formidable 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!
Name: ________________________________

Maestro

Oficial de Policía

Plomero
Enfermero

Geólogo

Electricista

Blackline Master F2
Para obtener más información, por favor visita el sitio web, wrksolutions.com/whenigrowup
Para obtener más información, por favor visita el sitio web, wrksolutions.com/whenigrowup

Blackline Master G5
Nombre


Para obtener más información, por favor visita el sitio web, wrksolutions.com/whenigrowup

Blackline Master H
Instructions for Mini Booklet (Blackline Masters I2–I3)

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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

Blackline Master I1
¡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.

¡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?

<table>
<thead>
<tr>
<th>N°</th>
<th>Trabajo</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>7</td>
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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.

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.

Kind regards,

Workforce Solutions
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

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.
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, 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.

### Kindergarten vs. 1st Grade

<table>
<thead>
<tr>
<th>Quality of Comparison</th>
<th>Kindergarten</th>
<th>1st Grade</th>
</tr>
</thead>
</table>

### TEKS:


### ELL Considerations

- Take time to introduce new vocabulary. This includes:
  - Production of Goods
  - Services
  - Venn diagram
  - Basic Needs
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 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 Master 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
**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:

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

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

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

<table>
<thead>
<tr>
<th>TEKS: Kindergarten</th>
<th>1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS: 113.11.2B, 113.11.5B, 113.11.7A, 113.11.7B, 113.11.15B</td>
<td>SS: 113.12.6C, 113.12.7A, 113.12.17A, 113.12.18B</td>
</tr>
<tr>
<td>ELAR: 110.11.16A, 110.11.16B</td>
<td>ELAR: 110.12.23A, 110.12.23B</td>
</tr>
</tbody>
</table>
**Extensions for Stations**

<table>
<thead>
<tr>
<th>Audiences</th>
<th>Small Groups or Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>About 45 minutes, can be broken into multiple smaller segments</td>
</tr>
<tr>
<td>Bloom’s Taxonomy</td>
<td>Synthesis</td>
</tr>
</tbody>
</table>
| ELL Considerations and Vocabulary | Take time to introduce new vocabulary. This includes:
- Career
- Puppet
- Community
- Engineer
- Structure
- Pattern
- Attribute |

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS: 113.11.7A, 113.11.7B, 113.11.16A</td>
<td></td>
</tr>
<tr>
<td>SS: 113.12.6C, 113.12.18A</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Continued…
Math or Pattern Station

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

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.
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?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

Careers Help Our Community

1. The job is how families make money to buy food.
2. The person had to go to college for this career.
3. This person provides a service to the community.
4. This career pays for the family’s house.

Both Careers

One Career

Name

1st Job: ____________________________ 2nd Job: ____________________________
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?
________________________________________________________________________
________________________________________________________________________
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: _____________________________________________________________

Blackline Master C
Name ________________________________________________________________

I interviewed ________________________________________________________.

His/her career is ____________________________________________________.

Interview 2
Question: ____________________________________________________________

Answer: _____________________________________________________________

Question: ____________________________________________________________

Answer: _____________________________________________________________

Question: ____________________________________________________________

Answer: _____________________________________________________________

Question: ____________________________________________________________

Answer: _____________________________________________________________
1. The job is how families make money to buy food.
2. The person had to go to college for this career.
3. This person provides a service to the community.
4. This career pays for the family's house.

Think about your chart. Mark the box that best fits each sentence.
Chemical Plant Operator
Registered Nurse
Geologist
Welder
Radiologic Technologist
Electrician
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?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.
2. La persona debe 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.

Nombre

1° ocupación: ____________________
2° ocupación: ____________________

Los trabajos ayudan a nuestra comunidad.
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 entrevistase 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:**

---

---

**Blackline Master C**
Nombre ________________________________________________________________

Yo entrevisté a __________________________________________________________

Su ocupación es ________________________________________________________

Entrevista 2

Pregunta: ________________________________________________________________

Respuesta: _______________________________________________________________

Pregunta: ________________________________________________________________

Respuesta: _______________________________________________________________

Pregunta: ________________________________________________________________

Respuesta: _______________________________________________________________
1. El trabajo se 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.

Ambas ocupaciones ayudan a las familias.

Marca la casilla que mejor se corresponda con cada ocupación.

Píensa en la información obtenida.

Nombre

Los trabajadores ayudan a las familias.
Operario de Planta Química
Enfermero Certificado
Maestro
Contador
Geólogo
Oficial de Policía
Desarrollador de Software
Soldador
Técnico en Radiología
Electricista
Ingeniero Ambiental
Operario de Planta Química
Enfermero Certificado

Enfermero Certificado

Enfermero Certificado

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Enfermero Certificado

Enfermero Certificado

Blackline Master G2
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
- Accountant
- Secondary School Teacher
- Registered Nurse
- Environmental Engineer

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.

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.

Kind regards,

Workforce Solutions
Lesson 1

Social Studies TEKS:

<table>
<thead>
<tr>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
</table>

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

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**

**Social Studies TEKS:**

<table>
<thead>
<tr>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
</table>

**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.
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

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/Scarc
- Economy/Economist
- Distribute/Distribution
- Supply
- Demand
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:

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

Social Studies TEKS:

<table>
<thead>
<tr>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
</table>
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:

<table>
<thead>
<tr>
<th></th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Exploration of Scarcity of Material</td>
<td>Student gives at least 5 ways in which life would be affected.</td>
<td>Student gives 4 or 3 ways in which life would be affected.</td>
<td>Student gives 2 ways in which life would be affected.</td>
<td>Student gives less than 2 ways in which life would be affected.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creativity is demonstrated that exceeds expectations.</td>
<td>Creativity is demonstrated that meets expectations.</td>
<td>Creativity is minimally demonstrated.</td>
<td>No creativity is demonstrated.</td>
</tr>
<tr>
<td>Understanding of Scarcity</td>
<td>Student shows complete understanding of the idea of scarcity.</td>
<td>Student shows a moderate level of understanding of scarcity.</td>
<td>Student shows a minimal level of understanding of scarcity.</td>
<td>Student does not demonstrate understanding of scarcity.</td>
</tr>
<tr>
<td>Writing Conventions</td>
<td>In the written paragraph, there is 0 –1 mistake.</td>
<td>In the written paragraph, there are 2 – 3 mistakes.</td>
<td>In the written paragraph, there are 4 mistakes.</td>
<td>In the written paragraph, there are more than 4 mistakes.</td>
</tr>
<tr>
<td>Career (List careers here)</td>
<td>Does this career provide a service?</td>
<td>If so, what is it?</td>
<td>Does this career create a product?</td>
<td>If so, what is it?</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>1.</td>
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<td>4.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career (List careers here)</td>
<td>Does this career provide a service? If so, what is it?</td>
<td>Does this career create a product? If so, what is it?</td>
<td>Other ways this career helps our community</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
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<td>5.</td>
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<td>8.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career (List careers here)</td>
<td>Does this career provide a service? If so, what is it?</td>
<td>Does this career create a product? If so, what is it?</td>
<td>Other ways this career helps our community.</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
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<tr>
<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scarcity – What’s That?

Definition of Scarcity

Draw a Picture to Show the Effects of Scarcity

Examples of Scarcity

Non-examples of Scarcity
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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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,
<table>
<thead>
<tr>
<th>Nombre</th>
<th>Fecha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ocupación / Trabajo</strong> (Haz una lista aquí de las ocupaciones / trabajos)</td>
<td>1.</td>
</tr>
<tr>
<td>¿Esta ocupación presta un servicio? Sí, así, ¿cuál es ese servicio?</td>
<td></td>
</tr>
<tr>
<td>¿Otras maneras en que esta ocupación ayuda a nuestra comunidad?</td>
<td></td>
</tr>
<tr>
<td>¿Ofrece esta ocupación un producto? Sí, así, ¿cuál es ese producto?</td>
<td></td>
</tr>
<tr>
<td>Nombre</td>
<td>Fecha</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Ocupación / Trabajo</strong> (Haz una lista aquí de las ocupaciones / trabajos)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td><strong>¿Esta ocupación presta un servicio?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sí</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Si es así, ¿cuál es ese servicio?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Otras maneras en que esta ocupación ayuda a nuestra comunidad.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>¿Ofrece esta ocupación un producto?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sí</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Si es así, ¿cuál es ese producto?</strong></td>
<td></td>
</tr>
<tr>
<td>Ocupación / Trabajo (Haz una lista aquí de las ocupaciones / trabajos)</td>
<td>¿Esta ocupación presta un servicio? Si es así, ¿cuál es ese servicio?</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
</tbody>
</table>
Escasez – ¿Qué significa?

Definición de escasez

Haz un dibujo que muestre los efectos de la Escasez

Ejemplos de Escasez

Lo que no representa ejemplos de Escasez
Solo imagina…

**Trazar 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:**

__________________________

**Trazar 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?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
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.

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.

Kind regards,

Workforce Solutions
Lesson 1

Social Studies TEKS:

<table>
<thead>
<tr>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 113.15.6A</td>
<td>SS 113.16.6A</td>
</tr>
</tbody>
</table>

**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.

Reference: factfinder2.census.gov
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.
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 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. 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

<table>
<thead>
<tr>
<th>Social Studies TEKS:</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
</table>

**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, or other sources at your disposal.

The rubric below can be used to grade the essays.

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

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

**Dallas – population: 1,197,816**

<table>
<thead>
<tr>
<th>Job</th>
<th>Education Needed</th>
<th>Salary</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Software Developer</td>
<td>Bachelor's Degree</td>
<td>$87,025.00</td>
<td>715</td>
</tr>
<tr>
<td>Accountant &amp; Auditor</td>
<td>Bachelor's Degree</td>
<td>$66,099.00</td>
<td>745</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>Associate Degree</td>
<td>$63,845.00</td>
<td>1,005</td>
</tr>
<tr>
<td>Teacher</td>
<td>Bachelor's Degree</td>
<td>$42,799.00</td>
<td>2,440</td>
</tr>
<tr>
<td>Customer Service Representative</td>
<td>High School Diploma</td>
<td>$32,374.00</td>
<td>2,305</td>
</tr>
</tbody>
</table>

**Austin – population: 790,390**

<table>
<thead>
<tr>
<th>Job</th>
<th>Education Needed</th>
<th>Salary</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Systems Analyst</td>
<td>Bachelor's Degree</td>
<td>$79,224.00</td>
<td>265</td>
</tr>
<tr>
<td>Accountant &amp; Auditor</td>
<td>Bachelor's Degree</td>
<td>$69,465.00</td>
<td>245</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>Associate Degree</td>
<td>$60,942.00</td>
<td>420</td>
</tr>
<tr>
<td>Teacher</td>
<td>Bachelor's Degree</td>
<td>$42,444.00</td>
<td>890</td>
</tr>
<tr>
<td>Customer Service Representative</td>
<td>High School Diploma</td>
<td>$30,135.00</td>
<td>755</td>
</tr>
</tbody>
</table>

**Lufkin – population: 35,067**

<table>
<thead>
<tr>
<th>Job</th>
<th>Education Needed</th>
<th>Salary</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>Associate Degree</td>
<td>$53,750.00</td>
<td>100</td>
</tr>
<tr>
<td>Teacher</td>
<td>Bachelor's Degree</td>
<td>$38,774.00</td>
<td>315</td>
</tr>
<tr>
<td>Welder</td>
<td>Vocational Training</td>
<td>$33,859.00</td>
<td>30</td>
</tr>
<tr>
<td>Police Officer</td>
<td>High School Diploma</td>
<td>$33,154.00</td>
<td>45</td>
</tr>
<tr>
<td>Farmer &amp; Rancher</td>
<td>High School Diploma</td>
<td>private</td>
<td>140</td>
</tr>
</tbody>
</table>
## Employment in Texas

### Midland – population 136,872

<table>
<thead>
<tr>
<th>Job</th>
<th>Education Needed</th>
<th>Salary</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>Associate Degree</td>
<td>$67,265.00</td>
<td>130</td>
</tr>
<tr>
<td>Accountant &amp; Auditor</td>
<td>Bachelor’s Degree</td>
<td>$56,869.00</td>
<td>70</td>
</tr>
<tr>
<td>Teacher</td>
<td>Bachelor’s Degree</td>
<td>$42,889.00</td>
<td>435</td>
</tr>
<tr>
<td>Service Unit Operator, Oil, Gas, and Mining</td>
<td>High School Diploma</td>
<td>$36,115.00</td>
<td>70</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>High School Diploma</td>
<td>$32,480.00</td>
<td>115</td>
</tr>
</tbody>
</table>

### Abilene – population: 117,063

<table>
<thead>
<tr>
<th>Job</th>
<th>Education Needed</th>
<th>Salary</th>
<th>Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>Associate Degree</td>
<td>$52,421.00</td>
<td>135</td>
</tr>
<tr>
<td>Accountant &amp; Auditor</td>
<td>Bachelor’s Degree</td>
<td>$45,172.00</td>
<td>35</td>
</tr>
<tr>
<td>Teacher</td>
<td>Bachelor’s Degree</td>
<td>$40,467.00</td>
<td>245</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>High School Diploma</td>
<td>$32,341.00</td>
<td>65</td>
</tr>
<tr>
<td>Farmer &amp; Rancher</td>
<td>High School Diploma</td>
<td>private</td>
<td>310</td>
</tr>
</tbody>
</table>

* 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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why do you think that Houston needs trained oil refiners?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## 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 ________________________________________.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Extra Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does someone with this career do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What education does this person need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much does this job pay?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do you think this career is important?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think the Gulf Coast Region would be like without this career?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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.
Trazan un círculo azul en la ciudad con la población menor de 100.000 habitantes.
Trazan un círculo naranja en las ciudades cuyas poblaciones sean más de 100.000 pero menor de 200.000 habitantes.
Trazan un círculo café en la ciudad cuya población esté entre 500.000 y 999.999 habitantes.
Trazan un círculo rojo en las ciudades cuyas poblaciones sean más de 1 millón pero menos de 2 millones de habitantes.
Trazan 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
Indicaciones: Utilizando el mapa de A1, trabaja individualmente o en grupos para analizar tus datos e investigar:

1. Elije 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.
## Empleo en Texas

### Houston – población: 2,099,451

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

### Dallas – población: 1,197,816

<table>
<thead>
<tr>
<th>Empleo</th>
<th>Educación necesaria</th>
<th>Paga/salario</th>
<th>Vacantes Anuales de Empleos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desarrollador de Software</td>
<td>Formación técnica</td>
<td>$87,025.00</td>
<td>715</td>
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<tr>
<td>Contadores y Auditores</td>
<td>Licenciatura</td>
<td>$66,099.00</td>
<td>745</td>
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<tr>
<td>Enfermero Certificado</td>
<td>Formación técnica</td>
<td>$63,845.00</td>
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<tr>
<td>Maestro</td>
<td>Licenciatura</td>
<td>$42,799.00</td>
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<tr>
<td>Representante de Servicio al Cliente</td>
<td>Diploma de escuela secundaria</td>
<td>$32,374.00</td>
<td>2,305</td>
</tr>
</tbody>
</table>

### Austin – población: 790,390

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

### Lufkin – población: 35,067

<table>
<thead>
<tr>
<th>Empleo</th>
<th>Educación necesaria</th>
<th>Paga/salario</th>
<th>Vacantes Anuales de Empleos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enfermero Certificado</td>
<td>Formación técnica</td>
<td>$53,750.00</td>
<td>100</td>
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<tr>
<td>Maestro</td>
<td>Licenciatura</td>
<td>$38,774.00</td>
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</tr>
<tr>
<td>Soldadores</td>
<td>Capacitación en un oficio</td>
<td>$33,859.00</td>
<td>30</td>
</tr>
<tr>
<td>Oficial de Policía</td>
<td>Diploma de escuela secundaria</td>
<td>$33,154.00</td>
<td>45</td>
</tr>
<tr>
<td>Especialista en Agricultura y Ganadería</td>
<td>Diploma de escuela secundaria</td>
<td>Privado</td>
<td>140</td>
</tr>
</tbody>
</table>
### Midland — población: 136,872

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

### Abilene — población: 117,063

<table>
<thead>
<tr>
<th>Empleo</th>
<th>Educación necesaria</th>
<th>Paga/salario</th>
<th>Vacantes Anuales de Empleos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enfermero Certificado</td>
<td>Formación técnica</td>
<td>$52,421.00</td>
<td>135</td>
</tr>
<tr>
<td>Contadores y Auditores</td>
<td>Licenciatura</td>
<td>$45,172.00</td>
<td>35</td>
</tr>
<tr>
<td>Maestro</td>
<td>Licenciatura</td>
<td>$40,467.00</td>
<td>245</td>
</tr>
<tr>
<td>Conductores de Camiones</td>
<td>Diploma de escuela secundaria</td>
<td>$32,341.00</td>
<td>65</td>
</tr>
<tr>
<td>Especialista en Agricultura y Ganadería</td>
<td>Diploma de escuela secundaria</td>
<td>Privado</td>
<td>310</td>
</tr>
</tbody>
</table>
Mira las zonas que tienen poblaciones chicas. ¿Qué observas acerca de los empleos que necesitan esas zonas? ¿Por qué piensas que ves eso?

... 

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

... 

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

... 

¿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, ¿cual es el impacto? Y si no fuese así, ¿por qué no impactan?

... 

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

... 

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?

...
**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 ______________________________________.

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