Life Skills – Grade 7 Curriculum

Unit Two
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

- **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.*

<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>Career Ready Practices</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
</tbody>
</table>
| **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
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>
<td></td>
</tr>
</tbody>
</table>

**Assistive Technology**
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

**Tests/Quizzes/Grading**
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
<table>
<thead>
<tr>
<th>Strategies Used to Accommodate Based on Students Individual Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adaption of Material and Requirements</td>
</tr>
<tr>
<td>• Evaluate Vocabulary</td>
</tr>
<tr>
<td>• Elevated Text Complexity</td>
</tr>
<tr>
<td>• Additional Projects</td>
</tr>
<tr>
<td>• Independent Student Options</td>
</tr>
<tr>
<td>• Projects completed individual or with Partners</td>
</tr>
<tr>
<td>• Self Selection of Research</td>
</tr>
<tr>
<td>• Tiered/Multilevel Activities</td>
</tr>
<tr>
<td>• Learning Centers</td>
</tr>
<tr>
<td>• Individual Response Board</td>
</tr>
<tr>
<td>• Independent Book Studies</td>
</tr>
<tr>
<td>• Open-ended activities</td>
</tr>
<tr>
<td>• Community/Subject expert mentorships</td>
</tr>
</tbody>
</table>
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: 2 – Kitchen & Culinary Skills

**Unit Overview:**
In this unit, students will be introduced to the kitchen setting in which they will learn basic tools and equipment, proper safety and sanitation, as well as grade-appropriate culinary skills. Students will also develop varying types of dishes with specific focus on produce, baking, proteins and snacks.

**New Jersey Student Learning Standards (NJSLS):** CRP1, CRP2, CRP3, CRP6, CRP8, CRP12

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Students will be able to demonstrate use of and illustrate utensils and the use and care of cookware and bake ware. Students will be able to utilize appliances and utensils used in the kitchen and how to properly care for them. **NJSLS:** CRP1, CRP3 | What are common kitchen utensils?  
What, if your opinion, is the most common kitchen utensil? Why?  
Which five items are most important to have in a kitchen? Why?  
Is having clean kitchen equipment important? Why or why not? | • Understanding the system  
• Focusing on a project  
• Appropriate appearance and behavior  
• Calculation accuracy  
• Healthy living  
• Knowing safety  
• Working safety | Students are to find specific tools in the kitchen, and pair them with an appropriate food that it would be utilized well with.  
Students will distinguish between uses for conventional and microwave ovens, reporting out findings to class. Then, students will illustrate their answers.  
Students will develop their own custom dish, on paper. Students will then construct their recipes and illustrate |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Students will be able to demonstrate proper sanitation and illustrate the impacts of foodborne illnesses. Students will be able to demonstrate how to work safely in the kitchen. Students will demonstrate how to use proper sanitation to prevent foodborne illnesses. Students will be able to demonstrate and complete how to clean a kitchen without spreading bacteria and how to keep food safe from harmful bacteria. **NJSLS:** CRP1, CRP2, CRP3, CRP8 | Is cleanliness important in a kitchen environment? Why or why not?  
What role does cleanliness play in safe food handling?  
In what ways can lack of cleanliness make people sick? | - Appropriate appearance and behavior  
- Ethical  
- Focusing on a project  
- Responsibility  
- Understanding the system  
- Using past knowledge  
- Reading and Interpreting  
- Problem Solving and critical thinking  
- Using resources to complete work  
- Healthy living  
- Knowing safety  
- Working safety  
- Hygiene  
- Calculation accuracy  
- Using information  
- Understanding the system  
- Learning form the past  
- Learning from mistakes and success  
- Seeking solutions | Students will illustrate various safety and sanitation issues that can occur in kitchens. With a partner, Students will sketch a safety poster.  
Students are create a mock play and present an accident that could occur in a typical kitchen. They are to identify and discuss four suggestions to improve the safety of the kitchen. Students will take a food safety test.  
Students will compare, contrast and report out 5 foods for bag lunches that would require refrigeration and 5 that wouldn’t. |
| Students will be able to demonstrate use of, and classify measure, cut and standard measuring tools. Students will be able to calculate measure liquid, | What role does math play in the kitchen? | - Appropriate appearance and behavior  
- Attitude  
- Ethical  
- Adaptability in position | Students will illustrate the importance of knowing equivalent measures when changing the size of a recipe. Students will demonstrate how to halve, double |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>dry and solid ingredients correctly. The learner will also demonstrate how to cut foods safely and according to the direction. <strong>NJSLS:</strong> CRP1, CRP3, CRP8</td>
<td>How important is following directions in a kitchen environment? Describe. Is accuracy important in culinary fields? Why or why not?</td>
<td>• Adaptability to change&lt;br&gt;• Focusing on a project&lt;br&gt;• Responsibility&lt;br&gt;• Understanding the system&lt;br&gt;• Knowing safety&lt;br&gt;• Working safety&lt;br&gt;• Hygiene&lt;br&gt;• Calculation accuracy&lt;br&gt;• Reasoning skills&lt;br&gt;• Using information&lt;br&gt;• Understanding the system&lt;br&gt;• Learning from the past&lt;br&gt;• Learning from mistakes and success&lt;br&gt;• Seeking solutions</td>
<td>a recipe. Students will complete a worksheet practicing doubling and halving ingredients. Students illustrate and diagram how to cut the following foods: Onion, pear, cheese, lemon peel, garlic, potato and steak.</td>
</tr>
<tr>
<td>Students will demonstrate effective working knowledge and skills in utilizing various produce in an array of cuisines. <strong>NJSLS:</strong> CRP1, CRP2, CRP3, CRP6, CRP8, CRP12</td>
<td>How important fruits and vegetables in nutrition? What is your favorite vegetable/fruit? Why? What is your least vegetable/fruit? Why? In what ways can fruits or</td>
<td>• Appropriate appearance and behavior&lt;br&gt;• Adaptability to change&lt;br&gt;• Time management in work&lt;br&gt;• Focusing on a project&lt;br&gt;• Leadership&lt;br&gt;• Understanding the system&lt;br&gt;• Math skills&lt;br&gt;• Using past knowledge&lt;br&gt;• Reading and Interpreting&lt;br&gt;• Problem Solving and critical thinking&lt;br&gt;• Using resources to complete work</td>
<td>Students are to work in small groups to and follow a recipe to create a healthy cauliflower dish, using at least two common spices. Each group member will be responsible for one aspect of the dish. Students will use math skills to reduce recipe by half and/or multiply it by two. Students will create a recipe using snow pea pods and tomato to complete a stir-fry. Students will follow a work plan, which they've</td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
<td>Suggested Skills</td>
<td>Sample Activities</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| vegetables be featured as the primary dish? | Healthy living  
• Knowing safety  
• Working safety  
• Hygiene  
• Calculation accuracy  
• Creating ideas  
• Reflecting on ideas  
• Applying ideas  
• Working by self-direction  
• Reasoning skills  
• Using information  
• Asking to understand  
• Learning from mistakes and success  
• Engaging actively and respectfully  
• Respecting other ideas  
• Listening well  
• Participating | developed and illustrated prior, to maximize efficiency. |
| In what ways is baking similar to cooking? In what ways is it different? | Appropriate appearance and behavior  
• Adaptability to change  
• Time management in work  
• Focusing on a project  
• Leadership  
• Understanding the system  
• Math skills  
• Using past knowledge  
• Reading and Interpreting | Students will develop their own corn muffin recipe. Students will use math skills to reduce recipe by half and/or multiply it by two. |
<p>| What challenges are associated with baking? | | Students develop and follow a recipe to create oatmeal cookies. Each step must have an illustrated diagram. |</p>
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| How can baking be incorporated into a non-dessert dish? | • Problem Solving and critical thinking  
• Using resources to complete work  
• Healthy living  
• Knowing safety  
• Working safety  
• Hygiene  
• Calculation accuracy  
• Creating ideas  
• Reflecting on ideas  
• Applying ideas  
• Working by self-direction  
• Reasoning skills  
• Using information  
• Asking to understand  
• Learning from mistakes and success  
• Engaging actively and respectfully  
• Respecting other ideas  
• Listening well  
• Participating | Students will demonstrate effective working knowledge and skills in their planning and execution of dishes featuring various proteins and snacks. | What are healthy snacks? Describe.  
In what way do snacks play a | • Appropriate appearance and behavior  
• Adaptability to change  
• Time management in work  
• Focusing on a project  
• Leadership  
• Understanding the system | Students are to work in small groups to develop and follow a recipe to create a chicken and vegetable stir-fry. The recipe should be arrived at via consensus and illustrated each step. |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| **NJSLS:** CRP1, CRP2, CRP3, CRP6, CRP8, CRP12 | role in adequate nutrition? In what ways can they be detrimental?  
What makes a healthy meal? | • Math skills  
• Using past knowledge  
• Reading and Interpreting  
• Problem Solving and critical thinking  
• Using resources to complete work  
• Healthy living  
• Knowing safety  
• Working safety  
• Hygiene  
• Calculation accuracy  
• Creating ideas  
• Reflecting on ideas  
• Applying ideas  
• Working by self-direction  
• Reasoning skills  
• Using information  
• Asking to understand  
• Learning from mistakes and success  
• Engaging actively and respectfully  
• Respecting other ideas  
• Listening well  
• Participating | Students will develop a nutrition plan for a typical child in their grade. Evidence will be based on research, and presented in either poster or PowerPoint form.  
Students will create and/or modify a common recipe for English muffin pizzas. |
<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
</tr>
<tr>
<td>Appetizer</td>
</tr>
<tr>
<td>Appliances</td>
</tr>
<tr>
<td>Bacteria</td>
</tr>
<tr>
<td>Bakeware</td>
</tr>
<tr>
<td>Baking</td>
</tr>
<tr>
<td>Calculation</td>
</tr>
<tr>
<td>Cleanliness</td>
</tr>
<tr>
<td>Conventional Oven</td>
</tr>
<tr>
<td>Cookware</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>Cuisine</td>
</tr>
<tr>
<td>Cut</td>
</tr>
<tr>
<td>Dessert</td>
</tr>
<tr>
<td>Dish</td>
</tr>
<tr>
<td>Dry</td>
</tr>
<tr>
<td>Environment</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Equivalent</td>
</tr>
<tr>
<td>Foodborne Illness</td>
</tr>
</tbody>
</table>

**Suggested Unit Project**

Students will be encouraged to utilize learned skills, practices and content knowledge to develop one-of-a-kind culinary dish that is reflective of the needs and realities of students in their current grades. Students will present their dish and discuss how it is relevant to the needs and realities of their classmates.
## Resources

| Cooking with School-Age Kids – Kids Health  
http://cookingwithkids.org/ |
|--------------------------------------------------|--------------------------------------------------|
| Family-Friendly Recipes  
http://allrecipes.com/recipes/15063/everyday-cooking/family-friendly/ | Young Chefs Academy  
http://youngchefsacademy.com/ |
| Kids Health – Recipes and Cooking  
http://www.waycoolcookingschool.com/ |
| Healthy Cooking – Eating Well  
http://articles.extension.org/pages/73371/cooking-with-kids-in-schools:-why-it-is-important |