Life Skills – Grade 7

Course Description

Life Skills – Grade 7 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 7 students will cultivate inter- and intrapersonal skills needed to navigate their way toward being a productive student, citizen and member of the community.
## Life Skills – Grade 7

### 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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Operations and Concepts</td>
<td>• Graph and calculate data within a spreadsheet and present a summary of the results</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>• Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</td>
</tr>
<tr>
<td>Communication and Collaboration</td>
<td>• Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</td>
</tr>
<tr>
<td>Digital Citizenship</td>
<td>• Demonstrate the application of appropriate citations to digital content.</td>
</tr>
<tr>
<td>Research and Information Literacy</td>
<td>• Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</td>
</tr>
<tr>
<td>Critical Thinking, Problem Solving, Decision Making</td>
<td>• Use geographic mapping tools to plan and solve problems.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Career Ready Practices</strong></td>
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<td>---------------------------</td>
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<tr>
<td><strong>CRP5. Consider the environmental, social and economic impacts of decisions.</strong> 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.</td>
</tr>
<tr>
<td><strong>CRP6. Demonstrate creativity and innovation.</strong> 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.</td>
</tr>
<tr>
<td><strong>CRP7. Employ valid and reliable research strategies.</strong> 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.</td>
</tr>
<tr>
<td><strong>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</strong> 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.</td>
</tr>
<tr>
<td><strong>CRP9. Model integrity, ethical leadership and effective management.</strong> 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</td>
</tr>
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</table>
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>
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For some students, **computer/whiteboard**, **tape recorder**, **spell-checker**, and **audio-taped books** may be useful tools for learning and accommodation.
## Enrichment

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

- Adaptation 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
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Math
- Go on a geometry scavenger hunt
- Focus on required measurements, equivalents and fractions in a kitchen
- Highlight the differences between unit price and retail price of products

### Science
- Research and discuss latest developments in kitchen technology
- Investigate applicable-careers in STEM fields
**Course:** Life Skills – Grade 7  
**Unit:** 1 – Life & Social Skills

**Unit Overview:**
In this unit, students will discuss and develop the tools needed to be a productive student-citizen, including decision-making, teamwork, time-management and study skills.

**New Jersey Student Learning Standards (NJSLS):** CRP1, CRP2, CRP3, CRP4, CRP5, CRP9, CRP10, CRP12

<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 will be able to evaluate needs and wants, list the basic physical and emotional needs and explain how wants are different form needs.  
**NJSLS:** CRP2, CRP3 | Why are the roles of needs and wants important to the budgeting process?  
What does scarcity have on production, distribution, and consumption of goods and services?  
How do good acquire value and who decides the price?  
What challenges are experienced with deciding between needs and wants? | ▪ Healthy living  
▪ Hygiene  
▪ Budgeting  
▪ Investment  
▪ Reading and Interpreting  
▪ Writing  
▪ Problem Solving and critical thinking | Students will read from the text and then explain why needs and wants are different in each person.  
Students will be asked to imagine being in a disaster such as a flood, fire, tornado or snowstorm with power outages. TLW be asked to write and explain what basic needs were important to them and how did they meet these needs.  
Students are to identify which emotional needs can be met by certain activities and determine if the activity is good or poor way to meet the emotional need. |

| Students will analyze values, goals, priorities and standards. TLW give examples of values and how do values adjust a persons goals and priorities? | ▪ Appropriate appearance and behavior  
▪ Attitude | Students will be asked to read the values and goals section form the text, then students are to survey |
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| goals and tell how values and goals are related and affect priorities. **NJSLS:** CRP1, CRP5, CRP10, | How are values seen in citizenship? Why do goals change overtime a persons lifetime? | • Ethical  
• Adaptability in position  
• Adaptability to change  
• Time management in work  
• Focusing on a project  
• Responsibility  
• Inspiring others through selflessness  
• Leadership  
• Appropriate questioning  
• Realistic goal-setting  
• Balancing goals  
• Mastery education  
• Professional advancement  
• Lifelong learning  
• Creating life-plans  
• Goal Oriented  
• Valuing diversity  
• Verbalizing culture  
• Respecting culture with action  
• Acting realistically | one another to determine their core values. They are asked to vote for their top three values from the list. They are then asked to develop guidelines to those values.  
Connect to social studies: Students will list the core values of the Declaration of Independence and the Constitutions. Relate how these core values guide our government through laws.  
Students are to think about their long-term goals and how to reach them. They are then to write one long-term goal in a Bull’s eye and the short-term goals necessary to reach it in the outer rings.  
Students are asked to prioritize a list of goals, and then using transparency, find out the top five goals of the class. |
| Students will examine decision, decision-making process, alternatives, trade-off, leadership, integrity and teamwork. TLW apply the decision making process and explain qualities of effective | How do leadership styles vary? How is a person’s leadership style only as effective as its audience? What factors should be | • Managing information  
• Managing respectfully through listening  
• Managing through communication  
• Managing through insight | Students will read the Its your Decision section of the text. TLW then apply a decision they have to make using the decision making process from the text. |
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</table>
| leaders and strong team members. | considered in the decision making process? How can teams be labeled as strong or weak? | • Managing through inspiration  
• Managing with integrity  
• Engaging actively and respectfully  
• Respecting other ideas  
• Listening well  
• Sharing and supporting  
• Open to compromise  
• Participating  
• Balancing all views  
• Understanding culture  
• Understanding the larger community  
• Communicating well  
• Communicating through presentation  
• Communicating new ideas  
• Timely listing/speaking  
• Listening well  
• Communicating with technology  
• Communicating through written form | Students are to think about the six steps of the decision making process. Then read the case study and answer the question at the bottom of the page.  
Create case studies of various decisions. Change the names and some of the details to make the case study anonymous. Divide the class into small groups. Give each group a different case study. Ask each group to outline the steps of making the decision and then propose a solution. |
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</table>
| implement, evaluate, time management, habit, procrastinate and learning style. TLW identify and explain how you can manage your time and ways to improve your study skills. NJSLS: CRP1, CRP4, CRP9,CRP12 | ingredient for a successful personal life and professional career? How do study skills vary from learner to learner? How are habits formed and broken? | • Managing through insight
• Managing through inspiration
• Managing with integrity
• Engaging actively and respectfully
• Respecting other ideas
• Listening well
• Sharing and supporting
• Open to compromise
• Participating
• Balancing all views
• Understanding culture
• Understanding the larger community
• Communicating well
• Communicating through presentation
• Communicating new ideas
• Timely listing/speaking
• Listening well
• Communicating with technology
• Communicating through written form
• Focusing on a project | one of the four steps of the management process. Ask each student to become an expert on his or her assignment step. The students should explain why their step is important to the entire process. Ask each student to think about three time management hints. Students are to make a list of all the tasks they need to do tomorrow. They are then to check off each task as it is completed and evaluate how the list helped them. Discuss how good habits help you manage your time? Which bad habits hurt your time management? |
## Unit Vocabulary

<table>
<thead>
<tr>
<th>Needs</th>
<th>Time as an Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wants</td>
<td>Time management</td>
</tr>
<tr>
<td>Scarce</td>
<td>Procrastinating</td>
</tr>
<tr>
<td>Save</td>
<td>Accountability</td>
</tr>
<tr>
<td>Technology</td>
<td>Trade</td>
</tr>
<tr>
<td>Service</td>
<td>Producer</td>
</tr>
<tr>
<td>Tax</td>
<td>Consumer</td>
</tr>
<tr>
<td>Goods</td>
<td>Opportunity Cost</td>
</tr>
</tbody>
</table>

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## Suggested Unit Projects

**Choose At Least One**

- **Students will develop a budget using the median income of the county.** The budget must contain a list of monthly payments separated by needs and wants of individual. Once complete, the student must trade budgets with another student for the purpose of analysis and questioning.

- **Students will receive schedules of people that fall into different age groups.** Students must develop a plan using these schedules to manage time appropriately. After developing the plan, the student must compare and contrast time management by age group through a writing task.
## Resources

<table>
<thead>
<tr>
<th>Importance of Teamwork</th>
<th><a href="http://the-happy-manager.com/articles/why-is-teamwork-important/">http://the-happy-manager.com/articles/why-is-teamwork-important/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td><a href="http://www.businessnewsdaily.com/3647-leadership-definition.html">http://www.businessnewsdaily.com/3647-leadership-definition.html</a></td>
</tr>
<tr>
<td>Needs vs Wants</td>
<td><a href="http://pbskids.org/itsmylife/money/managing/article2.html">http://pbskids.org/itsmylife/money/managing/article2.html</a></td>
</tr>
</tbody>
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