

**Hamilton Township School District**

**Career Education and Consumer, Family, and  
Life Skills Curriculum**



**Career Education and Consumer, Family, and  
Life Skills Curriculum Committee**

District Curriculum Department

*Board of Education Approved: November 11, 2008*

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# I. INTRODUCTION

## A. Philosophy

It is the goal of the Hamilton Township School District Career Education and Consumer, Family, and Life Skills curriculum to prepare students to be successful in various life roles related to continued education, career development and personal growth. To achieve this outcome, as outlined in the New Jersey Core Curriculum

Content Standards, students must be able to

- Identify and solve real problems
- Use appropriate tools
- Reason effectively
- Apply critical thinking skills
- Enhance personal behavior
- Develop professional conduct in life and careers.

## B. Overview

### The New Jersey Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards include two Career Education and Consumer, Family, and Life Skills standards, each of which has a number of strands followed by cumulative progress indicators (CPI) within the following specific grade level clusters: K-4; 5-8; and 9-12. The standards and their associated strands are as follows:

#### 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*

*Career Education and Consumer, Family, and Life Skills Horizontal Design*

The horizontal design organization relates to scope and sequence or side-by-side organization of the elements. This New Jersey Department of Education document uses a horizontal approach to organize the career education and consumer, family, and life skills standards, strands and CPIs. The arrows indicate continued instruction in areas where reinforcement activities are necessary to further develop a skill at a higher grade level if no CPI exists. The horizontal design chart includes expectations for pre-school learners, and how it relates to the K-12 CPIs. Like a “spiral curriculum,” the horizontal design organization may introduce concepts on a simple level in the early grades then revisited with more and more complexity and application later on. Principles relative to this form of sequencing include:

1. simple to complex
2. determining prerequisite
3. whole to part learning
4. chronological sequencing (historical).

Recent emphasis on integration in the various school reform efforts has been brought about as a way to help improve learning outcomes and to provide more authentic and relevant learning experiences for the learner. In the joined cells in the horizontal design document provided by the New Jersey Department of Education, other related Core Curriculum Content Standard area CPIs are indicated.

# **II. Career Education and Consumer, Family, and Life Skills**

## **Horizontal Design**

*(adopted from the New Jersey Department of Education)*

# Career Education and Consumer, Family, and Life Skills Horizontal Design

**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.**

<b>Preschool Learning Expectations</b>	<b>9.1.4.A Career Awareness and Planning Grade 4</b>	<b>9.1.8.A Career Awareness and Planning Grade 8</b>	<b>9.1.12.A Career Awareness and Planning Grade 12</b>
<p><u>Creative Arts Expectation 3</u></p> <p>3.1 Plays a role observed in his/her life experiences (e.g., mom, baby, fire fighter, police officer, doctor, car mechanic).</p>	1. Describe various life roles and work-related activities in the home, community, and school.	1. Demonstrate the ability to distinguish between job, occupation, and career.	→
<p><u>Social Studies, Family and Life Skills Expectation 5</u></p> <p>5.1 Identifies characteristics of other cultures in discussions and play (e.g., "Either a man or a woman can be the president.").</p> <p>5.2 Participates in cultural activities.</p>	1. Describe various life roles and work-related activities in the home, community, and school.	→	→
<p><u>Social Studies, Family and Life Skills Expectation 4</u></p> <p>4.3 Identifies and discusses the duties of a variety of common community occupations (e.g., nurse, postmaster, secretary, clerk).</p> <p>4.4 Dramatizes community roles and activities.</p> <p>4.5 Identifies tools used for different occupations (e.g., cash register, adding machine, stethoscope, etc.).</p>	1. Identify abilities and skills associated with various careers.	1. Analyze personal interests, abilities, and skills through various measures including self assessments.	1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
↓		3. Apply research skills to career exploration.	→
↓			5. Research current advances in technology that apply to a selected occupational career cluster.
↓	3. Identify reasons people work and how work habits impact the quality of one's work.	→	3. Analyze factors that can impact an individual's career.

Preschool Learning Expectations	9.1.4.A Career Awareness and Planning Grade 4	9.1.8.A Career Awareness and Planning Grade 8	9.1.12.A Career Awareness and Planning Grade 12
↓		1. Outline the steps in the career planning process.	→
↓		6. Develop an individual career plan and include in a portfolio.	3. Review and update their career plan and include the plan in a portfolio.
↓		7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.	→
<p>See Language Arts Literacy: 3.1.7.H.3, 3.1.12.H.2, 3.2.2.B.5, 3.2.3.B.6, 3.2.4.D.15, 3.2.5.D.17, 3.2.6.D.15, 3.2.12.B.12, 3.2.12.D.8; Comprehensive Health and Physical Education: 2.2.8.F.2, 2.2.12.F.2; Mathematics Vision: All NJ children acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives; Science: 5.2.4.A.1, 5.2.8.A.2, 5.2.8.A.3; Social Studies Descriptive Statement for Economics: The understanding of economic principles, concepts, and analytical tools is essential for career development and financial success in the 21<sup>st</sup> century; Social Studies: 6.5.2.B.1, 6.5.8.B.5; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply</p>			

9.1.4.B Employability Skills Grade 4	9.1.8.B Employability Skills Grade 8	9.1.12.B Employability Skills Grade 12	Electing Further Study in Career and Technical Education
1. Describe and demonstrate the importance of personal and interpersonal skills.	4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.	1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.	1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.	5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.	→	→
3. Identify reasons for working as part of a team.	→	5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.	1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
	1. Research local and state employment opportunities.	4. Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> <li>● Communication</li> <li>● Punctuality</li> <li>● Time management</li> <li>● Organization</li> <li>● Decision making</li> <li>● Goal setting</li> <li>● Resources allocation</li> <li>● Fair and equitable competition</li> <li>● Safety</li> <li>● Employment application skills</li> <li>● Teamwork</li> </ul>	→
	2. Develop an employment package that includes a job application, letter of interest, and resume.	→	→
	3. Demonstrate job-seeking skills.	→	→
	6. Identify and develop skills that are transferable from one occupation to another.	2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.	→

9.1.4.B Employability Skills Grade 4	9.1.8.B Employability Skills Grade 8	9.1.12.B Employability Skills Grade 12	Electing Further Study in Career and Technical Education
		3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.	3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
			2. Participate in simulated industry assessments, when and where appropriate.
			4. Demonstrate occupational health and safety skills related to industry-specific activities.
<p>See Language Arts Literacy: 3.1.7.H.3, 3.1.12.H.2, 3.2.2.B.5, 3.2.3.B.6, 3.2.4.D.15, 3.2.5.D.17, 3.2.6.D.15, 3.2.12.B.12, 3.2.12.D.8; Visual and Performing Arts: 1.2.4.D.4, 1.2.6.A.5, 1.2.6.B.6, 1.6.C.4, 1.2.6.D.5, 1.2.8.B.4, 1.2.8.D.4, 1.2.12.A.4, 1.2.12.B.5, 1.2.12.C.5, 1.2.12.D.4, 1.3.12.B.3; Comprehensive Health and Physical Education: 2.2.2.F. 1, 2.2.4.F.3, 2.2.6.F.2, 2.2.8.F.2, 2.2.12.F.2; Mathematics Vision: All NJ children acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply; Science: 5.2.4.A.1, 5.2.8.A.3; Social Studies 6.5 Descriptive Statement: The understanding of economic principles, concepts, and analytical tools is essential for career development and financial success in the 21<sup>st</sup> century, 6.5.2.B.1, 6.5.8.B.5</p>			

**STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.**

<b>Preschool Learning Expectations</b>	<b>9.2.4.A. Critical Thinking 4<sup>th</sup> Grade</b>	<b>9.2.8.A. Critical Thinking 8<sup>th</sup> Grade</b>	<b>9.2.412A. Critical Thinking 12<sup>th</sup> Grade</b>
<p><u>Social/Emotional Development</u></p> <p>1.1 Makes independent decisions about materials to use in order to express individuality.</p> <p>1.2 Makes independent choices and plans from a broad range of diverse interest centers.</p> <p>1.3 Participates independently in using household and classroom materials.</p>	<p>1. Recognize and define a problem.</p> <p>Example grade 2 Health &amp; PE 2.2.2— Brainstorm a list of things parents, peers, or TV commercials convey to kids about eating specific foods, buying food at different stores, etc. HPE 2.2.B.2</p> <p>Example grade 4 Health &amp; PE.2.2.4.B.3— Describe choices and results from going to school when ill to maintain perfect attendance; using someone else’s comb after coming in from recess; etc.</p> <p>Example grade 4 Health &amp; PE 2.1.4.C.2, make picture diagrams, word charts, etc. using foods commonly served in the breakfast and/or lunch program at the school that classifies the foods by the food groups and nutritional composition.</p>	<p>1. Communicate, analyze data, apply technology, and problem solve.</p> <p>Example grade 8 Health &amp; PE 2.1.8.C.1—NJ has a vast multicultural background of cultures for its residents. Develop a survey of students by grade levels about their family customs related to number of meals eaten, types of foods eaten, methods of preparation of the food, shopping habits, availability of eating out, etc. Tabulate the results and place in a spreadsheet table. Develop a summary statement/conclusion about the eating patterns of the culture and the possible impact on nutrition of the population.</p>	<p>→</p>
	<p>2. Plan and follow steps to make choices and decisions.</p>	<p>2. Describe how personal beliefs and attitudes affect decision making.</p> <p>Example--Develop a spreadsheet or multimedia presentation on cultural influence on decision making within a family. What is the role of the female in making decisions?</p>	<p>→</p>
		<p>4. Identify and assess problems that interfere with attaining goals.</p>	<p>→</p>

Preschool Learning Expectations	9.2.4.A. Critical Thinking 4 <sup>th</sup> Grade	9.2.8.A. Critical Thinking 8 <sup>th</sup> Grade	9.2.412A. Critical Thinking 12 <sup>th</sup> Grade
		5. Practice goal setting and decision making in areas relative to life skills.	1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
	3. Identify and access print and non-print resources that can be used to help solve problems.	5. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.	4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
			3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
	4. Demonstrate brainstorming skills.	→	→
			2. Describe and apply constructive responses to criticism.
			5. Apply knowledge and skills needed to use various means of transportation within a community.
<p>See Visual and Performing Arts Vision: For students, an education in the arts provides the ability to be creative and inventive decision-makers; Comprehensive Health and Physical Education: 2.1, 2.2.2.B.1-2, 2.2.2.C.1, 2.2.4.B.1-3, 2.2.4.C.1-2, 2.2.6.B.1-4, 2.2.6.C.1-2, 2.2.8.B.1-5, 2.2.8.C.1, 2.2.12.B.1-5, 2.2.12.C.1-2, 2.3, 2.3.8.B.9, 2.4.12.C.10; Social Studies 6.2.8.A.2, 6.2 Descriptive Statement: Students should be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply; Technological Literacy: 8.1.4.B.Problem Solving and Decision Making.9-10, 8.1.8.B.Problem Solving and Decision Making.8-10; 8.1.12.B, Problem Solving and Decision Making 9-12</p>			

<b>Preschool Learning Expectations</b>	<b>9.2.4.B. Self-Management Grade 4</b>	<b>9.2.8.B. Self-Management Grade 8</b>	<b>9.2.12.B. Self-Management Grade 12</b>
2.3 Moves through the classroom routines and activities with minimal teacher direction.	1. Demonstrate an understanding of the relationship between personal behavior and self-image.	1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.	→
<u>Social Studies, Family and Life Skills Expectation 1</u> 1.1 Describes characteristics of self. 1.2 Compares characteristics of self with others. 1.3 Creates visual displays of individual characteristics and those of others. 1.4 Expresses individuality and diversity through dress-ups, dolls, puppets, etc.	2. Recognize and build upon personal strengths.	1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.	1. Revise and update the personal growth plan to address multiple life roles.
<u>Social/Emotional Development Expectation 3</u> <i>3.3 Channels negative feelings such as anger and impulse through specific techniques (e.g., taking three deep breaths, using words, pulling self out of play to go to "safe spot" to relax, expressive activities).</i>	3. Accept criticism and respond constructively.	→	→
	4. Recognize personal likes and dislikes.	1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.	3. Compare and contrast methods for maximizing personal productivity.
<u>Social/Emotional Development Expectation 3</u> 6.3 Moves onto next activity without exhibiting signs of stress (i.e., transitions are anticipated by the children and cued by the teacher).	5. Demonstrate steps to deal with stress and conflict.	→	→

<u>Social Studies, Family and Life Skills</u> <u>Expectation 3</u>  3.5 Works together (e.g., pair, triads and small groups) to complete projects and activities	→	2. Demonstrate responsibility for personal actions and contributions to group activities.	→
		3. Explain the need for, and advantages of lifelong learning.	1. Apply project planning and management skills in academic and/or occupational settings.
See Comprehensive Health and Physical Education: 2.1.4.F.2, 2.2.12.E.1 & 5, 2.6.12.C.3-4, 2.1.2.F.3-4, 2.1.4.F.3-6, 2.1.6.A.4, 2.1.6.B.2-3, 2.1.6.C.4, 2.1.6.F.1-6, 2.1.8.F.3-7, 2.1.12.A.3, 2.1.12.F.3-5, 2.2.2.C.1, 2.2.4.C.1-2, 2.2.6.C.1-2, 2.2.8.C.1, 2.2.12.C.1-2; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply			

<b>Preschool Learning Expectations</b>	<b>9.2.4.C. Interpersonal Communications Grade 4</b>	<b>9.2.8.C. Interpersonal Communications Grade 8</b>	<b>9.2.12.C. Interpersonal Communications Grade 12</b>
<p><u>Social/emotional development Expectation 4</u></p> <p>4.2 Demonstrates socially appropriate affection for teachers and friends (e.g., hugs, gets a tissue, sits next to, holds hands).</p> <p><u>Social/emotional development Expectation 5</u></p> <p>5.1 Plays independently, in pairs and small groups.</p> <p>5.3 Knows how to enter into play when a group of children are already involved in play.</p> <p>5.4 Takes turns.</p> <p>5.5 Understands the concept of sharing, and at times, is able to share.</p>	<p>1. Develop positive social skills to interact with others.</p>	<p>1. Demonstrate respect and flexibility in interpersonal and group situations.</p>	<p>→</p>
		<p>4. Demonstrate appropriate social skills within group activities.</p>	<p>1. Model interpersonal and effective conflict resolution skills.</p>
<p><u>Social/emotional development Expectation 4</u></p> <p>4.5 Expresses needs verbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").</p> <p><u>Social/emotional development Expectation 4</u></p> <p>4.6 Demonstrates verbal problem-solving skills without being aggressive (e.g., talks about problem, talks about feelings relating to problem and negotiates solutions).</p>	<p>2. Select and use language appropriate to the situation.</p>	<p>5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</p>	<p>→</p>
		<p>5. Participate as a member of a team and contribute to group effort.</p>	<p>→</p>
	<p>3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</p>	<p>→</p>	<p>2. Communicate effectively in a variety of settings with a diverse group of people.</p>

<b>Preschool Learning Expectations</b>	<b>9.2.4.C. Interpersonal Communications Grade 4</b>	<b>9.2.8.C. Interpersonal Communications Grade 8</b>	<b>9.2.12.C. Interpersonal Communications Grade 12</b>
	5. Work cooperatively with others to accomplish a task.	3. Work cooperatively with others to solve a problem.	→
		2. Organize thoughts to reflect logical thinking and speaking.	→
<p>See Comprehensive Health and Physical Education: 2.2.2.A.1-4, 2.2.4A.1-5, 2.2.6.A.1-5, 2.2.8.A.1-5, 2.2.12.A.1-5; Social Studies: 6.4.8.C.3, 6.6.2.B.2, 6.6.4.D.1; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply; Technological 8.1.8.B.Social Aspects.5, 8.1.12.B Social Aspects.4</p>			

<b>Preschool Learning Expectations</b>	<b>9.2.4.D. Character Development and Ethics Grade 4</b>	<b>9.2.8.D. Character Development and Ethics Grade 8</b>	<b>9.2.12.D. Character Development and Ethics Grade 12</b>
<u>Social/emotional development Expectation 4</u>  4.4 Respects rights of others (e.g., "This painting belongs to Carlos.")	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.	1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.	→
	2. Conduct a cooperative activity or project that addresses a character trait.	→	→
	3. Identify ethical behaviors 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.	5. Apply a professional code of ethics to a workplace problem or issue.
	4. Explain a person's responsibility to obey the laws and rules.	3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.	2. Identify and research privileges and duties of citizens in a democratic society.
		4. Describe how personal ethics influence decision making.	1. Analyze how character influences work performance.
			3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
			4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
See Comprehensive Health and Physical Education: 2.2.2.D.1, 2.2.4.D.1-2, 2.2.D.1-2, 2.2.8.D.1-4, 2.2.12.D.1-3; Social Studies: 6.2.2.A.6, 6.2.4.A.5, 6.2.8.B.1, 6.2.12.A.3, 6.5.8.B.7; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply; Technological Literacy: 8.1.B.4.Social Aspects.2 & 3, 8.1.8.B.Social Aspects.4-5, 8.1.12.Social Aspects.2			

<b>Preschool Learning Expectations</b>	<b>9.2.4.E Consumer and Personal Finance Grade 4</b>	<b>9.2.8.E Consumer and Personal Finance Grade 8</b>	<b>9.2.12.E Consumer and Personal Finance Grade 12</b>
<u>Encourage students to make connections between mathematics and other content areas and real-life situations</u> <u>Expectation 5</u> 5.2 Uses emergent mathematical knowledge as a problem-solving tool	1. Demonstrate a basic understanding of the value of money.	→	8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.
↓	2. Identify various sources of money for personal spending.	4. Explain the difference in cost between cash and credit purchases.	3. Discuss how to obtain and maintain credit.
↓	3. Explore the relationship among wants, needs, and resources.	2. Construct a simple personal savings/spending plan.	2. Design, implement, and critique a personal financial plan.
↓			4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
↓			7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
↓	4. Understand that prices of goods and services can be compared to make decisions about purchases.	5. Compare prices of similar items from different sellers.	5. Use comparative shopping techniques for the acquisition of goods and services.
↓	5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.	3. Understand that people make financial choices that have costs, benefits, and consequences.	1. Analyze factors that influence gross and net income.
↓	6. Describe how to earn and save money in order to purchase a desired item.	→	→
↓		1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.	→
↓			6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.

See Comprehensive Health and Physical Education: 2.2.6.A.5, 2.2.8.A.5, 2.2.12.A.5; Social Studies 6.5 Descriptive Statement The understanding of economic principles, concepts, and analytical tools is essential for career development and financial success in the 21<sup>st</sup> century, 6.5.2.A.1-5, 6.5.2.B.1,6.5.8.B.1, 5-6; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply

<b>Preschool Learning Expectations</b>	<b>9.2.4.F Safety Grade 4</b>	<b>9.2.8.F Safety Grade 8</b>	<b>9.2.12.F Safety Grade 12</b>
<u>Health, Safety and Physical Education Expectation 3</u> 3.1 Recognizes, identifies and alerts adults to potentially harmful conditions/situations.  3.2 Identifies and recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.).  3.4 Identifies community helpers who assist in maintaining a safe environment.	1. Identify common hazards associated with home, school, and community.	→	1. Engage in an informed discussion about rules and laws designed to promote safety and health.
	2. Explain how common hazards can be eliminated in the home, school, and community.	2. Demonstrate the use of recommended safety and protective devices.	3. Analyze the occurrence of workplace hazards.
			6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.
	3. Describe and demonstrate the safe use of tools and equipment used at home and at school.	1. Demonstrate appropriate safety procedures for hands-on experiences.	4. Practice the safe use of tools and equipment.
<u>Health, safety and physical education Expectation 3</u> 3.3 Behaves appropriately during emergency evacuation drills.  3.5 Knows how to dial 911 for help.	→	3. Describe appropriate response procedures for emergency situations.	2. Describe and demonstrate basic first aid and safety procedures.
<u>Health, Safety and Physical Education Expectation 4</u> 4.4 Demonstrates safe behaviors while using playground equipment and participating in activities.	→	→	5. Implement safety procedures in the classroom and workplace, where appropriate.
See Comprehensive Health and Physical Education: 2.1.2.E.1-5, 2.1.4.E.1-4, 2.1.6.E.1-4, 2.1.8.E.1-5, 2.1.12.E.1-5; Social Studies: 6.5.12.A.6; World Languages: All use of interpretive, interpersonal, and presentational mode for communications and culture may apply; Technological Literacy: 8.1.4.B.Social Aspects.2 & 3, 8.1.8.B.Social Aspects.4-5, 8.1.12.B.Social Aspects.2			