



Denton Independent School District

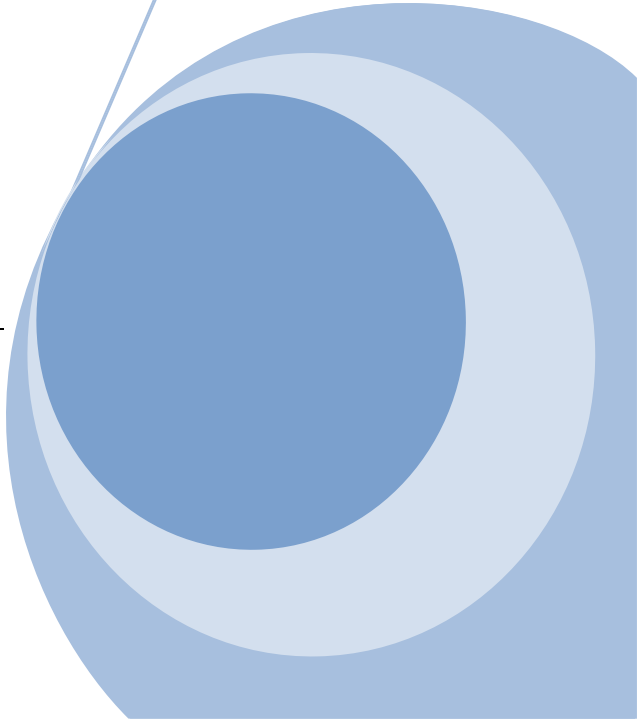
Elementary Career Education Reference Guide

Pre-Kindergarten - Fifth Grades
2013-14

Career Guidance
Jeanie Bragg – Lead Career Counselor



National Consortium for State Guidance
Leadership ABC's of Career
Awareness and Exploration
Award Recipient



Career Education Information Guide

**Career Education Guide and Supplementary
Materials Prepared for the
DISD Elementary School Counselor**

**Elementary Career Education Liaison and
Career Development Project Coordinator
Jeanie Bragg – Lead Career Counselor**

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SECTION I

Introduction

**Education today, more than ever before,
must see clearly the dual objectives:
Education for Living and
Educating for making a living.**

--James Mason Wood--

Introduction: A Note to the School Counselor

The school counselor wears many hats and performs many duties. Therefore, the school counselor's time is extremely valuable. With this in mind we encourage you to integrate career education within your already developed comprehensive guidance program. This guide is based on the National Career Development Competencies developed by the National Occupational Information Coordinating Committee. This resource guide was developed in such a way to provide flexibility for the individual school counselor and campus needs. Select the activities that will best suit your campus.

The purpose of this guide is to:

- Assist with the career development portion of elementary comprehensive guidance program.
- Provide career guidance support materials including:
 - Career guidance information
 - Suggested school-wide career activities
 - Integrated classroom career guidance activities
- Provide information about the Career Programs of Study offered in the Denton School District.
- Provide a way for all elementary schools in Denton ISD to provide a district wide career activity utilizing student involvement.
- Provide an opportunity for the Denton elementary schools to partner with the business community
- Increase parent and community involvement in the educational process of the elementary students.
- Provide information about the Achieve Texas Initiative and Federal Career Clusters

If the Career Guidance Department can assist you in anyway contact:

Jeanie Bragg
Lead Career Counselor – Elementary Liaison
jbragg@dentonisd.org or (940) 369 -1033

Texas Education Agency Guidance Information

A Model Developmental Guidance and Counseling Program for Texas Public Schools. . A Guide for Program Development Pre-K –12th Grade is available on the TEA website
<http://www.tea.state.tx.us/index2.aspx?id=2828>

***“Where your talents meet the needs of the world,
Therein lies your career.”***

Albert Schweitzer

Denton ISD Mission Statement

**Denton ISD: Empowering lifelong learners to be engaged citizens
who positively impact their local and global community.**

Adopted by the DISD Board of Trustees on March 19, 2013

Denton ISD District Goals

I. Vision ...*In pursuit of excellence, the district will:*

- cultivate a network of professional learning communities addressing the education needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... *In pursuit of excellence, the district will:*

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... *In pursuit of excellence, the district will:*

- celebrate and respect the diversity in our Denton ISD Community
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative and ethical
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning

- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement... *In pursuit of excellence, the district will:*

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources... *In pursuit of excellence, the district will:*

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in the workforce

VI. Growth, Change & Fiscal Responsibility... *In pursuit of excellence, the district will:*

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirement

About this Guide:

Although a guidance program is in place in each of our DISD Elementary schools, a goal of the Career and Technology Education Department is to provide all Denton students with equal access to a career education program. Since 1997, with the help of all elementary counselors and teachers, we as a district were able to emphasize the importance of career education through a district-wide program. In addition to this endeavor integration of career curriculum into the already developed comprehensive guidance program is encouraged. The Career and Technology Education Guidance Department is committed to providing the support to you in order for your students to receive the school-to-career transition education needed to be successful. Since “College and Career Readiness” is vital to the success of our students a district-wide Career Education initiative is ongoing.

One purpose of this resource guide is to pull together many of the best practices in career development being used that are designed and developed by guidance professionals and/or organizations. The foundation framework for the Career Development initiative is the Achieve Texas philosophy.

Implementation of AchieveTexas and Career Clusters

What is AchieveTexas?

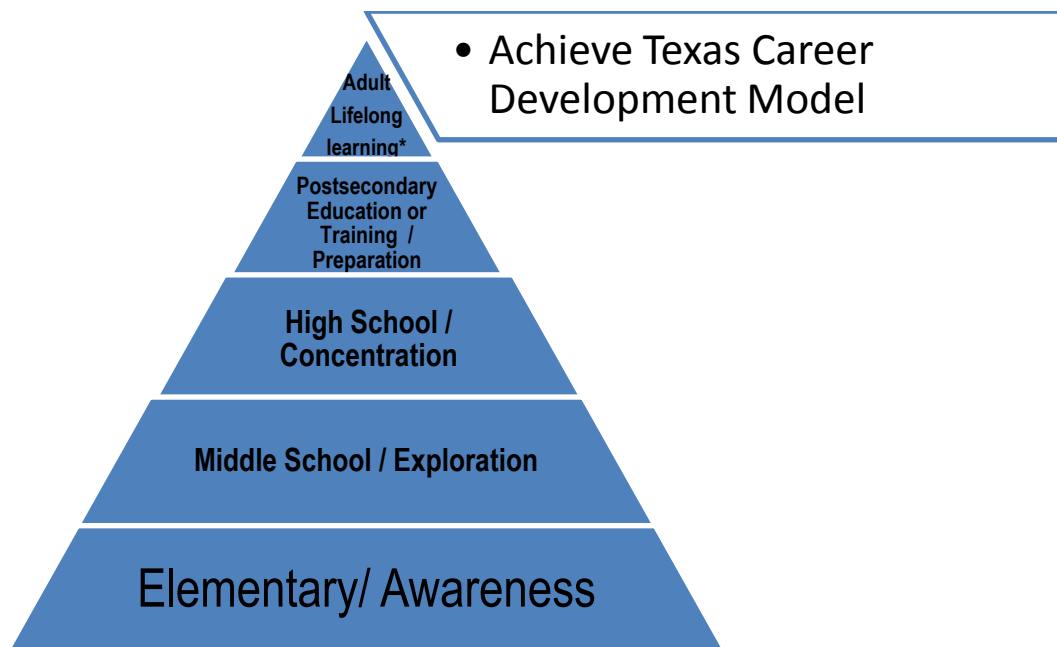
AchieveTexas is an education initiative designed to prepare all students for a lifetime of success. It allows ALL students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

AchieveTexas is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway programs of study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student’s interest or career goal.

Goals of Achieve Texas:

- ☀ Career Clusters and Career Pathways are an integral part of the Texas education system.
 - ☀ Every student prepares a personalized graduation plan in middle school to plan for grades 9–16 and beyond. The student chooses a Career Cluster and Pathway to guide his or her learning in the context of personal career interests. Plans are evaluated and updated annually.
 - ☀ Clusters span all grades (P–16). Career awareness begins in elementary school and transitions into career exploration in middle school. Career concentrations in high school help students transition into career preparation in postsecondary. All participants experience career advancement in employment.
 - ☀ The education system is seamless between high school and postsecondary institutions. Students have opportunities in a Career Pathway to earn dual credit and articulated credit that flows seamlessly into postsecondary education or training.
 - ☀ Partnerships are in place throughout the system. Partnerships are established statewide and locally between business and education. Educational institutions form meaningful partnerships.
 - ☀ Academics are woven throughout the P–16 curriculum. There is an integration of academic and technical knowledge and skills within the curriculum. Interdisciplinary teaching takes place and academics are taught in context. Curriculum alignment occurs between secondary and postsecondary education.
 - ☀ Career guidance is dramatically enhanced. All students have access to quality assessment and career information resources. Career counseling is provided with a strong emphasis on career and college readiness.
 - ☀ All students take part in extended learning opportunities. Every student chooses extended learning experiences such as service learning, internships, apprenticeships, and work-based learning.
 - ☀ Professional development supports the cluster system. Professional development with a cluster emphasis is a critical part of the teacher's continuing education process.
- Above information is located on the Achieve Texas website - <http://www.achievetexas.org/index.html>



**Achieve Texas Recognizes Denton Independent School District
Best Practices for Implementation of Achieve Texas Career Development
Model Spanning all Grade Levels**

Sixteen Career Clusters

Sixteen Career Clusters and Their Pathways: Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. States' Career Clusters Initiative - www.careerclusters.org

Sixteen Career Clusters and Programs of Study

Agriculture, Food & Natural Resources

Food Products and Processing Systems, Plant Systems, Animal Systems, Power, Structural & Technical Systems, Natural Resources Systems, Environmental Service Systems, Agribusiness Systems

Architecture & Construction

Design/Pre-Construction, Construction, Maintenance/Operations

Arts, Audio/Video Technology & Communications

Audio and Video Technology and Film, Printing Technology
Visual Arts, Performing Arts, Journalism and Broadcasting
Telecommunications

Business, Management & Administration

Management, Business Financial Management & Accounting
Human Resources, Business Analysis, Marketing
Administrative & Information Support

Education & Training

Administration and Administrative Support, Professional Support
Services, Teaching/Training

Finance

Financial & Investment Planning, Business Financial Management
Banking & Related Services, Insurance Services

Government & Public Administration

Governance, National Security Foreign Service, Planning Revenue
and Taxation Regulation, Public Management and Administration

Health Science

Therapeutic Services, Diagnostic Services, Health Information
Support Services, Biotechnology Research and Development

Hospitality & Tourism

Restaurants and Food/Beverage Services, Lodging, Travel &
Tourism Recreation, Amusements & Attractions

Human Services

Early Childhood Development & Services, Counseling & Mental Health
Services, Family & Community Services, Personal Care Services
Consumer Services

Information Technology

Network Systems, Information Support and Services, Interactive Media
Programming and Software Development

Law, Public Safety, Corrections & Security

Correction Services, Emergency and Fire Management Services
Security & Protective Services, Law Enforcement Services
Legal Services

Manufacturing

Production, Manufacturing Production Process Development,
Maintenance, Installation & Repair, Quality Assurance, Logistics &
Inventory Control, Health, Safety and Environmental Assurance

Marketing, Sales & Service

Management and Entrepreneurship, Professional Sales and Marketing
Buying and Merchandising, Marketing Communications and Promotion
Marketing Information Management and Research, Distribution and
Logistics, E-Marketing

Science, Technology, Engineering & Mathematics

Engineering and Technology, Science and Math

Transportation, Distribution & Logistics

Transportation Operations, Logistics Planning and Management Services,
Warehousing and Distribution Center Operations, Facility and Mobile
Equipment Maintenance, Transportation Systems/Infrastructure Planning,
Management and Regulation, Health, Safety and Environmental
Management Sales and Service

A Model Comprehensive, Developmental Guidance & Counseling Program for Texas Public Schools

Components of a Comprehensive, Developmental School Guidance and Counseling Program	
Guidance Curriculum	Individual Panning
<p>Provides developmental guidance content in a systematic way to all students K-12</p> <ul style="list-style-type: none"> • Self-confidence Development • Motivation to Achieve • Decision-making, Goal-setting, Planning, and Problem-solving Skills • Communication Skills • Cross-cultural Effectiveness • Responsible Behavior 	<p>The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources – staff, information, and activities – and to focus resources toward the students and to assist individual students to develop and implement personalized plans. This includes most activities centered around individual planning.</p>
Responsive Service	Support System
<p>The purpose of the responsive services component is to intervene on behalf of those students who immediate personal concerns or problems put their continued personal-social, career, and / or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting.</p>	<p>The purpose of the system support component is to provide services and management activities which indirectly benefit students. The services include: consultation with teacher; parent education program; professional development; program development/management; and community outreach.</p>
<p>A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools, Texas Education Agency For a complete list of the Content Areas and Competency Indicators for each grade span listed in the Guidance section of “A Model Developmental Guidance and Counseling Program for Texas Public Schools. . A Guide for Program Development Pre-K – 12th Grade” visit the TEA website at http://www.tea.state.tx.us/index2.aspx?id=2828</p>	

**No matter how high the cost of education ...
the price of ignorance will always be higher!**

DISD CAREER GUIDANCE PROGRAM ACTIVITIES

“Connecting Education to Careers . . . Helping students achieve success through career preparation” is the emphasis of the Denton Independent School District Career Guidance Department.

The Career Counselor helps students:

- Gain the latest occupational information
- Expand and consider a variety of career options.
- Narrow potential occupational goals
- Plan course selections utilizing the Achieve Texas philosophy which support career goals.
- Interpret career interest and aptitude assessments
- Prepare individualized six/ten-year high school plans (Texas Achievement Plan-TAP)
- Develop post-secondary plans utilizing the seamless education model
- Facilitate the utilization of Advanced Technical Credit within the Texas Achievement Plan

Elementary School

- Counselor's Guide and Materials
- Teacher Guide - Integrated Career / Academic Curriculum
- Parent Handout-Family Activity Handout
- High School Mentoring Projects – Instructional Practices in Education and Training
- Business, Community and Parent Involvement

Middle School

- Guidance Curriculum / Career Cluster Orientation
- Advanced Technology Complex Tours
- Career Portals Course
- Business and Community Involvement
- College and Career Activities
- Career Clusters, Coherent Sequencing, DISD Programs of Study
- Student develops initial high school plan

High School

- Beginning of Year Informational Handout / Parent
- Career Programs of Study / Coherent Sequence of Courses
- Six/Ten Year Planning / Portfolio
- CareerScope Assessment (Aptitude/Interest)
- Career Interest Profiler (Naviance)
- “Do What You Are Assessment” (Personality Type)(Naviance)
- Guidance Curriculum 9,10,11, and 12
- Advanced Technical Credit Program
- Senior Survey and Interventions
- DISD Career Course Opportunities Video (CTE/ATC)
- Student shadow, mentors, rotations and work based learning opportunities.
- Career Research Webpage searches (Naviance)

Other Guidance Activities

- Community and Parent Presentations
- Coherent Sequence PEIMS Identification
- Transportation Scheduling (ATC) and student orientation
- Career and Technology Education Guidance Newsletter
- CTE Staff Development(Campus)
- Career Assessments
- Develop Career Development Documents
- Attend Transition ARDS at the middle schools

SCHOOL WIDE ACTIVITIES

Definition- Activities that can be organized for school wide participation. These activities can be utilized independently or in conjunction with other career projects.

Goal / Purpose:

- Deliver career guidance to students equitably to ensure excellence of delivery for each person.
- Provide quality career guidance for all students rather than limiting it to specific student groups.
- Involve all professional educators in the delivery of career guidance to the greatest extent possible.
- Provide the opportunity for the school counselor to assume leadership in the implementation of career development outcomes.
- Provide an opportunity for the elementary school to partner with the community and business / industry to provide career education activities.

CLASSROOM IDEAS

Definition: Activities that may be used within the classroom or team to enhance the students' knowledge about the transition from educational opportunities to career opportunities. The teacher may use the entire activity or modify it to better fit the individual situation. The activities include classroom activities and discussion topics which may be used in conjunction with school-wide activities.

Goal / Purpose:

- Provide integrated career activities that are keyed to the Social Studies Texas Essential Knowledge and Skills.
- Provide quality career guidance for all students rather than limiting it to specific student groups.
- Involve all professional educators in the delivery of career guidance to the greatest extent possible.
- Establish the importance of "learning" as a lifelong process.
- Emphasize that career guidance is developmental in nature; it stems from self-awareness.
- State that career guidance views people's work values as part of their total system of personal values, thus viewing work as an integral part of a person's total lifestyle.

CAREER EDUCATION CONTEST

Definition- The Career and Technology Education Guidance Department and CTE leadership organizations are available to assist in career awareness activities and competitions. Campuses can contact the Lead Career Counselor to request assistance in any career education project.

Goal / Purpose:

- To promote quality career guidance for all students rather than limiting it to specific student groups.
- Promote career development as a lifelong process.

SIMPLE AND SENSATIONAL CAREER DAY SCHEDULE

Definition: A sample career day schedule is provided. Starting with morning activities and providing career activities throughout the day. This is an easy to follow guide.

Goal / Purpose:

- Provide quality career guidance for all students rather than limiting it to specific student groups.
- Provide an easy to follow career guidance activity for the school counselor.

CAREER SUPPORT MATERIALS AND FORMS

Helpful Hints:

- Select activities that are easy to coordinate.
- Involve school adopters and volunteers.
- Career on Wheels – One contact for an activity

Remember:
Publicity and Promotion

Sample Letters / Forms:

- Career Day Contact Form
- Career Day Activities Form (School-wide)
- Career Day Activities Form (Classroom)
- Sign In form
- Parent Invitation Letter
- Parent Confirmation Letter
- Speaker Verification of Schedule Letter
- Presenter Thank You Letter
- Certificate of Appreciation
- Certificate of Participation
- Special Recognition

“People with goals succeed because they know where they’re going.”

--Earl Nightingale--

SECTION II

Career Education Integrated Curriculum and Activities

“The quality of a person’s life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.”

--Vincent T. Lombardi--

School Wide Activities

Provided below are suggestions for school-wide career related activities in order to heighten your students' awareness about career opportunities. Feel free to modify any activity to better fit your school situation. These activities can be administered independently or used together.

- Designate a "Career Week" or "Career Month" and provide a special activity each day
- Designate a "Career Day" and have planned activities
- Sponsor "Theme Days" that relate to careers
 - "Top Career Choices" ---- students wear career hats
 - "Dress for Success" ----- students wear career outfits or costumes
 - "Career Hat Day" ----- students design logo for hats
- Invite parents to speak to their child's class about their job. Have the parent talk about the importance of reading, writing, math, science, technology etc. . . at his/her job.
- Invite guest speakers from the business community to talk to classes about careers. Have the speaker talk about the importance of reading, writing, math, science, technology etc. . . at his/her job.
- Have a school-wide assembly with a keynote speaker such as a city official, radio personality, or sports figures who talks about careers and the importance of doing well in school.
- Hold a "Careers on Wheels" Expedition on the school parking area. Invite a variety of businesses to bring a work vehicle and park it in an area of the parking lot designated for "Careers on Wheels." Organized groups rotate to each vehicle and talk to the person about the career.
- Have a speaker "Activity Fair." Invite people who work within a variety of careers. Set up tables in the gym, cafeteria or library. Have small groups of students rotate from table to table in an organized fashion.
- Take a field trip to local businesses and visit with or interview workers about their job.
- Class door decoration activity: Students decorate the classroom door with career ideas.
- Each class decorates the classroom bulletin board with a career theme.
- Fifth grade students write career month announcements to be announced over the public address system each day.
- The school holds a "Career Carnival": Each class provides a booth that sponsors career games and activities.
- Hold a "Career Fair": Each student makes a project which is displayed in the gym, cafeteria or large room. All students in the school visit the projects at the "Career Fair."
- Play a school wide career game and involve all students. Example. . . "Who am I" game at an assembly, or over the intercom or in room television.
- Announce Career (Day/Week/Month) on the school marquee.
- Participate in a Career Education Contest.
- Announce / Article about Career (Day/Week/Month) in the PTA Newsletter

For outside speakers you may wish to make a certificate or thank you letters to show appreciation for their involvement with the project.

Career Education Integrated Classroom Activities

"College and Career Readiness"

Provided on the following pages are samples of integrated classroom activities. Teachers can modify activities as needed or use their own creative ideas. Teachers may choose to use the activities during a school wide career education program or integrate the activities into a theme or unit. The Social Studies Spiraling TEKS that support Career Readiness are listed first. Then a chart is provided with the Social Studies TEKS that most closely relate to career education. Classroom activities, discussion topic and journal writing ideas are included on the teacher activity card.

Pre-Kindergarten

(Head Start)

Career Education Teacher Activity Packet: Integrated Classroom Activities

Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought) Head Start Pre-Kindergarten

1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
The child discusses the roles and responsibilities of community workers. (A) Identifies school helpers (principal, secretary, nurse, custodians, etc.) and explains how they help the child or school. (B) The child pretends to be different school helpers during play.(V11.B.3)	The child discusses the roles and responsibilities of community workers. (C) Identifies community helpers (police officers, firefighters, paramedics, bus drivers, etc.).(D) The child pretends to be different community helpers during play. (E) The child participates in the creation of class books about school and community helpers.(V11B.3 C/D/E)	Cultures	The child discusses the roles and responsibilities of community workers. (C) Identifies community helpers (police officers, firefighters, paramedics, bus drivers, etc.).(D) The child pretends to be different community helpers during play. (E) The child participates in the creation of class books about school and community helpers.(V11B.3 C/D/E)	Texas / United States Flags and Pledges	Voting

Classroom Activities: Pre – Kindergarten Career Activities

- Take a tour of the school building and have the students meet the Principal, School Secretary, Nurse and other workers. Have each person describe what they do to make the school a better place. When you return to the class review all that you have learned on the tour.
- Talk about jobs that parents do to earn a living and provide for the needs of the family. Instruct students to draw pictures of: "My Mother works..." and "My Dad works..."
- Make a paper bag puppet dressed for work and have a career puppet show describing jobs for the class.
- Provide a "hat box" with a variety of career hats and encourage students to explore and try on hats at center time.
- Bring an item that is related to a career for "Show and Share."

The student is expected to . . .

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

- The student will obtain information about a topic using a variety of valid oral sources such as conversations, interviews and music.(SSK.14A)
- The student will obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts. (SS K14B)
- The student will sequence and categorize information. (SS K.14C)

The student communicates in oral and visual forms.

- The student will express ideas orally based on knowledge and experiences. (SS K.15A)
- The student will create and interpret visuals, including pictures and maps. (SS K15B)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

- The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (SS K.16.A)
- The student will use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision (SSK.16B)

1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
<p>The student understands the purpose of rules. The student will identify purposes for having rules. (G K.8A)</p> <p>The student will identify rules that provide order, security, and safety in the home and school.(G K.8B)</p>	<p>The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student will identify contributions of historical figures, including Christopher Columbus who helped to shape the state and nation. (H K.2A)</p>	<p>The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student will identify contributions of patriots and good citizens who have shaped the community. (H K.2B)</p>	<p>The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student will identify contributions of historical figures, including Stephen F. Austin, George Washington, Jose Antonio Navarro, who helped to shape the state and nation. (H K.2A) The student will identify contributions of patriots and good citizens who have shaped the community. (E K.2B)</p>	<p>(Bundle: Geography)</p>	<p>The student understands ways technology is used in the home and school and how technology affects people's lives. The student will identify examples of technology used in the home and school. (STS K.13A) The student will describe how technology helps accomplish specific tasks and meet people's needs. (STS K.13B) The student will describe how his or her life might be different without modern technology. (STS K.13C)</p>

Kindergarten Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought Continued					
The student understands the role of authority figures. The student will identify authority figures in the home, school, and community. (G K.9A) The student will explain how authority figures make and enforce rules.(G K.9B)	Bundle 2: Jobs (K.7A, K.7B, K.14B, K.15B) The student understands the value of jobs. The student will identify jobs in the home, school, and community. (E K.7A) The student will explain why people have jobs. (E K.7B)	The student understands that basic human needs and wants are met in many ways. The student will identify basic human needs of food, clothing and shelter. (E K.6A) The student will explain the difference between needs and wants. (E K.6B) The student will explain how basic human needs can be met such as through self-producing, purchasing, and trading. (E K.6C)			
Social Studies, Kindergarten, Beginning with School Year 2011-12 - Imported Standards: The student is expected to identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food and activities are based upon geographic location. (5B)					

Classroom Activities: Kindergarten Career Activities

- In group time, talk about why people have jobs and careers. Identify jobs in the home, school, and community. Then let students draw a picture about a career.
- Provide a covered “career box” loaded with career related items. Students reach into the box and grab an item and guess what the item is before removing it from the box. Remove item from box and the class decides who would use the item and to which career it is related.
- Provide a “career table” with items used in career related fields. Have students in small groups examine each item and discuss with each other what the item is used for.
- Ask relevant questions about career uniforms such as, “Why do firefighters wear boots, fire hats and raincoats?” Ask students to make a paper plate puppet dressed for a job that may interest them. Have a class parade of the puppets.
- Ask students what basic needs people have. (food, clothing and shelter) Discuss how these basic needs can be met. Have each student draw a picture of how someone in his or her family makes a living.
- Take a class walking tour of your school building to discover the different workers at the school. Draw a picture of a person working at your school.

Classroom Discussion or Journal Topics: Kindergarten

- Discuss what “work” means. “What is a job?”
- Discuss the statement “He/She is doing a good job.”
- Discuss why school is important.
- Discuss the definition of “authority” and have students give examples.
- Discuss “Why do we have rules?” Give examples of rules for class, school and community. (provide order, security, and safety)
- Discuss the kinds of “jobs” the student’s family members have.

Team or Group Projects: Kindergarten

- Invite guest speakers to talk about the importance of education in preparation for a career.
- Have your class decorate the classroom door for career month.
- Have your class participate in a “Career Parade.”

The student understands the concepts of time and chronology.

- The student will describe and measure calendar time by days, weeks, months, and years. (H1.3B)
- The student will create a calendar and simple timeline. (H1.3C)

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

- The student will obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music. (SS1.17A)
- The student will obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts. (SS1.17B)
- The student will sequence and categorize information. (SS 1.17C)

The student communicates in oral, visual, and written forms.

- The student will express ideas orally based on knowledge and experiences (SS1.18A)
- The student will create and interpret visual and written material (SS1.18B)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

- The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (SS1.19A)
- The student will use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision (SS1.19B)

1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
The student will explain the purpose for rules and laws in the home, school and community. (11A)	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student will identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation. (H 1.2A)	The student understands the role of authority figures, public officials, and citizens. The student will identify the responsibilities of authority figures in the home, school, and community.(G 1.12A) The student will identify and describe the roles of public officials in the community, state and nation. (G1.12B)	The student understands the value of work. The student will describe the components of various jobs and the characteristics of a job well performed. (E 1.10B) The student will describe how specialized jobs contribute to the production of goods and services. (E1.10B)	Bundle: Geography	Bundle 1 (1.14A,1.14B, 1.14C)

First Grade Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought) Continued					
1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
The student will identify rules and laws that establish order provide security, and manage conflict. (11B)	The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student will identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who exemplify good citizenship. (C1.13C) The student will identify other individuals who exemplify good citizenship. (C1.13C)		The student understands the concepts of goods and services. The student will identify examples of goods and services in the home, school, and community. (E1.18A) The student will identify ways people exchange goods and services. (E1.8B)The student will identify the role of markets in the exchange of goods and services. (E1.8C)		
The student will identify the responsibilities of authority figures in the home, school, and community.(11A)			The student understands how families meet basic human needs. The student will describe ways that families met basic human needs. (E1.7A) The student will describe similarities and differences in ways families meet basic human needs. (E1.7B)		
			The student understands how technology affects daily life, past and present. The student will describe how technology changes the way people work. (STS1.16C)		
			The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student will identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness. (H 1.2B)		

Classroom Activities: First Grade

- On the whiteboard write, “What is a job?” After a discussion about work/job values/skills have the students’ list jobs that relate to production of goods and services. Explain that a career is a job that one plans to do for an extended time.
- Talk about the different ways used by families to meet basic needs (food, shelter, and clothing). Ask students to draw and color a picture showing the ways people can earn a living.
- Make a list of fairy tales and nursery rhymes that the students know. Ask for suggestions of what jobs might be appropriate for some of the characters in the tales or rhymes. For example, The Three Little Pigs probably were in construction with the third one being an architect. Jack be Nimble could have been a physical fitness instructor.
- Let each student choose a different letter of the alphabet and make a drawing of a career that starts with the letter. For example: A - Artist. Have students (with pictures) line up in order of the alphabet. Let each student name their “Letter” and “Career.”
- Ask the students, “What is an interview?” For homework ask students to interview their parents about their careers and report about the type of work they do. This report could be oral, written or a drawing.

- Make hats representing careers. Have a hat parade and visit the office of the principal or the counselor.
- Discuss the literary terms of “Author” and “Illustrator.” Pair students with one being the author and one the illustrator. Then have students complete a career story.

Classroom Discussion or Journal Topics: First Grade

- As you begin the units on careers discuss classroom jobs that need to be done in order for the class to run smoothly. Have students apply for jobs such as paper passer, line leader, white board cleaner, door opener, etc. This application can be done orally or written. Rotate the jobs daily or weekly.
- Discuss work performed by family and community members and how they help one another.
- Discuss the ways in which science and technology have changed the lives of people including childcare, work recreation, transportation and communication.
- Discuss the difference between wants and needs and how this affects family economic decisions. Talk about scarcity, alternative choices, and opportunity cost and how these factors impact economic choices.
- Discuss “What are the characteristics of good citizenship.” As a class make a list of examples of good citizenship.

Second Grade

Career Education Teacher Activity Packet: Integrated Classroom Activities

Social Studies Spiraling TEKS that support Career Readiness

Second Grade

The student understands the concepts of time and chronology.

- The student will describe the order of events by using designations of time periods such as historical and present times. (H2.2A)
- The student will create and interpret timelines for events in the past and present (H2.2C)

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

- The student will obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music (SS2.18A)
- The student will obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts. (SS2.1B)
- The student will use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information (SS2.18C)
- The student will sequence and categorize information. (SS2.18D)
- The student will interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting. (SS2.18E)

The student will create written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (2.19B)

The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (2.20A)

The student will use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision. (2.20B)

Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought)

Second Grade

1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student will identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom. (C2.14D)	The student understands the purpose of governments. The student will identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community. (G2.11B)	(Bundle: Geography)	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student will identify contributions of historical figures, including Thurgood Marshall, Irma Rangle, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation. (H2.4A) The student will identify historical figures such as Amelia Earhart, W.E.B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness. (H2.4B)	The student understands the roles of producers and consumers in the production of goods and services. The student will distinguish between producing and consuming. (E2.10A) The student will identify ways in which people are both producers and consumers. (E2.10B) The student will examine the development of a product from a natural resource to a finished product. (E2.10C)	Bundle 1 (2.1A, 2.7A, 2.7B, 2.7C, 2.7D, 2.8A, 2.8B, 2.8C)
				The student understands the value of work. The student will explain how work provides income to purchase goods and services. (E2.9A) The student will explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work. (E2.9B)	

Classroom Activities: Second Grade

- On a poster have printed: “A picture is worth a thousand words.” Ask students what this means, helping them to understand that a person would have to use many words to describe everything one picture shows. Provide students with a variety of magazines. Have each student find a picture that depicts someone working. Make a collage of these pictures showing as many different jobs as you can. List these careers and as students think of other careers, add them to your list.
- As a class make a list of careers. Let each student choose and write about one of these careers, telling what they do, what they wear, what tools they might need, etc.
- Make a stick puppet of a career. Divide the class into groups with careers that pertain to the same field or related fields (Career Clusters) and make up a story using their puppets.
- Discuss the different types of jobs that must be done in and around the school building in order for the students to be able to attend school. Make a list of the

people who work at your school. Write “Thank you” notes to each of these workers for how they help.

- Talk about specific careers and have students do a related activity: For example, after students learn what an architect does, have the students draw a floor plan of their house. Talk about different kinds of farms and have students bring their favorite fruit to school and make a fruit salad. Discuss the dairy farm, list dairy products and let the students draw and color a triple dip ice cream cone.
- Explain the choices people in the U.S. free enterprise system can make about earning, spending, donating and saving money, and where to live and work. Have students draw a picture of the career they would like to explore further. Write a sentence telling how they would spend the money they earned.

Classroom Discussion or Journal Topics : Second Grade

- Have a class discussion about “What I like to do” and “What I do not like to do.” Relate students’ “likes” and “dislikes” to the different types of careers.
- Discuss available jobs in Denton, Texas. How does our geographic location affect job opportunities?
- Discuss with the students “What makes a good citizen.” (good manners, kind words, obeying the rules, respecting authority, accepting responsibility for their own actions, and demonstrating appropriate way to resolve conflicts). Have the students identify people they know who exemplify good citizenship.
- Discuss how income from jobs provides opportunity to make economic choices. Talk about how an individual’s economic choices influence production of goods and services. Define “complement” and “substitute” products. Have each student think of a complement or substitute product and share with the group.

Third Grade

Career Education Teacher Activity Packet: Integrated Classroom Activities

Social Studies Spiraling TEKS that support Career Readiness

Third Grade

The student understands the concepts of time and chronology.

- The student will use vocabulary related to chronology, including past, present, and future times. (H3.3A)
- The student will create and interpret timelines. (H3.3B)
- The student will apply the terms year, decade, and century to describe historical times (H3.3C)

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

- The student will research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and internet resources. (SS3.17A)
- The student will sequence and categorize information. (SS3.17C)
- The student will interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting. (SS3.17C)

- The student will use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information. (SS3.17D)
- The student will interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps. (SS3.17E)
- The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs (SS3.17F)

The student communicates in written, oral, and visual forms.

- The student will express ideas orally based on knowledge and experiences (SS3.18A)
- The student will use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (SS3.18B)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

- The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (SS3.19A)
- The student will use a decision – making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision (SS3.19B)

Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought)					Third Grade
1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student will identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur. (STS 3.16A) The student will identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.(STS 3.16B)	Bundle 1: People and their Communities Bundle 2: Expansion of Communities.	Bundle 1: People and the Land	Bundle 1: Map Skills Bundle 2: Civic and Heroic Figures	The student understands the purposes of earning, spending, saving, and donating money. The student will identify ways of earning, spending, saving, and donating money. (E 3.6A)	Bundle 1: Culture
				The student understands how businesses operate in the U.S. free enterprise system. The student will identify individuals. Past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses. (E3.8E)	

Classroom Activities: Third Grade

- Remind students that a career is a job someone learns skills in order to make a living and plans to do the job for a long time. Explain that your career is teaching. Provide magazines for students to find pictures of careers. Make “Career Mobiles” using the pictures. Make a list of all the careers on the mobiles. Add other careers to your list as they are discussed or studied.

- Identify historic entrepreneurial figures, such as Henry Ford, Mary Kay Ash, Wallace Amos, Milton Hershey, or Sam Walton. Have students choose a career they may like and draw and write a picture/story.
- Students will make finger puppets of careers. Let the students in pairs plan a short puppet show about how the characters earn their living, how they are going to spend their money, and for what they are going to save money.
- Ask students to interview their parents, asking them “What do you like about your job?” Let students report orally or write a report.
- Discuss careers that are involved with reading and writing. Talk about what authors do (write stories). Explain that authors make up some stories (fiction) and report true accounts of other stories (non-fiction). Talk about other careers in which writing is necessary. (Newspaper editor and reporter, playwright, book publisher, teacher, lawyer, web page administrator etc.)
- Let students choose a career from your class career list and make a poster about it including tools needed to do the job, clothes worn, or other interesting things pertaining to it. Let students give an oral report about their career poster.
- Discuss ways people in your community communicate with each other within the various career areas. For example, firefighters communicate with police and hospitals. List ways this improves the community. Have each student select one of the Careers and write about it.
- Talk to students about the impact of scientific research on society. List contributions of scientists for example, development of new products to make our lives safer and better. Have students talk about what they would like to discover or invent.

Classroom Discussion or Journal Topics: Third Grade

- Discuss various careers that people choose. As a class write poem verses about careers. Example: Doctor, doctor, what do you do? It is my job to take care of you!
- Ask students if they have ever moved from one house into another. What workers helped you sell your house, buy another house, (real estate) and what workers helped actually move your furniture from one house to another?
- Discuss the impact of individual and group decisions on communities in a democratic society. Identify services provided by local, state, and national governments.
- Discuss earning, spending, saving, donating and investing money. Invite a banker or financial advisor to assist in this discussion.
- Discuss how a business operates; include entrepreneurship, supply and demand, and the effects of supply and demand on the price of goods.

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

- The student will differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print and visual material; documents; and artifacts to acquire information about the United States and Texas. (SS4.21A)
- The student will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (SS4.21B)
- The student will organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. (SS4.21C)
- The student will identify different points of view about an issue, topic, historical event, or current event. (SS4.21D)
- The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs. (SS4.21E)

The student communicates in written, oral, and visual forms.

- The student will use social studies terminology correctly. (SS4.22A)
- The student will incorporate main and supporting ideas in verbal and written communication. (SS4.22B)
- The student will express ideas orally based on research and experiences. (SS4.22C)
- The student will create written and visual materials such as journal entries, reports, graphic organizers, outlines, and bibliographies. (SS4.22D)
- The student will use standard grammar spelling sentence structure and punctuation. (SS4.22E)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

- The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (SS4.23A)
- The student will use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (SS4.23B)

1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
Bundle 1: Texas Geography Bundle 2: Celebrate Freedom Week	Bundle 1: American Indians in Texas	The student understands patterns of work and economic activities in Texas. The student will explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services. (E4.12A) The student will explain how geographic factors such as climate, transportation and national resources have influenced the location of economic activities in Texas (E 4.12B) The student will analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas. (E 4.12C)	Bundle 1: The Texas Revolution	Bundle 1: The Civil War and Reconstruction Bundle 2: Texas Government	The student understands patterns of work and economic activities in Texas. The student will describe the impact of mass production, specialization, and division of labor on the economic growth of Texas. (E4.12D) The student will explain how developments in transportation and communication have influenced economic activities in Texas (E4.12E) The student will explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas (E4.12)
					The student understands important issues, events, and individuals of the 20th century in Texas. The student will identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals. (H4.5C)
Social Studies, Grade 4 Beginning with School Year 2011-2012 Imported Standards: The student is expected to identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions. (20A) Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas. (20B)					

Classroom Activities: Fourth Grade

- Provide magazines for students to find pictures of careers. Instruct students to group these careers into categories (Career Clusters.) Divide students into groups and let each group make a "Career mobile" of careers pertaining to one category (Career Cluster). Compare the number of careers in the categories (Career Families)
- Talk to students about job trends in Texas, the United States, and the World. Explain the impact of mass production, specialization and division of labor on the economic growth. Have students develop a timeline showing the stages of a product from development to consumption.
- Ask students to interview their grandparents about where they worked for their first "Career Job" and what type of work they did. If their grandparents are not available, ask their parents where and what type of work the student's grandparents did. Let students write a report or draw a picture. Discuss how jobs have changed in the various regions in Texas through the years and why.
- In order to emphasize the patterns of work and economic activities in Texas, discuss how people in different regions of Texas earn their living, past and present. How are careers affected by immigration, migration, and limited resources? Have students label a map showing what jobs are located in the different regions of Texas.
- Students can make finger puppets of the careers of their family members. In small groups let students tell about these careers.
- Students can write riddles describing careers and the class can play a game of "Guess Who I am!"
- Discuss how scientific discoveries and technological innovations have met the needs

of individuals, businesses, and society in Texas. On the whiteboard have the class make a list of several of these discoveries. Choose one discovery and write a report.

Classroom Discussion or Journal Topics: Fourth Grade

- Mountain communities or seashore communities have lots of tourists in the summer. Much of the business depends on serving the needs of the tourists. Discuss and contrast how the geography in the four regions of Texas affects the local business in that region. How does it affect your own lifestyle?
- Discuss the rights and responsibilities of an employer and employee.
- Discuss how the free-enterprise system works and the opportunity for entrepreneurship.
- Discuss how the economy in Texas impacts opportunities for individual business owners and corporations.
- Discuss accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

Fifth Grade

Career Education Teacher Activity Packet: Integrated Classroom Activities

Social Studies Spiraling TEKS that support Career Readiness

Fifth Grade

The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

- The student will differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States. (SS 5.24A)
- The student will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (SS 5.24B)
- The student will organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. (SS 5.24C)
- The student will identify different points of view about an issue, topic, or current event. (SS 5.24D)
- The student will identify different points of view about an issue, topic, or current events. (SS 5.24D)
- The student will identify the historical context of an event. (SS 5.24E)

The student will use social studies terminology correctly. (5.25A)

- The student will incorporate main and supporting ideas in verbal and written communication. (5.25B)
- The student will express ideas orally based on research and experiences. (5.25C)
- The student will create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (5.25D)

- The student will use standard grammar, spelling, sentence structure, and punctuation. (5.25E)

The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (5.26A)

The student will use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (5.26B)

Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought)

Fifth Grade

1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
<p>The student understands the impact of science and technology on society in the United States. The student will identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong. (STS 5.23A) The student will identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program. (STS 5.23B) The student will explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States. (STS 5.23C) The student will predict how future scientific discoveries and technological innovations could affect society in the United States. (STS 5.23D)</p>	<p>Bundle: Geography Bundle: Colonial Period</p> <p>The student understands patterns of work and economic activities in the United States. The student will identify and explain how geographic factors have influenced the location of economic activities in the United States. (E5.13B)</p>	<p>Bundle: American Revolution</p>	<p>Bundle: US Constitution</p>	<p>Bundle: Western Expansion Bundle: Civil War</p> <p>The student understands patterns of work and economic activities in the United States. The student will compare how people in different parts of the United States earn a living, past and present. (E 5.13A) The student will describe the impact of mass production, specialization, and division of labor on the economic growth of the United States. (E5.13D)</p>	<p>Bundle: 20th and 21st Centuries</p> <p>The student understands patterns of work and economic activities in the United States. The student will compare how people in different parts of the United States earn a living, past and present. (E 5.13A) (Repeat the Science, technology, and society TEKS from 1st six weeks)</p>

Classroom Activities: Fifth Grade

- In a class discussion, explain that in choosing a career, many people want to use their talents or use skills that they have learned. Ask students to make a list of things they do well naturally and things that they have learned to do. Next have students list several interests. Have students make a list of careers that they find interesting that would use their talents and skills. Keep the lists for future reference.
- Remind students that a career is a job someone learns to do to earn a living and plans to do for a long time. On a large sheet of paper list as many careers as the students can name. From this list let each student choose a career to research and write a report. This report needs to include what special training is needed to be able to do this job. It should also include what talents and skills that are needed to perform the tasks of this job.
- Using the student's list of skills and talents, let students study a career that would allow them to use their talents and skills. Let students write a paragraph on findings.

- Explain how industry and the mechanization of agriculture changed the American way of life. Have students draw cartoon strips depicting the ways jobs have changed from past to present.
- Have students interview a person involved in a career which interest them or conduct research and write a report on the career choice.
- On the whiteboard, write the following question several times, “When am I going to use _____?” Fill in the blanks with various subject areas students study (language arts, science, math, social studies, etc.) Let students match subject areas to different careers. Encourage students to go beyond the surface ideas, for example: a person who writes reports uses language arts in their career even if they are not an obvious writer.
- Display the classified section of the local newspaper on the bulletin board. Explain that businesses often advertise to find workers they need. Help students identify the information the businesses are seeking (e.g. name of position, requirements, job description). Have students write classified ads for jobs that interest them. Create a bulletin board using these ads.
- Describe to students how the free enterprise system works in the United States and how people compete for jobs. Discuss the benefits and how supply and demand affects the labor market. Have students prepare a resume applying for a job that interest them. They can use the “ads” to write an application letter to go with their resume to “apply” for one of these jobs.
- Describe the contributions of famous inventors and scientists such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong. Divide class into small groups and let each group choose a famous inventor or scientist and report on their life and contribution to society and the environment.

Classroom Discussion or Journal Topics: Fifth Grade

- Discuss how sometimes supply of a product does not meet the demand for it. Talk about a time that the demand for a product affected the price of the product. Could another product substitute for it? What other businesses could supply the product?
- Discuss characteristics of a good citizen including belief in justice, truth, equality and responsibility. How do these traits relate to business and careers?
- Discuss how scientific and technological innovations have impacted the United States politically, socially and economically.
- Discuss how people in different parts of the United States earn a living, past and present.

Music Career Activities

- Discuss with your class how music is related to different kinds of jobs. For example: Advertising companies, choreography, fitness centers, dance studios, radio stations, television stations, retail stores, etc. Ask students to list additional jobs that use music.
- Discuss with students what a disc jockey does. (An announcer for a radio show that includes music) What qualities does a good disc jockey need (strong and friendly voice, sense of humor, knowledge of music, etc.) As students learn about different

styles of music, let them find out what it is like to be a disc jockey. Talk about what kind of music is familiar to them and ask them to bring in teacher-approved selections of various types of music. Let them take turns announcing the music and sharing other information a listener might want to hear. Also practice recording on audio tape or videotape their performance. For younger children, let them listen to various musical jingles they have heard on the radio or television and let them pretend to be on radio or television.

- Ask students what a choreographer does (creates movement routines to a song and teaches these movements to the group) Discuss what skills a choreographer must have. (Knowledge of music, dance, creativity, good communication skills, and excellent rhythm.) As you play various kinds of instrumental music, let students practice moving to the music. Divide the class in small groups and let them “choreograph” simple movement. Let each group teach the moves to the rest of the class.
- Discuss the various careers that are in the field of music, for example; music teachers with various specialties, entertainers, etc. Let students add to this list.
- Ask students what a composer does. Discuss the different types of music a composer might write. Divide into small groups and let each group compose a song about a career or compose a “jingle” for television or radio. Let groups share their compositions with the class. Use a tape recorder or video camera to record results.
- Discuss what a Music Teacher does. Explain to your students what you had to do to prepare yourself to become a Music Teacher. Make a list of the different kinds of Music Teachers. (Choral, Voice, instrumental, etc.) Divide class into small groups and let each group choose one type of music teacher to study and report to class. Their report could be a dramatic demonstration, a rap, a song, etc.

Art Career Activities

- Discuss with your class how art is related to different kinds of jobs. For example: Architects, graphic designer, florists, meteorologists (use of symbols to forecast common weather conditions) etc. Make a list of careers that use art in doing their job.
- Talk with students about the jobs done by a graphic artist or print specialist such as advertisements, flyers, business cards, stationery, invitations, etc. A printer must know about types of paper, color of ink, and type of lettering in order to meet the needs of the customer. Bring in several samples of printed materials including some company logos. Explain that logos make it easy for a person to recognize a company. Have students create their own logos showing their interests and skills or they may invent a logo for a company they might want to own in the future.
- Provide students with glue, tape and a pattern of a “Career Cap.” Discuss the term “business logo” . . . How do businesses use logos? Talk about workers who might wear this type of hat.
- Discuss with students that meteorologists study conditions that create various types of weather and report this information on television as weather forecasts. Ask students what symbols the meteorologists use on their weather maps. Make a list of other common weather symbols. Divide students into small groups and let them create symbols for the weather conditions on the list.

- Discuss the various careers that are in the art field, for example; Art teacher, painter, sculptor, commercial artist, etc. Add others to your list as students think of them.
- Discuss with students the types of artists that work with glass (lamp makers, jewelry designers, glass blowers, etc.) Ask students to recall any stained glass decorations they might have seen such as windows in places of worship, lamp shades, or small “sun-catchers” in their homes. Provide each student with a cardboard frame and let them create a sun-catcher by pasting narrow strips of cardboard to the frame to form designs. Then let students cut and paste tissue paper of different colors behind the opening. These can be hung in a sunny window. Note: This activity can be made age appropriate by using a black lines on a paper and letting younger children color in a design.
- Explain that a florist arranges flowers. Let students discuss what types of floral arrangements they have seen. Help students create floral arrangements using various supplies. Younger students may make flowers from construction paper and glue them at the top of stems drawn on paper. Older students can use tissue paper to make flowers by folding it in half lengthwise and folding it accordion style across its width. Have students tear off a small strip along the folded end, and wrap a twist-tie tightly around the strips center. Pull apart the layers to create carnations. Tape the twist-ties to the tops of drinking straws. Arrange the “flowers” in containers of orange juice cans, milk cartons, etc.
- People in advertising careers try to persuade customers to buy things. Let the students discuss advertisements they have seen or heard. Assign students to small groups and give each group an item such as a pencil, hair ribbon, book, file folder, etc. Have each group write an advertisement for their item. They may want to write a script and act out the “ad.”

Physical Education and Health Career Activities

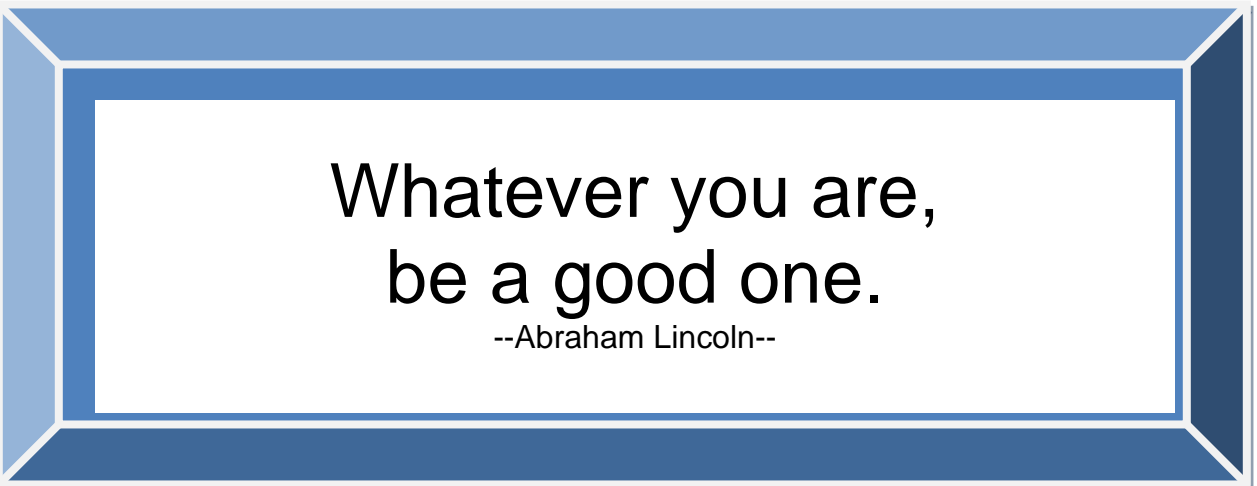
- Discuss the various kinds of careers relating to health and physical education. Make a list of the careers named and discuss some of the activities related to their career. Ask students if they know someone who is involved in any of these careers.
- Invite guest speakers who have careers in the health/physical education/recreational/sports fields. Encourage them to include discussion of teamwork, sportsmanship, safety, game rules, preparation for success, and the importance of education in their chosen career.
- Discuss what type of protective gear various careers need (for example: Fireman, Umpire, Underwater welder, Professional athletics, Astronauts, etc.).
- Talk about the physical activity involved in careers; then let class act out the activities. (For example: Fireman: Climb ladders, pull hoses from trucks, swing hoses to fight fires, etc. Construction workers: Using jack hammer, hammers, saws, painting walls, etc. Astronaut: Walk in space, pretend to eat in weightlessness, lay on their backs with knees bent as if in ‘lift off’ of rocket, etc. Military personnel: Group marching, pretend rope climbing, push-ups, etc.)

Special Programs

Special program classes are an integral part of the total school curriculum. Therefore, the special program teacher is a valuable part of bringing the total package together for students who are enrolled in a special class. Provided are career activities to complement the regular classroom curriculum. In order to provide the best learning experience and non duplication of activities, coordination with the classroom teacher is imperative.

Career related activities:

1. Make a career collage.
2. Invent a product.
3. Discuss how products are transported and then make a mobile of various methods of distribution.
4. Compare different brands of the same food as to nutritional content.
5. Decorate your classroom door with a Career theme.
6. Make career hats and/or badges.
7. Write an illustrated story, poem, or song about careers.
8. List five ways to earn money.



Whatever you are,
be a good one.

--Abraham Lincoln--

Career Education Contest

The Career Guidance Department and the CTE youth leadership organizations are always willing to assist with career education contests. A CTE representative will be available to judge the contest entries and awards will be given. If you wish to judge your own entries the CTE department will provide certificates or awards. In order to provide the flexibility for the individual school campuses two sample plans are provided. Contact the Career Counselor in order to request assistance.

Career Education Contest Sample Plans		
Plan 1		
This plan can be administered by the classroom teacher or the art teacher:		
Pre K and Kindergarten	Draw and color a picture about a career entitled "When I grow up"	
Grades 1-3	Students draw and color a picture of themselves in a career and title the picture. (Can provide a narrative)	
Grades 4-5	Students draw and/or color a picture or poster that illustrates a career that matches their personal characteristics.	
Plan 2		
This plan can be administered by the classroom teacher or the art teacher.		
Pre K - Kindergarten	Student can do any project that deals with "A Career I Like"	
Grades 1-3	Student can do any project that deals with "Planning for a Career in _____"	
Grades 4-5	Student can do any project that deals with "How school can help me reach my career goal."	
Project ideas but not limited to:		
Shadow box	Illustrated Paragraph	Drawing
Mobile	Display board	Design a puppet
Lyrics to a song	Design a game	Color a picture
Poem or Story	Research Project	Other career project

Simple and Sensational Career Day

Goal: To provide career guidance to all elementary students involving all professional educators in the delivery process.

Simple and Sensational Career Day

Sample Schedule

Morning:

- Students arrive at school in career costumes (career costumes optional)
- Announcement about career day activities.
- Teacher selects a career classroom activity or integrates a career activity in one of the following subject areas
 - Language arts
 - Science
 - Social Studies
 - Mathematics
 - Health
- Special area teachers select an integrated career activity
- Several parents visit child's class to talk about their careers.
(You might schedule the visit so they can eat lunch with their child)

Afternoon:

- You may want several more parents to visit their child's class and talk about their career.
- Class participates in a career education contest.
- Afternoon assembly or Career Camp (optional)
- Speaker talks about "How important it is to do well in school in order to reach your career goal"

"Together Everyone Achieves More"

SECTION III

Career Education Materials and Forms

**“Accept the challenges, so that you
may feel the exhilaration
of victory.”**

--General George S. Patton--

Publicity and Promotion

After perfectly planning your school's career activity you will want to publicize the event. You may want to contact the DISD public relations person. The information will be needed 10 days prior to the activity. You will need to provide the following information:

- What school and where
- Description of activity
- When the activity will take place
- Who will be involved in the activity
- What outside speakers or groups will be involved (if any)*

*Try to involve your school adopters in the project - they can be an excellent source of career information.

Other Publicity:

Other sources of publicity may include:

- Article in your school newsletter (before and after)
- Announcement at a PTA meeting
- Announcement of the event on the school marquee
- Announcement on the school webpage
- Information on the CTE Website

Remember Special People:

You will want to remember to invite and involve special people to your career activity especially if you have parent and community involvement, these may include:

- City Officials . . . Mayor, City Council
- City Personnel . . . City Manager, Fire Chief, Police Chief
- School Officials . . . Central Service Staff
- Chamber of Commerce representatives

“The future belongs to those who believe in the beauty of their dreams.”

--Eleanor Roosevelt--



Career Day Contacts

Mr. Ms. Mrs. Dr.

Name	
Company	
Telephone	
Email	
Address	
Occupation	
Notes	
Accepted / Confirmed	
Facilitator	
Room Number	
Time	
Reconfirm	
Thank you sent	



Career Day Activities

School-wide Activities

8:00 AM _____

8:30 AM _____

9:00 AM _____

9:30 AM _____

10:00 AM _____

10:30 AM _____

11:00 AM _____

11:30 AM _____

12:00 PM _____

12:30 PM _____

1:00 PM _____

1:30 PM _____

2:00 PM _____

2:30 PM _____

3:00 PM _____

Career Day Activities

Teacher Schedule

Fill in activities:

- School wide activities
- Classroom activities
- Student career contest
- Parent career speakers

7:30 AM _____

8:00 AM _____

8:30 AM _____

9:00 AM _____

9:30 AM _____

10:00 AM _____

10:30 AM _____

11:00 AM _____

11:30 AM _____

12:00 PM _____

12:30 PM _____

1:00 PM _____

1:30 PM _____

2:00 PM _____

2:30 PM _____

3:00 PM _____

An illustration of five children in various uniforms. From left to right: a boy in a white painter's uniform with a cap, holding a paintbrush and a bucket of pink paint; a boy in a yellow firefighter's uniform with a helmet and hose; a girl in a white nurse's uniform with a headband and a clipboard; a boy in a dark blue police officer's uniform with a cap and a badge; and a boy in a white chef's uniform with a tall hat, holding a spatula and a frying pan.

[illegible]

School Letterhead

Current Date _____

Dear **PARENT NAME:**

We are sponsoring a career day on **DATE THAT YOUR SCHOOL WILL BE SPONSORING THE CAREER DAY at NAME OF SCHOOL.** In order for our students to learn more about careers, we are inviting you as a parent to visit with your child's class about your career. As you know, one of our priorities at **NAME OF SCHOOL** is to promote the importance of learning. In order to support this goal we are requesting that our presenters share the following information:

- How do you use reading, writing, and math skills (or other school subjects) on your job?
- How do you use technology in your career field?
- What type of education and training is needed for advancement into the career area?
- Will continued education and training be needed for advancement in the career area?
- Describe your job duties.
- Describe a typical work day.
- What talents and skills are necessary for success in your career field?
- What hobbies and interests do you have that are compatible with your field of work?
- What personality traits are helpful in your career?

If you are willing to participate in the project, return the form to your child's teacher before **DATE YOU WANT THE FORM BACK.** For more information contact **NAME OF CONTACT PERSON AND NUMBER.**

.....
Please complete and return:

Name of Teacher _____

Name _____

Career _____

Time of Day you are available to speak:

☐

Morning

☐

Afternoon

Telephone Number _____

Email _____

Business Address _____

**Sample letter/email sent to parent
inviting them to speak at "Career
Day."**

School Letterhead

Current Date

Dear **PARENT NAME:**

Thank you for volunteering to speak to my class about your career. The students will be participating in several career related activities on career day. Your scheduled time is listed below:

Date_____

Time_____

Length of Presentation_____

Room Number_____

One of our priorities at **NAME OF SCHOOL** is to promote the importance of learning. As a presenter, I would like to suggest that you cover the following areas:

- How do you use reading, writing, and math skills (or other school subjects) on your job?
- How do you use technology in your career field?
- What type of education and training is needed for advancement into the career area?
- Will continued education and training be needed for advancement in the career area?
- Describe your job duties.
- Describe a typical work day.
- What talents and skills are necessary for success in your career field?
- What hobbies and interests did you have that were compatible with your field of work?
- What personality traits are helpful in your career?

Once again, thank you for taking the time to participate in this project. If you have any questions, or if you need any presentation aids, please call me at **SCHOOL NUMBER**. I am looking forward to your presentation.

Sincerely,

NAME OF TEACHER

Sample of confirmation letter/email sent
by the teacher to the parent who has
agreed to speak to the class

School Letterhead

Current Date

Presenter Name

Company

Address

City, State Zip

Dear **PRESENTER'S NAME:**

Thank you for your interest in **NAME OF SCHOOL** career day to be held on **DAY OF THE WEEK OF THE ACTIVITY, DATE OF THE ACTIVITY, MONTH/DAY.** Please report 15 minutes prior to your presentation time at **PLACE THAT PRESENTERS WILL BE SIGNING IN.** The session times you have agreed to present are listed below:

One of our priorities at **NAME OF SCHOOL** is to promote the importance of learning. As a presenter, I would like to suggest that you cover the following areas of interest and necessity to the students:

- How do you use reading, writing, and math skills (or other school subjects) on your job?
- How do you use technology in your career field?
- What type of education and training is needed for advancement into the career area?
- Will continued education and training be needed for advancement in the career area?
- Describe your job duties.
- Describe a typical work day.
- What talents and skills are necessary for success in your career field?
- What hobbies and interests did you have that were compatible with your field of work?
- What personality traits are helpful in your career?

If you have any questions, or if you need any presentation aids, please call **NAME OF COUNSELOR AND NUMBER.** We appreciate your willingness to invest time in our students who are...The Workforce of the Future!

Sincerely,

(NAME OF COUNSELOR)

Sample letter/email to send to the presenter to verify presentation schedule and procedure for registration.

School Letterhead

Current Date

Presenter Name

Company

Address

City, State Zip

Dear **PRESENTER'S NAME:**

On behalf of our students and staff at **NAME OF SCHOOL**, we would like to thank you for the time you so freely shared with us to make our students aware of your occupation. You are to be commended for your role in helping us inform the students of today about the world of work.

The information you gave the students was excellent and up to date. Even more importantly, it came from someone whom the students recognized as an authority from the "real world." Career awareness activities such as our career month help young people broaden their horizons and realize they may utilize their particular talents in many ways. We know that your presence made a difference to our students and it is good to know that the community's commitment to our youth includes sharing time and expertise with them as you did this week.

Once again, thank you for participating in the **NAME OF SCHOOL AND ACTIVITY.**

Sincerely,

NAME OF COUNSELOR

Sample "thank you" letter/email to send to the presenter.

CERTIFICATE OF APPRECIATION

Presented to

Name

*For serving as a career presenter in
support of the
Denton Independent School District
Career Education Program*

Signature _____

Date _____



CERTIFICATE OF PARTICIPATION

Presented to

Student Name

*For the successful completion of Career
Education activity for
Denton Independent School District
Career Education Program*

Signature _____

Date _____



Special Recognition

Presented to

Student Name

*For your participation in the
Denton Independent School District
Career Education Program*

Signature _____

Date _____



SECTION IV

Texas Essential Knowledge and Skills (Used in the Teachers Guide)

Web address: <http://www.tea.state.tx.us/index2.aspx?id=6148>

Contact Information

**Lead Career Counselor
Elementary Career Liaison
Jeanie Bragg
(940)369-1033
jbragg@dentonisd.org**

DISD Director of Counseling Services

Amy Lawrence

Director of Career and Technology Dean of the Advanced Technology Complex

Carla Ruge

06-01-2013

Denton ISD Equal Opportunity Policy Statement-

The Denton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Inquiries regarding these policies should be directed to Human Resources at (940) 369-0000.