Unit One
Life Skills – Grade 7

Course Description

Life Skills – Grade 8 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 8 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 8

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Life &amp; Social Skills</td>
<td>13 weeks</td>
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<tr>
<td>Unit 2</td>
<td>The Kitchen &amp; Culinary Skills</td>
<td>23 weeks</td>
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# 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>
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<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>
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<th>CRP2. Apply appropriate academic and technical skills.</th>
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<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>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<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>
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<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<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>
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</tbody>
</table>
# 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>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<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>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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### 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
## 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
## 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 8
### Unit: 1 – Life & Social Skills

### Unit Overview:
In this unit, students will discuss and develop the tools needed for proper mental, emotional and physical wellness. In addition, students will learn skills required of teens transitioning to high school and the world that surrounds them, such as financial education and awareness, consumer responsibility and healthy socialization.

**New Jersey Student Learning Standards (NJSLS):** CRP1, CRP2, CRP3, CRP5, CRP7, CRP8, CRP10, CRP11, CRP12

<table>
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<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Suggested Skills</th>
<th>Sample Activities</th>
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<tr>
<td>Students will examine Lifestyle, appearance, wellness, addiction, image, posture and stress. TLW give examples of ways to promote wellness, explain why physical activity and rest are important to appearance. Show and develop ways to manage stress. <strong>NJSLS:</strong> CRP1, CRP3, CRP10</td>
<td>How do habits contribute to wellness and stress? Why is there a correlation between physical activity and self-image? What impact does rest have of the body mentally and physically?</td>
<td>▪ Healthy living  ▪ Knowing safety  ▪ Working safety  ▪ Hygiene  ▪ Appropriate appearance and behavior  ▪ Attitude  ▪ Ethical  ▪ Communicating well  ▪ Communicating new ideas  ▪ Timely listing/speaking  ▪ Listening well  ▪ Goal-oriented  ▪ Realistic goal-setting</td>
<td>Divide the class into small groups. Give each group examples of various snacks, Ask each group to select the healthiest snack and to explain their responses. Students will create a list of daily activities that promote physical activity. List ways physical activity could be increased. Students will watch a video on good posture. Students are then to evaluate classmate’s posture using a good posture checklist and give suggestions for helping the classmates. What could be done to make...</td>
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<td><strong>Students will evaluate the use of income, money, management, budget, fixed expenses, flexible expenses, consumer, unit price, quality and warranty. TLW be able to make a budget and give examples of how to shop wisely.</strong></td>
<td>Why is financial literacy an important aspect of development? What type of characteristics does an informed consumer display? How do people budget for retirement at an early age?</td>
<td>▪ Calculation accuracy ▪ Budgeting ▪ Investment ▪ Responsibility ▪ Evaluating material ▪ Collecting data through technology ▪ Goal-oriented ▪ Realistic goal-setting</td>
<td>Discuss what motivates you to save money? Discuss why do you think you young adults under the age of thirty are the most rapidly growing group of people filing for bankruptcy claims? Students will be given a hypothetical finance situation. Student will create a budget, listing fixed expenses, flexible expenses and demonstrate how their income will or will not sustain them. Students are to compute the unit</td>
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| Students will analyze consumer decisions, mass media, advertising, impulse buying and redress. TLW explain how needs, wants, values, and goals affect consumer decision. TLW give examples of how peers, mass media, social networks and advertising can affect what you buy. TLW list six basic consumer rights. TLW define interests, aptitude, occupation and career plan portfolio. Students will sources of information about careers and explain how setting goals can help you choose a product. | What are different aspects of mass media and how are they used? How can advertising be deceiving? How can we use social networks appropriately? What challenges do consumers face when making a purchasing decision? | • Math skills  
• Using past knowledge  
• Reading and Interpreting  
• Calculation accuracy  
• Budgeting  
• Investment  
• Goal-oriented  
• Realistic goal-setting  
• Understanding process  
• Balancing goals  
• Technology for research | Students are to select from a list of two items they have bought recently. They are then to explain how peer pressure, mass media, and advertising affected their decision to buy these products. Students are to write in their own words how they would return a defective item. Students will be given various props and details about the defective products. |

Sample Activities:
- Prices for each set of products and then compare the prices to determine which product is the best buy. In this exercise the best buy is the least expensive price.
- Each student is to read an article in consumer reports about a product and then write a summary of its content. Students will research a company’s warranty. Students will write why you should keep warranties and complete the mail in warranty card information.
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<td><strong>NJSLS:</strong> CRP2, CRP3, CRP10, CRP11</td>
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<tr>
<td>Students will examine relationship, socialization, family, generation, family type, role, siblings, affection and respect. TLW explain why relationships between children and parent are important. Give examples how brothers and sisters can get along with one another and describe how people can stay active and independent, as they grow older and deal with stress within the family. <strong>NJSLS:</strong> CRP4, CRP5, CRP8, CRP12</td>
<td>How can understanding family history assist someone in the future? How we learn the “social” rules of society? Why is socialization a cultural process? In what ways are socialization different and the same from culture to culture?</td>
<td>• Communicating well • Communicating through presentation • Communicating new ideas • Timely listing/speaking • Listening well • Communicating with technology • Communicating through written form • Reasoning skills • Using information • Engaging actively and respectfully • Respecting other ideas • Listening well • Sharing and supporting • Open to compromise • Valuing diversity • Communicating on</td>
<td>Discuss the definition of socialization. In groups of three or four ask students to list the ways that their families teach the customs of society to its members and why are relationships with your family more important than relationships with your friends and family. Students are to think about the contribution they make to their families and then write a short essay about the role and responsibilities in your family. To help students get to know their families better, they are to interview two members. TLW have the opportunity to share their findings with the class.</td>
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words what each right means and lists responsibilities that go with it. Have students idenitfy skills that they have and how these could help them with different jobs. Students will be asked to identify their top three skills from the list. Share with class.
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<td></td>
<td>• Verbalizing culture</td>
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<td>• Respecting culture with action</td>
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### Unit Vocabulary

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## Suggested Unit Projects

**Choose At Least One**

| Create a presentation identifying one type of Mass media the pros and cons of mass media in modern day society. | Students will be given an information sheet on a fiction person. Using this information, students must develop an appropriate budget that focuses on all needs. The budget should taken into account all aspects of life from peak earning time period to future retirement. |

## Resources

**Rest and Exercise**

**Money Management Tips**

**What is Mass Media?**
http://study.com/academy/lesson/what-is-mass-media-definition-types-influence-examples.html

**Parent Child Relationships**