New Hampshire Career Development

Grades K, 1, 2, 3, 4

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 effective study and information-seeking habits.

   Demonstrate the capacity to use a variety of basic reference tools, such as dictionaries, maps and globes, encyclopedias, newspapers, and magazines.

   Present ideas appropriately, including the use of visual techniques.

   Use appropriate forms of language to formulate and articulate effective oral and/or written responses.

   Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).

   Demonstrate the capacity to communicate constructively with peers and adults.

   Actively seek response, advice, and critique from others.

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

   Demonstrate an understanding of the basic mathematical operations of addition, subtraction, multiplication, and division.

   Describe steps needed to solve a problem.

   Demonstrate that a problem may be solved in more than one way.

   Identify patterns and relationships in computation and problem-solving.

   Use inductive reasoning to draw conclusions.

   Use models, known facts, properties, and relationships to explain their thinking.

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

   Self-monitor progress in achievement of tasks by setting time limits.

   Establish expectations for achievement and use evaluation tools.

   Demonstrate an understanding of the importance of observation, practice, effort and learning.

   Demonstrate self-direction in their learning and work.

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Individual & Social Learning	**4. The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.** Identify and appreciate individual characteristics and differences (i.e., likes, dislikes, interests, abilities, skills, etc.). Identify healthy ways of dealing with conflicts and stress. Demonstrate an awareness of how one is seen by others. Demonstrate positive attitudes about self. Demonstrate knowledge of good health habits. Identify the impact of individual behaviors. Describe how work can satisfy individual needs
	5. The student will demonstrate skills in working cooperatively and collaboratively with others. Demonstrate the ability to participate in forming a team and identifying a common goal. Work toward a common goal as a member of a team. Identify and practice the skills needed to resolve conflicts with other people. Demonstrate an understanding of, appreciation for, and sensitivity to a multicultural world. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.
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.** Demonstrate an awareness and knowledge of the work of family members, school personnel, and community workers. Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends and/or neighbors and share that information with classmates. Describe jobs that are present in the community or region. Demonstrate an understanding of how work is important to all people. Use media and technology to identify a variety of occupations.

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

    Identify individual qualities and relate them to successful completion of schoolwork.

    Develop a positive attitude toward learning.

    Develop a positive attitude toward work.

    Describe and demonstrate the importance of planning.

    Demonstrate appropriate safety practices in the school setting.