

HADDONFIELD PUBLIC SCHOOLS

Interdisciplinary Curriculum Map for Career Education and Consumer, Family & Life Skills - Kindergarten

Targeted NJ Core Curriculum Content Standards: 9.1

All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

Enduring Understandings:

- It takes many people working together to form a community in which we can live and thrive.
- One must dedicate themselves in order to be successful at what they do.
- Each job involves preparation and different tasks and experiences.
- Personal actions today and tomorrow may have an effect on your future.
- People will likely have many careers and jobs.

Essential Questions:

- What are the different jobs that people do in our community and in our world?
- What abilities will I need to have in order to perform certain jobs?
- Why is it important that I learn to work as part of a team?
- How do I decide what I want to be?

Core Content/Objectives: By the end of grade 4...

Instructional Actions for Kindergarten

Core Content/Objectives: By the end of grade 4...		Instructional Actions for Kindergarten	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Career Awareness and Planning	Describe various life roles and work-related activities in the home, community and school  Identify abilities and skills associated with various careers  Identify reasons people work and how work habits impact the quality of one's work	Learn about community workers  Explore career opportunities	Listening to stories about community workers and orally identifying the abilities and skills associated with their careers  Drawing and dictating stories about community workers
Employability Skills	Describe and demonstrate the importance of personal and interpersonal skills  Identify positive work habits and attitudes necessary for home, community and school  Identify reasons for working as part of a team	Learn how to get along with others through play activities  Interdisciplinary Connections: Literacy Health Character building activities	Playing and working in cooperative groups

Resources/Technology: Leveled Literature - Bookroom; Responsive Classroom resources; Discovery Streaming; Primary websites; school counselors and social workers

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Interdisciplinary Curriculum Map for Career Education and Consumer, Family & Life Skills - Kindergarten

Targeted NJ Core Curriculum Content Standards: 9.2  
 All students will demonstrate critical life skills in order to be functional members of society.

**Enduring Understandings:**  
 Certain behaviors will make others receptive to our contributions; other behaviors will turn people away.  
 It is important to know how to get along with others and to learn certain skills that are universally accepted as those that foster friendship and help people get along together.  
 Choices we make affect ourselves, our families, our community and our world.  
 Personal attitudes, behaviors, knowledge and skills promote self-awareness, personal responsibility, and self-direction.  
 Effective communication skills are necessary to convey meaning and understanding to others.  
 One's character and ethics are constantly being challenged and are ever changing and evolving.  
 Financial choices have costs, benefits and consequences.  
 Lack of awareness about laws and rules may lead to unsafe situations and chaos.

**Essential Questions:**  
 What are the skills necessary to function as part of a group?  
 How can I make a contribution to the group?  
 What behaviors do I need to exhibit in order to get along with and be accepted by others?  
 How do I decide or make choices?  
 Why do I need to be accountable?  
 How do I best communicate?  
 How do family, school, workplace and community and workplace influence an individual's character and ethics?  
 How can I use money to help myself?  
 Why is safety my responsibility personally and also for my society?

Core Content/Objectives: By the end of grade 4...		Instructional Actions for Kindergarten	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Critical Thinking	Recognize and define a problem Plan and follow steps to make a choices and decisions Identify and access print and non-print resources that can be used to help solve problems Demonstrate brainstorming skills	Follow steps to make a choice  State a problem and discuss what resources could be used to help solve the problem	Daily greeting in morning meetings  Using play to teach critical thinking and conflict resolution  Brainstorming solutions to problems
Self-Management	Demonstrate an understanding of the relationship between personal behavior and self-image Recognize and build on personal strengths Accept criticism and respond constructively Recognize personal likes and dislikes	Recognize own strengths and identify strengths in others Begin to learn how to resolve conflicts	Modeling correct responses to constructive criticism and conflicts  Modeling and practicing asking for help

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<p>Interpersonal Communication</p>	<p>Demonstrate steps to deal with stress and conflict</p> <p>Develop positive social skills to interact with others</p> <p>Select and use language appropriate to the situation</p> <p>Develop skills for accepting self and others through awareness of different cultures, lifestyles and attitudes</p>	<p>Getting along with others through play activities</p> <p>Begin to learn how to resolve conflicts</p>	<p>Changing groups to learn how to accept and work with different team mates</p>
<p>Character Development and Ethics</p>	<p>Demonstrate character traits important in day-to-day activities such as trust, responsibility, respect, fairness, caring and citizenship</p> <p>Conduct a cooperative activity or project that addresses a character trait</p> <p>Identify ethical behaviors</p> <p>Explain a person's responsibility to obey the laws and rules</p>	<p>Demonstrate respect for others in the classroom</p>	
<p>Consumer and Personal Finance</p>	<p>Demonstrate a basic understanding of money</p> <p>Identify various sources of money for personal spending</p> <p>Explore the relationship among wants, needs and resources</p> <p>Understand that prices about goods and services can be compared to make decisions about purchases</p> <p>Explain how people can improve their ability to earn income by gaining new knowledge, skills and experiences</p> <p>Describe how to earn and save money in order to purchase a desired item</p>	<p>Beginning to learn about money and how to count</p> <p>Interdisciplinary: Everyday Math</p>	
<p>Safety</p>	<p>Identify common hazards associated with home, school and community</p> <p>Explain how common hazards can be eliminated in the home, school and community</p> <p>Describe and demonstrate the safe use of tools and equipment used at home and school</p>	<p>Learning how rules keep us safe in the classroom, school, and playground</p> <p>Interdisciplinary: Health</p>	
<p>Resources/Technology: Leveled Literature - Bookroom; Responsive Classroom resources; Discovery Streaming; Primary websites; school counselor/social worker</p>			