

Roosevelt Public School



CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS CURRICULUM GUIDE

PRE-KINDERGARTEN – GRADE 6

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Roosevelt Public School

MISSION STATEMENT

The mission of the Roosevelt Public School District is to educate and inspire all students to excel academically*, to become independent and creative thinkers, skillful communicators and lifelong learners. Roosevelt Public School nurtures and challenges the unique potential of each student so that our children will develop individual, social and civic responsibility as well as respect for themselves, each other, and the environment.

*to achieve or exceed N.J. CCCS at all grade levels

New Jersey Core Curriculum Content Standards for CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

There are two career education and consumer, family and life skill standards. The first standard (9.1) addresses career awareness, planning, employability skills and building knowledge to be successful in the workplace. The second standard (9.2) addresses consumer, family and life skills leading to a building of knowledge to be successful in the workplace.

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.

Strands and Cumulative Progress Indicators

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.

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2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, 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 through higher education.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.

B. Employability Skills.

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

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Strands and Cumulative Progress Indicators

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

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.

C. 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.

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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

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

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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.

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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.

ELEMENTARY SCHOOL CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS PHILOSOPHY

The basis for the Roosevelt Public School Career Education and Consumer, Family and Life Skills Curriculum is the belief that all students must develop a set of abilities and skills along with a sound and accurate knowledge base to make prudent career decisions that lead to a post-secondary school education and then as a productive citizen. Additionally, this curriculum addresses the acquisition of knowledge and the development of skills to become a prudent consumer who conducts his/her life as a responsible individual of strong character who can function effectively as an individual who makes strong decisions as well as an effective member of a team. Through the development of these skills, students will be prepared to make healthy, happy and safe life choices. This curriculum addresses six (6) critical areas:

- ⊕ Critical Thinking
- ⊕ Self-Management
- ⊕ Interpersonal Communication
- ⊕ Character Development and Ethics
- ⊕ Consumer and Personal Finance
- ⊕ Safety

It is the ultimate goal of career education and consumer, family and life skills to enable students to develop positive attitudes, knowledge and behaviors about the social and emotional well-being for themselves and others. The development of strong character through the 'Six Pillars of Character' will contribute to the development of responsible citizens who function effectively as individuals, family members, students, employees and team members.

A major portion of this Roosevelt Public School Career Education and Consumer, Family and Life Skills Curriculum will be taught in conjunction with other subject disciplines (language arts/literacy, mathematics, social studies, health, technology, art, and music) in an interdisciplinary manner. Although there will be designated periods, many of the lessons will be recurring through these other disciplines. Resources will be accessed from a wide range of print, technology and personnel sources with no actual text book being employed for this curriculum. Each student will exhibit computer savvy according to their grade level to meet the changing needs of the 21st century.

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This revised curriculum guide was approved and adopted by the Roosevelt Public School Board of Education August 27,
2009.

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PRE-KINDERGARTEN THROUGH GRADE 3

9.1 Career and Technical Education

BENCHMARKS	CONCEPTS/SKILLS	STUDENT ACTIVITIES
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ▪ Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction ▪ In the 21st century, people will most likely have multiple careers and jobs. ▪ Personal actions today and tomorrow may have an effect on future employment. <p>Essential Questions:</p> <p>How do I decide what I want to be and how do I prepare for my career?</p> <p>How can we best prepare for the workforce when we will likely change jobs multiple times?</p>		
<p><i>By the end of the 3rd grade students will be able to:</i></p>		
<p><u>Career Awareness</u></p> <p>Explain how the concepts of work and caring are important to make home, school and families more positive institutions</p>	<p>Success is the result of hard work and focus</p> <p>As one ages, people are able to develop more skills</p> <p>Caring helps people do a better job</p> <p>Identifying careers from varying media</p>	<ul style="list-style-type: none"> ▪ Establishment of classroom routines ▪ Discussions about the many roles parents fulfill ▪ Discussion from guided reading books being studied as well as read-aloud books ▪ Student goal setting regarding caring and work ▪ Role-playing ▪ Reading of newspapers,

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	Research the varying aspects of a career of interest	<p>magazines and internet web sites</p> <ul style="list-style-type: none"> ▪ Oral student presentations ▪
Identify skills that are required for varying careers	<p>Listening and questioning</p> <p>Identify job titles from a media source</p>	<ul style="list-style-type: none"> ▪ Interviewing parents and family members about their jobs ▪ Classroom visitors from varying occupations to speak to students ▪ Focused discussion on characters from student literature ▪ Focused discussion on specific occupations across all subject areas
Identify why people work	<p>Explain what has to occur for people to like the jobs</p> <p>Understand cause and effect relationship</p>	<ul style="list-style-type: none"> ▪ Brainstorming ▪ What would happen if... (i.e. the cafeteria staff didn't make lunch or the teacher didn't feel like coming to school) ▪ Student writing topics ▪ Classroom visitors/guest speakers
<u><i>Employability</i></u>		
Describe and demonstrate the importance of personal and interpersonal	<p>Identify/List feelings</p> <p>What is necessary for people to 'get-</p>	<ul style="list-style-type: none"> ▪ Role-playing ▪ Puppet plays ▪ Discussions about story characters ▪ Student writing about topics

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relationships and skills	along' Coping with anger	that deal with emotions and feelings <ul style="list-style-type: none"> ▪ Student art and picture-making to demonstrate concepts
Identify positive work habits and attitudes necessary for school, home and community	Develop an attitude that supports school success Develop awareness and then the work habits that support school success	<ul style="list-style-type: none"> ▪ Development of classroom rules with students ▪ Brainstorming ▪ Student goal-setting (involving parent input and support) ▪ Discussions identifying negative/counterproductive behaviors ▪ Teaching the 'power of one' related to bullying ▪ Outside programs including CAP and Prevention First ▪ Dealing effectively with other's negative behaviors ▪ Video resources through MCAVA ▪ Self-improvement goal-setting
Identify reasons for working as a team	Participate in team activities Explain how caring contributes to a better team	<ul style="list-style-type: none"> ▪ Interdisciplinary work-teams ▪ Instructional centers in classrooms involving group activities ▪ Brainstorming ▪ Discussions about friendships and helping resulting from classroom scenarios as well as with characters in student literature ▪ Role playing

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BENCHMARKS	CONCEPTS/SKILLS	STUDENT ACTIVITIES
<p><i>By the end of the 6th grade students will be able to:</i></p>		
<p><u>Career Awareness</u></p> <p>Describe various life roles and work-related activities at school, home and in the community</p>	<p>Develop an awareness of careers and requirements leading to the acquisition of careers</p>	<ul style="list-style-type: none"> ▪ Student projects ▪ Student presentations of careers in and around the community (including both service and manufacturing industries)
<p>Identify skills and abilities required for various careers</p>	<p>Identification of careers of personal student interest</p>	<ul style="list-style-type: none"> ▪ Student projects that examine a career (title, description, personal qualities, required skills, education) ▪ Student research ▪ Guest speakers ▪ Career bulletin board of student products
<p>Identify an understanding that careers are established from a variety of experiences related to skills, interests, and/or influential people...</p>	<p>Establish 'career ladder pathways' culminating in various careers</p> <p>Understand the educational requirements for varying careers</p>	<ul style="list-style-type: none"> ▪ Student projects ▪ Student interviews of people of varying careers ▪ Student PowerPoint presentations ▪ Student reading of classified employment advertisements from newspapers

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<p><u>Employability</u></p> <p>Recognize and communicate personal qualities necessary for success in various careers</p>	<p>Identification of personal student traits (ref. character education ‘Six Pillars of Character’)</p> <p>Identification of healthful living (ref. health education ‘Great Body Shop’)</p>	<ul style="list-style-type: none"> ▪ Extrapolation of student behaviors in a school setting to the workplace ▪ Role-playing ▪ Study of physical (nutrition, sleep, exercise...), emotional (substance use/abuse, interpersonal relationships, attitude...) and mental health (planning, balanced living...)
<p>Understand and demonstrate the impact of personal attributes as a component of job-seeking skills</p>	<p>Understanding the benefits of physical appearance (grooming, dress, attitude, demeanor, body language...)</p>	<ul style="list-style-type: none"> ▪ Description of personal qualities then applied in a ‘Dress for Success’ Day ▪ Digital photographs (bulletin board)
<p>Develop an application folio for a prospective (hypothetical) employer</p>	<p>Compose letter of interest/application; resume; and completion of a sample employment application (integrated as part of the language arts/literacy curriculum)</p>	<ul style="list-style-type: none"> ▪ Activities involving following directions ▪ Completing sample application forms ▪ Teaching the components of an effective resume ▪ Writing a resume ▪ Teaching the components of a letter of application ▪ Writing an effective letter of application

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	<p>Locating an employment position (identifying sources of job-seeking communication)</p> <p>Develop awareness of interviewing skills (answering questions effectively, language use, posture, eye contact, appearance, hand-shake)</p>	<ul style="list-style-type: none">▪ Student access and recording of positions in a student selected field from newspapers, internet sites, local advertisements (signs), word-of-mouth▪ Role playing (Why I would/ would not give this person a job?) ▪ Role playing (mock interviews)▪ Group brainstorming▪ Digital photography and video recording▪ Creation of a bulletin board modeling effective vs. ineffective job-seeking behaviors
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PRE-KINDERGARTEN THROUGH GRADE 3

9.2 Consumer Family and Life Skills

Enduring Understandings:

- Choices we make as individuals affect self, family, community and the world. (Critical Thinking)
- Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction. (Self-Management)
- Effective communication skills are necessary to convey meaning and understanding to others (Interpersonal communications)
- One’s character and ethics are constantly being challenged and are ever-changing and evolving. (Character Development and Ethics)
- Financial choices have costs, benefits and consequences. (Consumer and Personal Finance)
- Lack of awareness about laws and rules may lead to unsafe situations and chaos. (Safety)

Essential Questions:

- How do I decide or make a choice? (Critical Thinking)
- Why do I need to be accountable? (Self-Management)
- How do I best communicate? (Interpersonal Communication)
- How do family, school, community and workplace influence an individual’s character and ethics? (Consumer and Personal Finance)
- How is safety a personal and societal responsibility? (Safety)

BENCHMARKS	CONCEPTS/SKILLS	STUDENT ACTIVITIES
<i>By the end of the 3rd grade students will be able to:</i>		
<u>Critical Thinking</u> Recognize and define a problem	Demonstrate the use of brainstorming skills as a source of problem solving	<ul style="list-style-type: none"> ▪ From children’s literature and language arts/literacy selections, identify problem(s) ▪ In student behavior scenarios,

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	<p>and decision-making possibilities</p> <p>Understand the 4-steps of problem solving:</p> <ol style="list-style-type: none"> 1. Define the problem 2. Establish list of possible solutions 3. Select what seems to be the best solution 4. Try it! 	<p>identify problem/potential problem and brainstorm possible choices that could be made</p> <ul style="list-style-type: none"> ▪ Teacher-made situation cards defining problems to be solved by small groups
<p>Plan and follow steps to make a decision</p>	<p>Setting personal goals</p>	<ul style="list-style-type: none"> ▪ Identify short term (day, week) and long term (marking period, school year) goals to accomplish ▪ Decision cards (containing a variety of problems, dilemmas, challenges and scenarios of uncertainty)
<p>Determine when it is appropriate to 'get involved'</p>	<p>Establishing guidelines to determine when to get involved:</p> <ul style="list-style-type: none"> ▪ Is it your business? ▪ Is someone being hurt? ▪ Is it safe for you to get involved? 	<ul style="list-style-type: none"> ▪ Using problems from StoryTown anthology and guided reading selections to determine involvement ▪ Bullying prevention programs (CAP, The Power of One...) ▪ Incidental teaching based upon classroom and playground scenarios

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<p><u>Self-Management</u></p> <p>Demonstrate an understanding of the relationship between personal behavior and image/reputation</p>	<p>Explain how actions can affect how people feel about themselves (conscience) as well as how others feel about them</p>	<ul style="list-style-type: none"> ▪ Brainstorm thoughts of what actions make one feel good about themselves; bad about themselves ▪ Using characters from stories to serve as models as to establishing an image or reputation
<p>Recognize personal likes and dislikes</p>	<p>Establish self-improvement goal(s)</p>	<ul style="list-style-type: none"> ▪ Student goal setting and then monitoring through anecdotal (journaling) or graphing ▪ Establishment of behavioral contracts ▪ Class and group discussions dealing with frustration, conflict and anger ▪ Using incidents of conflict as opportunities to teach making alternative choices ▪ Exploring alternative choices by characters in stories
<p>Demonstrate positive strategies to deal with frustration and conflict</p>	<p>Develop an understanding of ways people 'hurt' other people</p> <p>Define the role and responsibility of the observer or bystander</p>	<ul style="list-style-type: none"> ▪ Brainstorm reasons why students pick on others ▪ Use story conflicts to serve as models for conflict scenarios and possible resolutions ▪ Brainstorm actions that an observer could take to advocate for another person whether the student knows that individual or not ▪ Presentation, 'The Power of One'

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		<ul style="list-style-type: none"> ▪ Video scenarios ▪ Role-playing
<p><u><i>Interpersonal Communication</i></u></p> <p>Demonstrate an understanding that language differs in different situations</p>	<p>Demonstrates an ability to modify language appropriate for varying settings and people</p>	<ul style="list-style-type: none"> ▪ Role playing in small groups where cards identify scenarios and students verbally communicate appropriately
<p>Develop social skills to effectively interact with others</p>	<p>Demonstrate positive character traits to prevent bullying</p> <p>Establish an understanding of what constitute a 'good friend'</p>	<ul style="list-style-type: none"> ▪ Class discussions about what motivates bullying ▪ Role-play scenario cards ▪ Brainstorm and maintain a current list of sources of assistance for students ▪ Create a list, picture, story of positive character traits that are desired in a friend ▪ Analyze characters in reading selections as to whether they behaved as a good friend
<p>Develop an awareness of accepting self and others with differences in ethnicity, race, culture, religion, lifestyle, attitudes...</p>	<p>Create an appreciation of the diversity of the classroom community</p>	<ul style="list-style-type: none"> ▪ Graph classroom gender, ethnicity, and hair color... ▪ Picture-making ▪ Heritage celebrations
<p><u><i>Character Development and Ethics</i></u></p> <p>Demonstrate the 'six pillars of character' (fairness, caring, respect, citizenship,</p>	<p>Demonstrate personal behaviors reflecting the pillars of character</p>	<ul style="list-style-type: none"> ▪ School-wide program of recognition of character trait application ▪ Character video clips (MCAVA)

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<p>trustworthiness and responsibility) at home, school and community</p>		<ul style="list-style-type: none"> ▪ Teaching of character traits through characters in children’s literature and assessing their applications of the various character virtues ▪ Role-playing
<p>Articulate the benefits of having a lawful society</p>	<p>Understand the benefits of abiding by established laws and the consequences for not adhering to those laws</p>	<ul style="list-style-type: none"> ▪ Guest speakers including local law enforcement, environmental commission, school administrators ▪ Assessing character’s behaviors from books and videos, ▪ Establish classroom laws from students that would support a positive learning environment
<p><u>Consumer and Personal Finance</u></p> <p>Demonstrate a basic understanding of the value of money (integrated through mathematics instruction)</p>	<p>Identify sources of money/income</p>	<ul style="list-style-type: none"> ▪ Establish a currency system for in-class transactions ▪ Group brainstorming of existing income sources in students’ experience as well as potential sources for charitable causes ▪ Comparison shopping from newspaper advertisements (integrated through mathematics instruction)
<p>Develop an understanding of wants vs. needs in purchasing goods or services</p>	<p>Articulate how a savings account</p>	<ul style="list-style-type: none"> ▪ Presentation by a guest speaker from a local bank

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<p>and how moneys meets those wants and needs</p>	<p>works</p> <p>Understand that varying product brands are preferred by different people</p>	<ul style="list-style-type: none"> ▪ Classifying students' realm of purchasing those things that may be needed vs. those that may be wanted ▪ Group discussions about making decisions to purchase items ▪ Class currency system to purchase goods, services or privileges ▪ Student surveys of product preferences ▪ Graphing information gathered reflecting survey results
<p><u>Safety</u></p> <p>Identify common hazards at home, school and in the community</p>	<p>Apply the rules of traffic safety</p> <p>Apply the rules of water safety</p>	<ul style="list-style-type: none"> ▪ Group discussions about being safe as a pedestrian, bicyclist, and playing in the neighborhood ▪ Guest presentations by local law enforcement on traffic safety ▪ Helmet use poster making ▪ Assessing bicycle condition and the effects upon safety ▪ Poster making regarding always swimming near lifeguards ▪ Demonstration of beach flag system ▪ Guest presentation by Borough

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	Apply the rules of classroom and playground safety and understand the consequences of bad choices	lifeguards <ul style="list-style-type: none">▪ Class establishment of classroom rules ensuring student safety▪ Guest presentation by school nurse or administrator▪ Group brainstorming solutions to problems
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GRADE 3 THROUGH GRADE 5

9.2 Consumer Family and Life Skills

BENCHMARKS	CONCEPTS/SKILLS	STUDENT ACTIVITIES
<p><i>By the end of the 5th grade students will be able to:</i></p>		
<p><u><i>Critical Thinking</i></u></p> <p>Demonstrates responsibility for personal actions and contributions to group activities</p>	<p>Develops an understanding of the relationship between school grades, personal behaviors and interests impact life-long habits and impact upon career choice(s)</p>	<ul style="list-style-type: none"> ▪ Student research on biographies of varying personal heroes across disciplines ▪ Creation of flow charts using Kidspiration software mapping out the genesis of a career path ▪ Establishment of classroom behavior guides that will contribute to optimal learning for self and classmates
<p><u><i>Self-Management</i></u></p> <p>Demonstrate an understanding of the relationship between personal behavior and image/reputation</p>	<p>Formulate an opinion on a controversial issue</p>	<ul style="list-style-type: none"> ▪ Writing of persuasive paragraphs and then essays ▪ Group discussions and the debates ▪ Establishing opposing points of view (model through the use of media) on one issue ▪ Newspaper study with focus on the editorial section and letters to the editor ▪ Writing of an editorial article or

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		letter to the editor
<p><u><i>Interpersonal Communication</i></u></p> <p>Organize thoughts to reflect logical thinking</p>	<p>Demonstrates an ability to express a personal opinion and/or point of view with justification based upon facts</p>	<ul style="list-style-type: none"> ▪ Writing of positions to varying instances/situations that are reported in the local newspaper ▪ Group/pairs discussions of position based upon scenario cards (one pro, one con) ▪ Spontaneous written or verbal expressions of opinion based upon accurate facts ▪
<p>Express open and honest thinking through the use of “I” statements</p>	<p>Coping with interpersonal issues through the expression of personal feelings or positions</p> <p>Understanding how to resolve conflict</p>	<ul style="list-style-type: none"> ▪ Expressing varying feelings using “I” messages (i.e. “I feel hurt when you...”) ▪ Role-play scenarios ▪ Brainstorm a dynamic list of people’s behaviors that escalate anger and conflict and those that diffuse anger and conflict
<p><u><i>Character Development and Ethics</i></u></p> <p>Describe and demonstrate how behaviors, social skills and attitudes impact one’s own success as well as the success of others</p>	<p>Understand and demonstrate the role of personal responsibility</p>	<ul style="list-style-type: none"> ▪ School-wide program of recognition of character trait application ▪ Character video clips (MCAVA) ▪ Teaching of responsibility/irresponsibility through characters in children’s literature

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	Understand and demonstrate the role of honesty is important in decision making	<ul style="list-style-type: none"> ▪ Role-playing ▪ Brainstorm situations where student dishonesty does not contribute to personal success ▪ Discuss how honesty in social situations may not be positive ▪ Student writing in varying genres addressing honesty as the best policy ▪ Situation analysis (providing students with dilemmas where both honesty and dishonesty is considered and what the resulting short and long range implications could be
<u>Consumer and Personal Finance</u>	Identify sources of money/income	<ul style="list-style-type: none"> ▪ Establish a currency system for in-class transactions ▪ Group brainstorming of existing income sources in students' experience as well as potential sources for charitable causes ▪ Comparison shopping from newspaper advertisements (integrated through mathematics instruction)
Understand that people make financial choices that have costs, benefits and consequences	Articulate how loans and credit cards have associated charges and interest costs	<ul style="list-style-type: none"> ▪ Presentation by a guest speaker from a local bank ▪ Mathematical calculations and costs associated with credit (integrated through mathematics instruction)
Develop an understanding of our banking system and the role of credit		

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	Understand the role of checks in personal and commercial finance	<ul style="list-style-type: none"> ▪ Brainstorming reasons why people use credit cards ▪ Mathematical calculations of simple interest (integrated through mathematics instruction) ▪ Student writing of personal checks ▪ Student analysis of a sample bank statement
<p><u>Safety</u></p> <p>Identify common hazards at home and the students' role in the event of potential hazards or emergencies</p>	Identify common baby-sitting hazards	<ul style="list-style-type: none"> ▪ Brainstorm list of potential hazards in the home for young children (including chemicals, potential fire hazards, age appropriate toys, food preparation, common household hazards...) ▪ Create a personal poster/reference card containing emergency contacts ▪ Poster making regarding an aspect of baby-sitting safety ▪ Guest presentation by local fire officials, school nurse and law enforcement
	Identify potential hazards using the internet on the computer	<ul style="list-style-type: none"> ▪ Guest presentation by Monmouth County Prosecutor's Office-Computer Crimes Unit ▪ Direct teaching of using safe websites including the dangers

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		<p>of posting on host sites such as Face Book and My Space (integrated through technology instruction)</p> <p>** Annual parent/community presentation on Internet Safety by law enforcement</p>
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GRADE 6

9.2 Consumer Family and Life Skills

BENCHMARKS	CONCEPTS/SKILLS	STUDENT ACTIVITIES
<p><i>By the end of the 8th grade students will be able to:</i></p> <p><u><i>Critical Thinking</i></u></p> <p>Recognize bias and stereotyping along with the misuse of information</p>	<p>Develops an understanding of how information can be used to create a perception or position</p>	<ul style="list-style-type: none"> ▪ Student research on historical events documenting discrimination, segregation (Jim Crow, anti-Semitism...) (integrated through social studies and language arts instruction related to American history and Holocaust studies) ▪ Brainstorm the use of informal labeling in our society and schools (geek, gay, nerd...) and attributes that contribute to such stereotyping (clothing, abilities/disabilities, physical appearance, verbal speech patterns, skin color...) ▪ Direct teaching why stereotypes are created and then perpetuated ▪ Student writing on the breaking of the cycle of bias, stereotyping and discrimination

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<p><u>Self-Management</u></p> <p>Development of a personal career plan</p>	<p>Educational goal setting</p>	<ul style="list-style-type: none"> ▪ Student identification of middle school choices that includes entry requirements ▪ Guest speakers including faculty members and current students from potential high school sites
<p><u>Interpersonal Communication</u></p> <p>Participate as an effective team member in working cooperatively to produce a finished product</p>	<p>Develops a sense of personal accountability in team settings</p> <p>Understand and apply communication that can generate or resolve conflicts</p>	<ul style="list-style-type: none"> ▪ Group study on heritage project (consistent with district equity plan) ▪ Brainstorm a set of criteria that defines the role of an effective team member in creating a project for peer presentation ▪ Maintain reflection logs that include personal reflections on effectiveness as well as peer reflections based upon established criteria ▪ Role play from prepared situational cards ▪ Practice 'active listening' strategies resulting in engaged body language, eye contact, paraphrasing, asking clarifying questions, and summarizing

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<p><u><i>Character Development and Ethics</i></u></p> <p>List problems and their causes, effects, solutions that are faced at home, in the school and in the community</p>	<p>Identification and recognition of social problems</p> <p>Propose actions to overcome, alleviate or resolve social problems</p> <p>Take action to overcome, alleviate or resolve social problems</p>	<ul style="list-style-type: none"> ▪ Student brainstorming of existing problems at school and in the community ▪ Character video clips (MCAVA) ▪ Role play from prepared situational cards ▪ Small group brainstorming of potential actions to address identified problems ▪ Guest presentations by community organizations (i.e. law enforcement, Borough Council, Clean Ocean Action, community alliance for drug and alcohol abuse...) ▪ Student group proposals how they can get involved with community organizations to address the identified problems
<p><u><i>Consumer and Personal Finance</i></u></p> <p>Establish a successful not-for-profit fund raising project that includes goal-setting planning, action-planning, action-implementation, financial accountability and evaluation</p>	<p>Culminating project(s) that results in donation(s) to identified charities</p>	<ul style="list-style-type: none"> ▪ Presentations by designated charity organizations ▪ In student groups, identify fund raising events for selected charities ▪ Group brainstorming and planning the activities to be undertaken to raise funds (including time, publicity, team

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	Establish a checking account for funds raised	<p>member roles...)</p> <ul style="list-style-type: none"> ▪ Presentation by a guest speaker from a local bank ▪ Group monitoring of financial progress ▪ Writing and processing of deposits and checks ▪ Presentation to charity
<p><u>Safety</u></p> <p>Identify common hazards at home and in the community resulting in student prevention and actions in the event of an emergency</p>	Identify common baby-sitting hazards	<ul style="list-style-type: none"> ▪ Guest presentations by school nurse and food service company regarding food preparation safety ▪ Create a personal poster/reference card containing emergency contacts ▪ Guest presentation by local fire (various types of fires and electric emergencies with appropriate actions) and first aid officials (injuries and consumption of substances with appropriate actions) regarding emergencies
	Identify potential hazards using the internet on the computer	<ul style="list-style-type: none"> ▪ Guest presentation by Monmouth County Prosecutor's Office-Computer Crimes Unit ▪ Direct teaching of using safe

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		<p>websites including the dangers of posting on host sites such as Face Book and My Space (integrated through technology instruction)</p> <p>** Parent/community presentation on Internet Safety by law enforcement</p>
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