| **Careers in the Community** | |
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| **Unit Overview** | **Instructional Guidance** |
| The Taylor family of Richland County have been serving the construction community since the 1930’s. Now known as the Taylor Brothers Construction Company, the family helped excavate and construct important economic centers like the Midlands Shopping Center as well as building for the University of South Carolina and Benedict College. The company also helped move houses for the construction of I-26. Their services allowed our state to continue to grow economically and culturally. This unit uses informational text to teach about the impact of careers in a community, therefore teachers can decide to use it as a Social Studies unit or an ELA unit based on their class needs. | Students prior knowledge about careers and their community will most likely be limited to their personal experience. Students are expected to gain a foundational knowledge of economic concepts in order to explain how they relate to their life and community. |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will learn to use inquiry to examine informational text which will be used to categorize and make inferences. |  |
| **Standards at a Glance** | **Instructional Guidance** |
| South Carolina Social Studies College-and-Career Ready Standards:   * K.E.3 – Explain why people have jobs and describe the economic benefits for self and community. * 1.E.1—Compare goods and services in the school, community, and state. * 1.E.2 – Explain how goods and services change over time. | There are SCCCR ELA Standards for Kindergarten and 1st grade embedded throughout this unit although not explicitly addressed in this column. There are multiple opportunities for formative assessment in the unit. At any point during these opportunities, students may need additional support focused on those standards. |
| **Resources and Materials** | **Instructional Guidance** |
| Required:   * [Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook](https://www.amazon.com/Clothesline-Clues-Jobs-People-Do/dp/1580892515/ref=sr_1_7?keywords=careers+books+for+kids&qid=1572524287&sr=8-7) * Large pieces of white paper * Markers/crayons/colored pencils * Pencils * [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)   Recommended:   * Computers with internet access * Supplementary informational texts about various careers | Recommended supplementary texts:  The Elevator Escalator Book Barner, Bob  Ben and Now Barretta, Gene  What’s It Like to be an Airline Pilot? Bauer, Judith  The Berenstain Bears Go to the Dentist Berenstain, Jan & Stan  Berenstain Bears and the Substitute Teacher Berenstain, Jan & Stan  Berenstain Bears Go To the Doctor Berenstain, Jan & Stan  Berenstain Bears and the Sitter Berenstain, Jan & Stan  Albie the Lifeguard Borden, Louise  Mike Mulligan and His Steam Shovel Burton, Virginia  Walter the Baker Carle, Eric  Things that Go! Conoway, Judith  Wheel Away! Dodds, Dayle  Norman the Doorman Freeman, Don  Trains Gibbons, Gail  Ox-Cart Main Hall, Donald  Alphabet City Johnson, Stephen  Maybe you should fly a jet!... LeSeig, Theo  Fire Fighters Maass, Robert  Just Going to the Dentist Mayer, Mercer  Mirette on the High Wire McCully, Emily Arnold  Uncle Jed’s Barbershop Mitchell, Margaree  Junie B. Jones and Her Big Fat Mouth Park, Barbara  The Glorious Flight Provenson Alice & Ma  Jenny’s in the Hospital Reit, Seymour  Curious George at the Airport Rey, H.A.  Curious George Goes to the Hospital Rey, H.A.  Curious George Goes to the Dentist Rey, H.A.  Curious George at the Fire Station Rey, H.A.  Curious George Visits a Police Station Rey, H.A.  Curious George Gets a Job Rey, H.A. |
| **“I Can…” Statements** | **Instructional Guidance** |
| * I can explain the connection between a career and my community in order to write a paragraph. |  |
| **Lesson Sequence** | **Instructional Guidance** |
| * Students need to have a clear understanding of what a career is. Whole group discussion to establish a definition for the term is one method teachers can use to accomplish this, but teachers could ask students to work in groups to come up with their own definition before presenting it to the class. * Teachers should read Clothesline Clues to Jobs People Do to the class. While reading teachers can ask students to try to infer what kind of career the clothes are indicating. * In order to understand the concept of categorizing, students should be given the definitions of a good and a service to read independently. The teacher will ask clarifying questions of individual students and/or the whole class to determine their understanding. As a class students will make a circle map of all the different careers they can think of. Each student should have an opportunity to either circle a career that provides a good or underline a career that provides a service. * While evaluating the concepts of goods and services, students will read about the Taylor Family and evaluate construction jobs. This could be on a worksheet the teacher creates or a Google Slide presentation. The teacher should ask the class: Do construction jobs make a good or a give a service? What if there were no construction workers? The teacher should encourage discussion and inquiry by engaging with the students while they think. * On a large piece of paper, the class will create a clothesline for a construction worker. The teacher should guide them to include things like a hardhat to protect their head, toolbelt to hold their materials, and boots for their feet. On another large piece of paper, the teacher should guide the class to write a paragraph:   *A construction worker wears \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ so they can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This gives our community \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is a good/service. Without this good/service, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  A completed version would look something like this:  *A construction worker wears a hardhat and toolbelt so they can make buildings. This is a service. Without this service, we would not have schools to learn in.*   * To summarize the concepts of careers, goods, and services, students will create their own clothesline representing a career of their choosing. The teacher might create a worksheet or template for students to follow. Teachers are encouraged to allow students to present their work to the class and display the work after it is completed. | * This unit could possibly span over several days so it is recommended that the teacher have a variety of books and resources in the classroom available for students to engage with in relation to careers. Students should have the opportunity to independently choose to read books about careers during indirect instructional time during this unit. * After reading, teachers should pose the questions like “Why does a fireman wear a suit and a mask?” and “Why does a doctor wear a white coat and stethoscope?”. Students should be engaged either as a whole group or small group to answer these questions and the teacher can refer to the text to guide their thinking. * There are numerous ways to review the last two questions but the teacher should try to focus students thinking on the impact of the career on their own community**.** * Teachers should encourage them to write a full sentence (for example “Construction jobs give us buildings so it is a service”, “We would not have houses to live in”, etc.…). * Students should be given time to do research, preferably with plenty of informational texts on careers as well as online resources if available. |

References

South Carolina College and Career Ready Standards 2020