

Ventnor
Career Education and Consumer,
Family, and Life Skills

In alignment with New Jersey Core Curriculum Content Standards

I. OVERVIEW

In order for all students to be successfully employed in the twenty-first century they will need to have increasingly advanced levels of knowledge and skill. Students must be able to identify and solve real problems, use the appropriate tools, reason effectively, and apply critical thinking skills.

II. RATIONALE

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified workplace competencies. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources.

III. STANDARDS

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

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

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.

C. 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.

D. Self-Management

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

E. Interpersonal Communication

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 resolution.
5. Work cooperatively with others to accomplish a task.

F. 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.

G. 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.

H. 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.

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.

C. 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 manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

D. 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.

E. 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.

F. 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.

G. 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.

V Strategies

In grades pre-k to four the career and technical education is integrated into the core content. The classroom lessons and class trips will expose children to the careers in the area. Through interactive lessons, hands on activities, cooperative learning. In addition by the end of grade four all children will have had the opportunity to begin a career portfolio and begin to explore careers through the use of computer software.

In middle grade five through eight the students will have to opportunity to work on career portfolios. The portfolios will include lists of careers that interest the individual student, the requirements for an entry level position each field of interest, as well as an individual resume. The students will work in large and small groups to discuss the information necessary to be productive in the work world.

The students will learn through:

- A. interactive lessons

- B. hands on activities
- C. cooperative learning
- D. the use of computer software
- E. individual exploration
- F. field trips
- G. individual library research
- H. guest speakers

VI Evaluation

The evaluation will be teacher observation, completed portfolios, completed group projects.

VII Required Resources

Software such as:
The Career Game
What Makes You Special

VIII Scope and Sequence

Grades Pre K to 4 will be integrated into the core curriculum.

The Value of money will be taught along with the math curriculum.

At the end of Grade 4 students will start a Career Portfolio

Grade 5 to 8

Continue to Work on Career Portfolio

During Cycle and Writing Classes Career Curriculum will be integrated with students writing and developing public speaking skills. Students will learn about safety in technology classes.

Math and Social Studies will include units on the value of money and consumer services.

Grade 8

Students will complete a Resume