

**Ocean Gate Elementary School
Career Education and Life
Skills Curriculum**

Adopted:

April 29 , 2009

Note: This version of the Ocean Gate Career Education and Life Skills Curriculum has been aligned to the most recent, 2004-2005 State Board adopted version of the New Jersey Core Curriculum Content Standards.

Curriculum and Instruction Vision Statement:

The Ocean Gate School District will strive:

- To ensure that all instruction in all content areas is aligned with the New Jersey State Core Curriculum Content Standards, in their most current format. (currently revised and updated as of 2004 ,2006,)
- To continue to develop and implement a student-centered, rigorous, and relevant curriculum that is cross curricular and articulated from pre-school to Grade 6, as well as integrated and articulated with our receiving district of Central Regional for Grades 7 - 12.
- To involve parents and the community in the learning process
- To instill a strong foundation in academic areas, modern technologies, life skills, and the arts
- To place emphasis on critical thinking skills and problem-solving techniques
- To develop a positive and varied approach to teaching and learning.
- To ensure that instruction incorporates and prepares our students to be active and successful participants in the global community.

Instructional Methodology and Focus:

The Ocean Gate Elementary School Career and Life Skills curriculum requires that these skills be addressed, taught and reinforced in all content areas, as appropriate to the content and activity. The curriculum further requires that students be provided instruction with text materials that are appropriately complex for the age and ability level of the learner.

Instruction is to take place using a variety of instructional methods, including whole class instruction and small group or individualized instruction that addresses the needs of the individual student in achieving the progress indicators outlined.

Instruction and instructional materials are to infuse interdisciplinary connections and the appropriate use of technology and develop an awareness of the multi-cultural nature of our 21st century society.

Assessment:

Assessment and evaluation of student progress should include a variety of assessment strategies including, but not limited to, open-ended questions, teacher interviews and observation, and performance-based tasks in combination with traditional assessment methods. Student assessments should be designed to demonstrate understanding and mastery of the skills and content being addressed, as well as, whenever appropriate, allow the student to demonstrate and practice age and grade level appropriate career and life skills.

Suggested Lessons Reflecting Interdisciplinary Connections and Career and Life Skills:

Kindergarten			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Farm Animals	The class will read a variety of books about Farm Animals. They will learn about animal habitats and needs, as well as the types of animals. They will group animals by similar needs,	LAL: 3.1KE; 3.2KA Math: 4.4KA; 4.4KC Science: 5.5KD;5.5KB Social Studies: 6.6KB; 6.6KE	9.2KC 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting

	<p>features or habitats, using graphs and other manipulatives. The students will participate in group writing, discussions and other activities that revolve around the theme.</p>		<p>self and others through awareness of different cultures, lifestyles, and attitudes.</p> <p>4. Practice steps for effective conflict resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
<p>Fire Safety</p>	<p>The class will read a variety of books about fire safety and meet with the local fire department for a demonstration of fire safety and an explanation of the equipment used by</p>	<p>LAL: 3.1KE; 3.1KD</p> <p>Math: 4.1KA;4.4KC</p> <p>Health: 2.1KE; 2.2KE</p> <p>Social Studies: 6.2KD; 6.5KA</p>	<p>9.1KA</p> <p>1. Describe various life roles and work-related activities in the home, community, and school.</p>

	<p>firefighters. The students will participate in graphing and counting activities related to fire safety.</p>		
Thanksgiving	<p>The students will read about the First Thanksgiving and discuss their family traditions. The class will discuss healthy and nutritious foods and will learn how plants are grown for food. The class will discuss the concepts of long ago and the difference between the past, the present and the future.</p>	<p>Social Studies: 6.4KB; 6.1KA Science: 5.5KB LAL: 3.1KG; 3.1KF Health: 2.1KC; 2.2KA</p>	<p>9.2KC</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective conflict

	<p>The Unit ends with a Thanksgiving feast, prepared with the 4th grade class (parents are invited to attend) where the students show their understanding of both nutrition and the holiday of Thanksgiving.</p>		<p>resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
<p>Garden Project</p>	<p>The students will read about gardens and growing plants. They will plant and care for their own container garden. As this project is underway, the students will learn about the growing needs of plants, the water cycle, and plant</p>	<p>Math: 4.2KD; 4.1KA LAL: 3.3KA; 3.4KA Science: 5.5KA; 5.3KB</p>	<p>9.2.KC</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of

	<p>growth. They will practice measurement skills, sequencing of events in the life cycle of a plant, and counting skills</p>		<p>different cultures, lifestyles, and attitudes.</p> <ol style="list-style-type: none"> 4. Practice steps for effective conflict resolution. 5. Work cooperatively with others to accomplish a task.
<p>Duck Hatching</p>	<p>The class will hatch ducks. Using an incubator, the class will “mother” duck eggs until they hatch. They will read about ducks and learn about their life cycle. They will develop simple time lines and learn about temperature . They will</p>	<p>Science: 5.5KA; 5.1KA Math: 4.2KD; 4.4KA LAL: 3.2KD; 3.2KA</p>	<p>9.2.KC</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.

	participate in writing about their experience with the duck hatching.		<p>4. Practice steps for effective conflict resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
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First Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
<u>My Five Senses</u>	After reading the book, <u>My Five Senses</u> , the students will learn to recognize the body parts connected to the senses, use inquiry and investigation skills to understand how the 5 senses allow us to investigate the world (Science	<p>Health: 2.2.1D; 2.2.1B</p> <p>Science: 5.1.1A</p> <p>Math: 4.4.1A; 4.4.1C</p> <p>Reading: 3.1.1E; 3.1.1G</p> <p>Writing: 3.2.1A; 3.2.1C</p>	<p>9.2.1C</p> <p>1. Develop positive social skills to interact with others.</p> <p>2. Select and use language appropriate to the situation.</p> <p>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and</p>

	Text, pgs. 2 – 11), organize the information obtained by creating sense charts in small group, then draw an illustration about a chosen sense and label it, and create a sensory web using adjectives to describe a fruit, creating an illustration to accompany it.		attitudes. 4. Practice steps for effective conflict resolution. 5. Work cooperatively with others to accomplish a task.
Fire Safety	Read and discuss Fire Safety Rules in Health Text ; Read about Fire Chief Rosemary Cloud , SS Text, Community Helpers, Visit from Ocean Gate Fire Department to see demonstration of Truck and	Health: 2.1.1E; 2.2.1E Reading: 3.1.1E; 3.1.1D Social Studies: 6.2.1D; 6.5.1A	9.1.1A 1: Describe various life roles and work-related activities in the home, community, and school

	equipment. Supplement with Scholastic News and Fire Safety booklets		
<u>Pumpkin, Pumpkin</u>	The Class will read and discuss the book <u>Pumpkin, Pumpkin</u> . The class will then study and review how seeds grow into plants and the needs of plants. The students will also study the sequence of plant growth, and will participate with a partner in a drawing activity. As a class, the students will create instructions for how to carve a pumpkin, focusing on action words	Science: 5.5.1A; 5.8.1A Reading: 3.1.1D; 3.1.1E Math: 4.5.1E; 4.5.1D LAL:3.2.1A; 3.2.1D	9.2.1C 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective conflict

	and their use.		resolution. 5. Work cooperatively with others to accomplish a task.
<u>The Doorbell Rang</u>	The class will read <u>The Doorbell Rang</u> and discuss. The class will review the concept of a dozen and the concept of division by making equal sets with 2,3, and 4 partners out of 12 people. Class discussion re: feelings and sharing with friends. The teacher will discuss Holiday Cookie traditions with class, and introduce the	Reading: 3.1.1A; 3.1.1B Math: 4.1.1B; 4.2.1D Health: 2.1.1E Social Studies: 6.5.2A LAL: 3.2.1A; 3.2.1B	9.1.1B: 1. Describe and demonstrate the importance of personal and interpersonal skills. 2. Identify positive work habits and attitudes necessary for home, community, and school. 3. Identify reasons for working as part of a team.

	<p>concepts of Scarcity and Supply and Demand of needed/wanted things and how that impacts people. The students will write a description of Grandma's cookies, focusing on the use of adjectives</p>		
<p><u>Something from Nothing</u></p>	<p>The class will read the book <u>Something from Nothing</u>, and discuss. The class will practice sequencing events over time. In Health, the class will discuss family relationships, and growth and development (changes over time). The class will review the</p>	<p>Reading: 3.1.1C; 3.1.1G Math: 4.4.1A Health: 2.4.1A; 2.1.1B Social Studies: 6.1.1A; 6.4.1A LAL: 3.2.1A; 3.2.1B</p>	<p>9.1.1B:</p> <ol style="list-style-type: none"> 1. Describe and demonstrate the importance of personal and interpersonal skills. 2. Identify positive work habits and attitudes necessary for home, community, and school. 3. Identify

	<p>concept of long ago and compare with today, and introduce the concept of History. The students will write about their grandparents. If school schedule permits, this unit can be conducted in conjunction with the district's Grandparent's Day activities.</p>		<p>reasons for working as part of a team.</p>
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Second Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCC CS Addressed	Career and Life Skill Connections
<u>Flat Stanley</u>	<p>The students will read the book <u>Flat Stanley</u>. They will then compose a letter to share with friends or relatives based on Flat Stanley and his adventures. Envelopes are addressed by students, and letters are sent to various locations throughout the United States and other countries. The letters ask for details about the destination to which they are sent. As responses are received, the students work together to label an oversized map that shows the locations Flat Stanley has traveled to. Information and photographs received are displayed and</p>	<p>Reading: 3.1.2G; 3.1.2D</p> <p>Science: 5.7.2A</p> <p>Social Studies: 6.6.2A; 6.4.2B</p> <p>LAL: 3.2.2B; 3.2.2A</p>	<p>9.2.2C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective

	shared by the students.		<p>conflict resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
All About Me	The students will read text materials on the special characteristics we all have. The students will then create posters and booklets to introduce themselves and explain why they are special. Special focus is put on self evaluation and awareness of individual skills and abilities. If possible, the students will collect and graph information about each other to compare differences and similarities of classmates.	<p>Health: 2.2.2D; 2.2.2A</p> <p>LAL: 3.2.2D; 3.2.2B</p> <p>Reading: 3.1.2G; 3.1.2D</p> <p>Math: 4.4.2A;4.4.2C</p>	<p>9.2.2B</p> <p>1. Demonstrate an understanding of the relationship between personal behavior and self-image.</p> <p>2. Recognize and build upon personal strengths.</p> <p>4. Recognize personal likes and dislikes.</p>

<p>People and Places</p>	<p>The students will study neighborhoods and communities, as well as the people who live in them. The students will then work independently to create one part of a neighborhood/community as a three dimensional model, including a written description of the model. These models are then put together to create a whole neighborhood, which is displayed and presented to parents, classmates and the other classes in the school. During the presentation, each student is responsible for explaining his or her own project to the visitors as they tour the “neighborhood”</p>	<p>Social Studies: 6.6.2A; 6.6.2B</p> <p>Reading: 3.1.2D; 3.1.2G</p> <p>LAL: 3.2.2D; 3.2.2B</p> <p>Art: 1.5.2B</p>	<p>9.1.2A</p> <p>1. Describe various life roles and work-related activities in the home, community, and school.</p> <p>9.1.2B</p> <p>3. Identify reasons for working as part of a team.</p> <p>9.2.2A</p> <p>2. Plan and follow steps to make choices and decisions.</p> <p>9.2.2C</p> <p>1. Develop positive social skills to interact with others.</p> <p>2. Select and use language appropriate to the situation.</p>
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Third Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Titanic Day	After reading about the sinking of the Titanic in the text book and other sources, the students will research to find more facts about the Titanic and its sinking. In addition, the students will conduct research to learn what keeps a boat floating and will construct a boat out of tin foil. This boat will be used in a competition to see which	LAL: 3.1.3H; 3.2.3A Math: 4.4.3A; 4.1.3A Social Studies: 6.1.3A;6.6.3A Science: 5.4.3C; 5.3.3D	9.23C 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective conflict

	<p>student's boat can remain afloat with the most pennies in it. The students then graph the results and analyze the data collected. Other theme related activities are conducted in class as appropriate, based upon student needs and abilities.</p>		<p>resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
<p>Volcano Event</p>	<p>The students will read the selection <u>Volcano</u> in their reading text. They will research volcanoes to discover what they are and how they are formed. After conducting their research, the students are</p>	<p>LAL: 3.5.3A; 3.3.3D Math: 4.2.3D; 4.5.3B Social Studies: 6.6.3C;6.1.3A Science: 5.1.3C Technology: 8.1.3B; 8.1.3A</p>	<p>9.23C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and

	<p>to independently create a working model of a volcano and present it to class. In addition there are math related class activities.</p>		<p>others through awareness of different cultures, lifestyles, and attitudes.</p> <ol style="list-style-type: none"> 4. Practice steps for effective conflict resolution. 5. Work cooperatively with others to accomplish a task.
<p>Our Bodies</p>	<p>As part of the Science/Health unit on Body Systems, the students will work with a partner to trace and create a life sized replica of the human body. As each body system is studied and</p>	<p>Science: 5.5.3A Health: 2.1.3B; 2.1.3C Reading: 3.1.3F; 3.1.3A LAL:3.5.3A; 3.4.3A Art: 1.3.3A</p>	<p>9.23C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills

	<p>reviewed, the students will add the components of that system to their replica. As part of the unit, the students will keep journals and write about their investigations and discoveries.</p>		<p>for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</p> <p>4. Practice steps for effective conflict resolution.</p> <p>5. Work cooperatively with others to accomplish a task.</p>
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Fourth Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Moon Unit	While studying the phases of the moon, the students will keep a month	<p>Science: 5.9.4A; 5.9.4B</p> <p>Social Studies: 6.1.4A</p>	<p>9.24C</p> <p>1. Develop positive social skills to</p>

	<p>long ‘Moon Journal’ describing what the moon looks like each evening. In addition, the students will research “fun facts” about the moon, including travel to the moon, “wives tales” about the moon, the size of the moon and the distance to the moon. The students will also create a diagram of the moon in one of its phases.</p>	<p>LAL: 3.2.4D; 3.5.4A</p> <p>Math: 4.4.4A; 4.3.4C</p> <p>Technology: 8.1.4B; 8.1.4A</p>	<p>interact with others.</p> <ol style="list-style-type: none"> 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective conflict resolution. 5. Work cooperatively with others to accomplish a task.
<p><u>Sarah Plain and Tall</u></p>	<p>The class will read and discuss the novel <u>Sarah</u></p>	<p>LAL: 3.3.4D; 3.1.4E</p> <p>Math: 4.4.4A; 4.5.4B</p>	<p>9.24C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to

	<p><u>Plain and Tall.</u> As part of the unit, the students will research life during pioneer times, and create a presentation on what they learn for a “Pioneer Day” event.</p>	<p>Social Studies: 6.4.4A</p>	<p>interact with others.</p> <ol style="list-style-type: none"> 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective conflict resolution. 5. Work cooperatively with others to accomplish a task.
<p>“Breakfast for Brain Power”</p>	<p>While studying the importance of healthy nutrition and</p>	<p>Health: 2.1.4C; 2.1.4A LAL: 3.1.4H; 3.1.4G</p>	<p>9.2.4C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to

	<p>the importance of eating balanced meals, the students will research the impact of a healthy breakfast on daily activities and performance. The students will then demonstrate their understanding of nutrition and the importance of a healthy breakfast by writing a story that shows the value of a healthy breakfast.</p>	<p>Science: 5.5.4A Technology: 8.1.4B; 8.1.4A</p>	<p>interact with others.</p> <ol style="list-style-type: none"> 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes. 4. Practice steps for effective conflict resolution.
<p>“Long House Project”</p>	<p>As part of the study of Native Americans in New Jersey, the students will investigate</p>	<p>Social Studies: 6.1.4A;6.6.4B LAL: 3.1.4G; 3.3.4D Technology:</p>	<p>9.2.4C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with

	<p>the construction of traditional Leni Lenape Long Houses. After conducting their research, the students will build scale models of the long house, and present them in class.</p>	<p>8.1.4A; 8.1.4B Math: 4.2.4D</p>	<p>others.</p> <ol style="list-style-type: none">2. Select and use language appropriate to the situation.3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.4. Practice steps for effective conflict resolution.5. Work cooperatively with others to accomplish a task.
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Fifth Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
<u>How to Eat Fried Worms</u>	The class will read the novel <u>How to Eat Fried Worms.</u> As part of their discussions, they will talk about peer pressure and relationships between friends. They will also participate in activities to compare the length of a worm to various objects in the room, and then convert those measurements from inches to feet and yards.	LAL: 3.2.5D; 3.2.5A Math: 4.2.5D; 4.2.5E Health: 2.1.5F; 2.4.5A	9.2. 5A 2. Describe how personal beliefs and attitudes affect decision-making. 3. Identify and assess problems that interfere with attaining goals. 9.2.5B 2. Demonstrate responsibility for personal actions and contributions to group activities.
<u>George Washington's</u>	The class will read the	LAL: 3.2.5D; 3.2.5B	9.2.5B 2. Demonstrate

<u>Socks</u>	historical novel, <u>George Washington's Socks</u> . This unit is in conjunction with the Social Studies unit on the Revolutionary War. The students will learn about the history and conditions during the war, specifically the winter at Valley Forge and the Battle of Trenton. As this took place very near to where we live, the students note the location of these events on a map. At the end of the unit, the students	Social Studies: 6.2.5C; 6.4.5B Technology: 8.2.5B; 8.1.5A	responsibility for personal actions and contributions to group activities.
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	demonstrate their understanding by creating a power point presentation to “sell” the book.		
Natural Disaster Unit	As part of the reading text, students read a series of fiction and non-fiction stories about natural disasters. Using the internet and print resources the students each select a natural disaster to research. The students then prepare a oral report to present to the class in Newscast format, including not only the event, but the	LAL: 3.2.5D; 3.2.5B Technology: 8.1.5A; 8.1.5B Science: 5.8.5B; 5.10.5A Social Studies: 6.6.5A; 6.6.5E	9.2.5B 2. Demonstrate responsibility for personal actions and contributions to group activities. 9.2.5C 1. Demonstrate respect and flexibility in interpersonal and group situations. 2. Organize thoughts to reflect logical thinking and speaking. 3. Work cooperatively with others to solve a problem. 4. Demonstrate appropriate social skills within group activities.

	<p>geographical areas where such events are most likely to occur and why they occur.</p>		<p>5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p> <p>6. Participate as a member of a team and contribute to group effort.</p>
<p>Everyone Learns Differently</p>	<p>The students will investigate learning styles and differences in a variety of ways. Students will learn about different learning styles (Auditory, visual, kinesthetic) and multiple intelligences. The students will take a</p>	<p>Health:2.5.5A; 2.2.5A</p> <p>LAL: 3.2.5D; 3.2.5A</p> <p>Social Studies: 6.6.5D</p> <p>Technology: 8.1.5B; 8.1.5A</p> <p>World Languages: 7.2.5A; 7.2.5B</p>	<p>9.2.5C</p> <ol style="list-style-type: none"> 1. Develop positive social skills to interact with others. 2. Select and use language appropriate to the situation. 3. Develop skills for accepting self and others through awareness of

	<p>learning style survey to assist in self understanding. The students will also research and learn about different learning disabilities including Autism, ADD, Hearing Impairment, Visual Impairment, Dyslexia, etc. The students will use web resources to investigate a “fame brain” who suffered from a learning disability and overcame it. The students shall create a multi-media presentation to demonstrate</p>		<p>different cultures, lifestyles, and attitudes.</p> <ol style="list-style-type: none"> 4. Practice steps for effective conflict resolution. 5. Work cooperatively with others to accomplish a task. <p>9.2.5D</p> <ol style="list-style-type: none"> 1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community. 2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and
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	<p>their knowledge about their “fame brain”. Finally, the students shall “learn something” and create a photo essay that explains their learning and explains the learning style and multiple intelligence involved in the learning. As part of this unit, the students will be introduced to basic American Sign Language.</p>		<p>workplace.</p> <ol style="list-style-type: none">3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.4. Describe how personal ethics influence decision making.
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6 th Grade			
Suggested Lesson	Suggested Activities	Content Areas/NJCCCS Addressed	Career and Life Skill Connections
Holocaust Novels	In leveled reading groups, the students will read novels that address and describe the events of the Holocaust. In addition to comprehension and written responses to the novels, the students will research historical events regarding World War II and the Holocaust, view a film on survivors of the Holocaust and discuss the causes of the Holocaust and	LAL: 3.2.6D; 3.2.6B Social Studies: 6.6.6B; 6.6.6F Health: 2.1.6F	9.2.6D 1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community. 2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace. 3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community. 4. Describe how

	<p>how it can be prevented from reoccurring. The students will also research the geographical locations of the countries involved in WWII and how their geography is involved in the novels and events that occurred.</p>		<p>personal ethics influence decision making.</p> <p>9.2.6C</p> <ol style="list-style-type: none">1. Demonstrate respect and flexibility in interpersonal and group situations.2. Organize thoughts to reflect logical thinking and speaking.3. Work cooperatively with others to solve a problem.4. Demonstrate appropriate social skills within group activities.5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.6. Participate as a member of a team and
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			contribute to group effort.
Decimal Math	As part of learning about numerical operations with decimals, and reviewing the decimal nature of money, the students are introduced to keeping track of expenses and income using a check book register, and how to write a check. After learning the process using pencil and paper, the students are introduced to using Excel to create a spread sheet to record debits and credits in a check book program. The	Math: 4.1.6A; 4.5.6F Health: 2.2.6E LAL: 3.2.6D; 3.2.6A	9.2.6E 1. Identify and demonstrate personal finance skills in checkbook maintenance and investing. 2. Construct a simple personal savings/spending plan. 3. Understand that people make financial choices that have costs, benefits, and consequences. 4. Explain the difference in cost between cash and credit purchases. 5. Compare prices of similar items from different sellers.

	<p>students are given a budget and are to purchase items within that budget, recording them in their spreadsheet. As part of this unit, media influences on consumer spending are discussed.</p>		
<p>Solar System</p>	<p>Using the science unit on the Solar System as a base, the students learn about the solar system, including the change in status of Pluto. Students create a tour of the solar system by creating a planet guide book, which includes a</p>	<p>Science: 5.9.6A; 5.9.6B; 5.9.6C; 5.9.6D LAL: 3.2.6D; 3.2.6B Math: 4.2.6B; 4.5.6E Technology: 8.1.6B; 8.1.6A</p>	

	<p>drawing of each planet, as well as interesting facts about each. Working in small groups, the class creates a metric scale model of each planet to display in the hallway, along with facts about each planet.</p>		
<p>Ancient Civilizations</p>	<p>As part of the study of Ancient Civilizations, the students will participate in many cross curricular activities which include, but are not limited to:</p> <p>1) Preparation of traditional foods from the</p>	<p>Science: 5.1.6A; 5.1.6B</p> <p>Math: 4.2.6D; 4.5.6C</p> <p>LAL: 3.2.6B; 3.2.6D</p> <p>Social Studies: 6.3.6B; 6.1.6A</p> <p>Health: 2.2.6A</p>	<p>9.2.6C</p> <ol style="list-style-type: none"> 1. Demonstrate respect and flexibility in interpersonal and group situations. 2. Organize thoughts to reflect logical thinking and speaking. 3. Work cooperatively with others to solve a problem.

	<p>Egyptian, Greek and Roman Civilizations</p> <p>2) Investigate and use the numerical systems of the Egyptians, Greeks and Romans</p> <p>3) Investigate the technology of the civilizations, including but not limited to the construction of an Egyptian Water Clock, a mummification experiment and the creation of paper.</p> <p>4) Writing in a variety of formats to demonstrate understanding of the ancient</p>		<p>4. Demonstrate appropriate social skills within group activities.</p> <p>5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p> <p>6. Participate as a member of a team and contribute to group effort.</p>
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	<p>civilizations including but not limited to:</p> <p>Creation of a AIM/Facebook page for Alexander the Great; Writing a story in the first person about daily life in Ancient Egypt; Writing a News Article about the Rise and Fall of Ancient Rome and/or the beginnings of Democracy in Ancient Greece.</p>		
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Scope and Sequence

Grades K – 6

Career and Technical Education:

STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career

and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

Strands and Cumulative Progress Indicators for Grades K – 4:

By the end of **Grade 4**, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

4. Describe and demonstrate the importance of personal and interpersonal skills.
5. Identify positive work habits and attitudes necessary for home, community, and school.
6. Identify reasons for working as part of a team.

Strands and Cumulative Progress Indicators for Grades 5 - 8

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States' Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

Consumer, Family and Life Skills:

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a

variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

Strands and Cumulative Progress Indicators for Grades K - 4

By the end of **Grade 4**, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

3. Demonstrate an understanding of the relationship between personal behavior and self-image.
4. Recognize and build upon personal strengths.
5. Accept criticism and respond constructively.
6. Recognize personal likes and dislikes.
7. Demonstrate steps to deal with stress and conflict.

C. Interpersonal Communication

6. Develop positive social skills to interact with others.
7. Select and use language appropriate to the situation.
8. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
9. Practice steps for effective conflict resolution.
10. Work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school

Strands and Cumulative Progress Indicators for Grades 5 - 8

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.