Life Skills – Grade 6
Curriculum

Unit One
Life Skills – Grade 6

Course Description

Life Skills – Grade 6 is a course that focuses on two primary themes: Life & Social Skills, as well as Kitchen and Culinary Skills. Before developing a basic understanding of kitchen protocols, safety and working toward the development of specific skills to create various dishes, Life Skills – Grade 6 students will cultivate inter- and intrapersonal skills needed to navigate their way toward being a productive student, citizen and member of the community.
## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Life &amp; Social Skills</td>
<td>13 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Kitchen &amp; Culinary Skills</td>
<td>23 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards

<table>
<thead>
<tr>
<th>8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.2, 8.1.8.E.1, 8.1.8.F.1</th>
</tr>
</thead>
</table>

- **Technology Operations and Concepts**  
  - Graph and calculate data within a spreadsheet and present a summary of the results

- **Creativity and Innovation**  
  - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

- **Communication and Collaboration**  
  - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

- **Digital Citizenship**  
  - Demonstrate the application of appropriate citations to digital content.

- **Research and Information Literacy**  
  - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

- **Critical Thinking, Problem Solving, Decision Making**  
  - Use geographic mapping tools to plan and solve problems.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
## Career Ready Practices

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they
Career Ready Practices

apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Recall</th>
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<tbody>
<tr>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Use visual graphic organizers</td>
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<tr>
<td>Visual and verbal reminders</td>
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<tr>
<td>Graphic organizers</td>
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<th>Organization</th>
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<tbody>
<tr>
<td>Individual daily planner</td>
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<td>Display a written agenda</td>
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<td>Note-taking assistance</td>
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<tr>
<td>Color code materials</td>
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</table>
## Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
<table>
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<tr>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
</tr>
<tr>
<td>• Journal writing</td>
</tr>
<tr>
<td>• Close reading of industry-related content</td>
</tr>
<tr>
<td>• Create a brochure for a specific industry</td>
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<tr>
<td>• Keep a running word wall of industry vocabulary</td>
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<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>• Go on a geometry scavenger hunt</td>
</tr>
<tr>
<td>• Focus on required measurements, equivalents and fractions in a kitchen</td>
</tr>
<tr>
<td>• Highlight the differences between unit price and retail price of products</td>
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<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>• Research the history of a given industry/profession</td>
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<tr>
<td>• Research prominent historical individuals in a given industry/profession</td>
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<tr>
<td><strong>Fine &amp; Performing Arts</strong></td>
</tr>
<tr>
<td>• Create a poster recruiting young people to focus their studies on a specific career or industry</td>
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<tr>
<td>• Design a flag or logo to represent a given career field</td>
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<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>• Research and discuss latest developments in kitchen technology</td>
</tr>
<tr>
<td>• Investigate applicable-careers in STEM fields</td>
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</tbody>
</table>
**Course:** Life Skills – Grade 6  
**Unit:** 1 – Life & Social Skills

**Unit Overview:**
In this unit, students will discuss and understand the importance of physical fitness, and nutrition. In addition, students will develop skills needed to plan meals – both in the kitchen and at the table, all prior to their time in cooking the meals (Unit 2).

**New Jersey Student Learning Standards (NJSLS):** CRP1, CRP2, CRP3, CRP5, CRP6, CRP8, CRP10

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
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</thead>
</table>
| Students examine aspects of health in terms of energy, calories, appetite, anorexia nervosa and bulimia. TLW explain why your body needs calories; describe how calories, body weight and physical activity are related. | What are the dangers in extreme eating disorders?  
How can being overweight impact mental health?  
How does what I eat effect my physical health?  
How is intake of food, body weight, and physical activity interrelated? | Healthy living  
Hygiene  
Reasoning skills  
Using information  
Asking to understand  
Using multiple techniques  
Using feedback  
Learning form the past  
Learning from mistakes and success  
Seeking solutions  
Math skills  
Communicating well  
Timely listing/speaking  
Listening well | Students are to list their favorite physical activities and the frequency and duration they engage in these daily. TLW then compare their amount of daily activity to recommend. They should identify ways to improve their daily activities.  
Students will be engaged in conversation between weight gain to weight loss. Students will keep a nutritional calendar log, recording all food consumed and all physical activity for each day for a 1-week period.  
Students are to write responses to |
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</table>
| Students analyze nutrition, nutrients, My Pyramid and balanced diet. Students will give examples of the functions and sources of the six types of nutrients. Name the food groups in MyPyramid. Describe how foods from each group help meet your body's needs. | What practices and resources can help me make healthy food choices?  
How has the food pyramid changed over time? Why has it changed?  
How does each group from the food pyramid meet your body needs?  
What challenges do people experience with satisfying the important intake that the food pyramid has to offer? | ▪ Healthy living  
▪ Hygiene  
▪ Applying ideas  
▪ Working by self-direction  
▪ Reasoning skills  
▪ Using information  
▪ Understanding the system  
▪ Asking to understand  
▪ Managing information  
▪ Goal-oriented | Student will be engaged in discussion to determine the difference between nutrition and nutrients. They will be asked how these words are related.  
Students are asked to list functions and sources of each of the six major nutrients.  
Students will label each pyramid section with the food group and write in the recommended daily amounts for each of the five food groups. Students should list 3 groups for each.  
Assign students to work with a partner to research vegetarian diets on the internet. Students are to prepare a report to share with the class about ways teen vegetarians might meet their needs for protein, calcium, iron and B12. |
### Student Learning Objectives (SLOs)

like. Plan menus that are nutritious and attractive.  

**NJSLS:** CRP1, CRP2, CRP5, CRP6, CRP8,

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### Essential Questions

- Preferences in a household? How can a meal be well rounded in terms of nutrition? Why are different meal courses put in specific orders and does that differ in other countries?

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### Suggested Skills

- Budgeting
- Investment
- Creating ideas
- Researching ideas
- Reflecting on ideas
- Originality
- Applying ideas
- Working by self-direction
- Attitude
- Ethical
- Understanding process
- Valuing diversity

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### Sample Activities

- Prepared and served; then compare menus with a partner. How do they differ? What do they have in common? Have students share with class.

- Discussion about what nutrition factors to remember when planning meals? Why do age, health, work and activities make a difference? Why does skipping breakfast affect your school performance?

- Student will plan nutritious, appealing meals for three days. Students will follow the dietary guidelines. They will also follow the MyPyramid plan for the recommended amounts each day.

- Students will define tableware, flatware, centerpiece, cover, family service, buffet service and plate service. TLW describe what a table setting is and how the table is set correctly.

- **NJSLS:** CRP1, CRP2, CRP5,

- Why can table setting be seen as correct versus incorrect? What are the pros and cons of buffet services and plate services? How can a centerpiece impact the dining experience?

- Valuing diversity
- Communicating on environment
- Using past knowledge
- Responsibility
- Understanding the system

- Students will be asked what family customs affect how the table is set and served. What items are necessary to set a table?

- Students will be asked to work in pairs to plan a meal for a friend who is moving away. They are to plan the menu and set the table setting and centerpiece.
### Student Learning Objectives (SLOs)

### Essential Questions

### Suggested Skills

### Sample Activities

Students will be asked what kind of meal service their family follows; family service, buffet or table. Student will list all the positive and negative effects of these serving styles. Students will be encouraged to try these styles at home.

### Unit Vocabulary

<table>
<thead>
<tr>
<th>Calories</th>
<th>Grains</th>
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<tbody>
<tr>
<td>Portion</td>
<td>Fruits</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>Veggie</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Dairy</td>
</tr>
<tr>
<td>Fats</td>
<td>Oils</td>
</tr>
<tr>
<td>Protein</td>
<td>Caloric balance</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>Water</td>
</tr>
<tr>
<td>Fiber</td>
<td>Saturated Fat</td>
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</table>
### Suggested Unit Projects

**Choose At Least One**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students must track caloric intake for a period of a week. Once the week has come to a completion, the students must analyze the nutritional value of the food and drink consumed. The students must write a paper using guiding questions regarding their analysis. <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> must be used to track intake.</td>
<td>Students must create a timeline/chart analyzing the changes in the food pyramid throughout the year. Students will be asked to choose an era that experienced change and explain the reason for the change based on research.</td>
</tr>
</tbody>
</table>

### Resources

- **Food and fitness tracker**
  [www.choosemyplate.gov](http://www.choosemyplate.gov)
- **My Foods, My fitness, My health**
  [www.supertracker.usda.gov](http://www.supertracker.usda.gov)
- **My Pyramid, steps towards healthy living**
  [www.foodpyramid.com](http://www.foodpyramid.com)
- **Proper table setting and etiquette**
  [www.etiquettescholar.com](http://www.etiquettescholar.com)