New Hampshire Career Development

# Grades 5, 6, 7, 8

Adopted 2006

**Core Educational Learning**

1. **Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.**

   Demonstrate the capacity to use a variety of tools, such as libraries, museums, technology, etc., to enhance learning.

   Demonstrate the capacity to compare, contrast, and use information presented in written, oral, audio-visual, and graphic forms.

   Distinguish facts from opinions in a variety of communication forms.

   Express ideas clearly and concisely.

   Recognize when an individual or group does not understand their message and respond appropriately.

   Communicate and work effectively with others as active participants and responsive listeners.

2. **Students will demonstrate a firm grounding in essential computational skills as well as strong problem solving and reasoning abilities.**

   Select appropriate computational techniques to help solve problems and, if appropriate, use mental computation and estimation strategies to check the reasonableness of results.

   Describe the process used to solve a problem and apply the process to a new problem.

   Use problem solving in civic, social, and everyday settings.

   Identify when there is enough information to propose a solution to a problem.

   Identify the operating principles underlying a system (people, machines, processes) and evaluate the operation of a system.

   Use deductive reasoning and reasoning by analogy to solve problems.

3. **Students will take an active role in their own learning.**

   Establish learning goals around interests, abilities, and achievements.

   Plan activities to achieve learning goals.

   Monitor their own learning process and revise activities accordingly, considering strategies for improving academic skills.

Skip to main content

Identify and understand the impact of their preferred learning style on their ability to receive and process information.

Devise a system, such as a flow chart or log, for keeping track of progress and goals, and adjust priorities to meet deadlines and manage time, according to this system.

Demonstrate knowledge of school tasks that are similar to skills essential for job success.

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**Individual & Social Learning**

4. **The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.**

   Describe the individual concepts and interests that influence one's decisions.

   Identify how experience influences attitudes, behaviors and aptitudes.

   Demonstrate an awareness of the importance of maintaining physical and emotional health.

5. **The student will demonstrate skills in working cooperatively and collaboratively with others.**

   Demonstrate skills in working cooperatively/collaboratively with others.

   Identify and demonstrate team skills that lead to the successful accomplishment of a common goal.

   Identify sources and effects of peer pressure.

   Demonstrate the ability to work with people who are different from oneself (race, age, gender).

   Demonstrate tolerance and respect in interpersonal and group situations.

   Demonstrate the ability to present facts that support opinion, to listen to dissenting points of view, and to reach a shared decision.

   Provide honest and helpful feedback to others in a group project.

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**Career Learning**

6. **Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life.**

   Describe the importance of individual characteristics in getting and keeping a job.

   Describe how contributions of individuals both inside and outside the home are important.

   Use interest inventories to identify a number of occupational groups for exploration.

   Demonstrate an understanding of career clusters and career ladders.

   Explore the educational requirements of various occupations.

   Make decisions and set appropriate career goals.

Skip to main content

**Students will understand the relationship between individual qualities, education and training, and the world of work.**

Explain the relationship between educational achievement and career planning.

Describe, either orally, visually or in writing, how individual preferences and interests influence career choices and success.

Describe individual skills required to fulfill different life roles.

Demonstrate knowledge of the learning opportunities offered at the high school level.

Develop an individual educational and career plan that integrates interests, abilities, and skills, supports the identification of one or more career pathways, and that includes tentative decisions and planning for high school and beyond.

Employ appropriate safety practices related to the world of work.