

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

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

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

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

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

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

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

Kind regards,

Workforce Solutions

# Lesson 1

**Social Studies TEKS:**

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

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

**Audience:** Whole Group

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

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

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

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

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

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

**ELL Considerations and Vocabulary:**

Take time to introduce new vocabulary. This includes:

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

## Lesson 2

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

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

**Audience:** Small groups

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

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

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

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

Allow time for the class to share their posters.

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

## Lesson 3

**Social Studies TEKS:**

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

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

**Audience:** Whole Group

**Time:** About 45 minutes

**Bloom's Taxonomy:** Comprehension

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

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

**ELL Considerations and Vocabulary:**

Take time to introduce challenging vocabulary. This includes:

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

## Lesson 4

**Social Studies TEKS:**

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

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

**Audience:** Independent or Partners

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

**Bloom’s Taxonomy:** Evaluation

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

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

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

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

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

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

## School-to-Home Connection Project

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

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

**Materials:** Blackline Master D

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

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