

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:

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

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

Audience: Partners or Independent

Time: 45 minutes to 1 hour

Bloom’s Taxonomy: Knowledge, Analysis, Evaluation

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

Instruction Considerations:

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

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

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

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

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

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

Lesson 2

Social Studies TEKS:

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

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

Audience: Partners or Small Group

Time: 2 sessions of 45 minutes each

Bloom's Taxonomy: Analysis

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

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

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

As a whole group, discuss their analysis.

Some points that should be emphasized:

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

Lesson 3

Social Studies TEKS:

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

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

Audience: Independent or Partners

Time: About 45 minutes

Bloom's Taxonomy: Comprehension

Materials: Internet access, paper, Blackline Master D

Instruction Considerations: For this lesson, students will use wrksolutions.com/whenigrowup 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

Social Studies TEKS:

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

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

Audience: Independent or Partners

Time: 2 sessions about 45 minutes each

Bloom’s Taxonomy: Synthesis

Materials: Completed Blackline Master D; Focus On Profiles

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

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

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

You can use the Focus On Profiles found at wrksolutions.com/jobs/focuson.html, or other sources at your disposal.

The rubric below can be used to grade the essays.

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