

7th Grade Home and Careers - 2010

Unit: Personal Best **Topic:** Self Image

Essential Questions:

1. Why is self-image important?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
-Recognize the mental, social, and emotional aspects of good health	How is self-image formed?	-understand how self-image is formed	The Me Boxes- decide how people from different roles view you	Boxes are graded Unit test
	How can we change our self-image? How does our environment affect our perception of ourselves? How can a friend be helpful or harmful to our self-image?	-understand how environment affects self-image -understand how other people affect self-image	Classmate Wanted Ads- students anonymously pair up according to common interests. Self-reflect on friend choice.	Triptyche Poster representing what each student has in common with another. Non-graded assessment- Warm Fuzzies- Share positive adjectives about classmates. Unit test

Connections to Text: Exploring Life Skills: chapter 1; Corresponding handouts from chapter 1

Vocabulary:

self-image, personal perspective, environment, experiences, personal best, self-esteem, constructive criticism, insight, self-confidence, ideal image, individuality

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Unit: Personal Best **Topic:** Emotions

Essential Questions:

1. How should I handle my emotions?
2. How do emotionally healthy people act?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
-Apply decision making process to dilemmas related to personal health	<p>What are some pleasant/unpleasant emotions?</p> <p>What is empathy?</p> <p>What are some examples of expressions or physical responses to emotions?</p> <p>Why should you learn how to channel your anger?</p> <p>What is stress? Good/bad?</p>	<p>-practice techniques to help reduce stress. Identify and understand stress management techniques.</p> <p>-understand the role of emotions in daily life and personal health</p> <p>-understand the connections between one's environment and emotions</p> <p>-understand physical responses to emotions</p> <p>-be able to recognize and self-reflect on emotions</p> <p>-understand good and bad stress</p> <p>-identify and understand defense mechanisms</p>	<p>-Brainstorm- identify emotions; expand vocabulary to better express specific feelings (Create master list as a class)</p> <p>-Student created skits- depict a variety of emotions for the class to identify.</p> <p>-Vocab lesson- students concept map a word and share w/ class on overhead</p> <p>-Class discussion of coping mechanisms. Student skits. Mini-quiz</p> <p>-Self-reflect on personal stress management techniques- Create a banner representing</p>	<p>Non-graded assessment- teacher observation of skit. Can be assessed with a checklist.</p> <p>- Mini-quiz-I Hope I Can Cope</p> <p>- Banners are graded.</p> <p>-Unit test</p>

Connections to Text: Exploring Life Skills: Chapter 2, corresponding handouts.

Vocabulary:

Emotions, empathy, stimulus, motivation, fear, anger, violence, annoyance, frustration, anxiety, depression, stress, love, jealousy

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Unit: Personal Best **Topic:** Attitude

Essential Questions:

1. How does my attitude affect my life?
2. Where does my attitude come from?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>-Recognize the mental, social, and emotional aspects of good health</p> <p>-Apply decision making process to dilemmas related to personal health</p>	<p>How does an optimist/pessimist differ in reaction to the same situation?</p> <p>What things prevent you from having a positive attitude?</p> <p>How do you illustrate tolerance in your family? Society?</p> <p>How do people in authoritative positions help you feel secure?</p> <p>What are some benefits of change?</p>	<p>-understand positive and negative attitudes</p> <p>-understand how attitudes toward others affect relationships</p> <p>-understand attitudes toward society</p>	<p>Turn a Negative Situation Positive.</p> <p>Brainstorm Stereotypes; Disprove each one.</p> <p>Compare/Contrast Positive and negative response to bad weather (snow storm)</p> <p>Poster/Class demonstration depicting "Personal Board of Directors"</p> <p>Family Stress Trial Parents vs. Teens</p> <p>Group work- Look at professions in our society, examine how they help us</p>	<p>Compare/contrast paragraphs are graded</p> <p>Posters are graded</p> <p>Non graded assessment: Reflection of trial? Changes in personal perspective of family stress</p> <p>Unit test</p>

Connections to Text: Exploring Life Skills: Chapter 4; corresponding handouts

Vocabulary:

Attitude, prejudice, tolerance, optimist, stereotype, work, pessimist, authority, technology, mood, curfew

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Unit: Personal Best **Topic:** Personality

Essential Questions:

1. What should I do to shape my personality?
2. Who do I want to be?

Performance Indicators	Guided Questions		Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
-identify ways to meet basic needs of all family members -take reasoned action toward reaching personal health goals	What is... How can you build character? Is it important to be popular? How can you benefit from habits? How can you break a bad habit? How can you learn a gender role? Positive? Negative?		-understand personality/temperament -understand how character is built -understand habit formation -understand gender roles	-Class model of personality web of president; homework is personal personality web - Scavenger hunt- find a person who can describe each major concept in the topic (such as personality, gender roles, etc.) -Group Venn Diagram- Character traits vs. Personality traits -Choose an ethics/moral role model- describe how they built their character	-Grade personality web - Assess previous knowledge Unit Test

Connections to Text: Exploring Life Skills Chapter 5; corresponding worksheets

Vocabulary:

Personality, temperament, character, character traits, mannerisms, habit, norm, conform, adjusted, maladjusted, roles, gender roles, non-traditional careers

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Unit: Personal Best **Topic:** Decision Making

Essential Questions:

1. What should I do to choose the best options in life?
2. How does the decision making process work?

Performance Indicators	Guided Questions		Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>-Recognize the mental, social, and emotional aspects of good health</p> <p>-Apply decision making process to dilemmas related to personal health</p> <p>- Practice communication skills that foster positive interpersonal relationships and optimum health for all family members</p> <p>-Apply decision making processes to health-related situations</p>	<p>If your basic needs are not met, what could happen?</p> <p>What are goals?</p> <p>How do short term goals help you reach long term goals?</p> <p>What role do values and goals play in decision making?</p> <p>How does the decision making process work?</p>		<p>-understand the concept of choices, life choices</p> <p>-understand the concept of values and acting on values</p> <p>-understand the concept of needs vs. wants</p> <p>-understand the concept of goals</p> <p>-understand the decision making process; understand the steps in the decision making process</p> <p>-understand priorities and be able to set priorities</p> <p>-understand the concept of intuition and reasoning.</p>	<p>Goals Project: Choose an achievement/ possession and show the path of how to get there. 1 Long term goal, 5 Short term goals, 5 potential obstacles, 5 support people/networks.</p> <p>Decision that may change their life. Follow steps of decision-making process. Come to conclusion and evaluate the outcome.</p>	<p>Goals project graded using a rubric.</p> <p>Decision Project is graded.</p>

Connections to Text: Exploring Life Skills: chapter 7; corresponding worksheets.

Vocabulary:

Option, values, needs, wants, self-actualization, goal, decision, priority, alternative, reason, intuition, practical reasoning

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Unit: Nutrition **Topic:** Healthy Diet

Essential Questions:

1. What should I do to have a healthy diet and lifestyle?
2. What should I do to have a balanced diet for good health?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
-Understand the relationships among diet, health, and physical activities; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals	<p>How does advertising influence food habits?</p> <p>What is nutrition? Nutrients?</p> <p>How does vitamin deficiency affect one's health?</p> <p>What are fat-soluble/water-soluble vitamins?</p> <p>Why is proper nutrition a problem for some young children?</p> <p>How many servings of each food group per day?</p> <p>Why is it important to follow Dietary Guidelines?</p>	<p>-understand what affects nutrition choices</p> <p>-understand the importance of basic nutrients, vitamins</p> <p>-understand nutrition basics</p> <p>-understand how nutrients work together</p> <p>-understand dietary guidelines</p>	<p>Food log- Students keep track of food consumed for a week. Assess eating habits according to dietary guidelines. (Used daughter as an example)</p> <p>Popcorn cooking in room- Analyze food associations.</p> <p>Choose 6 foods- log when ate, who with, what associations they have, how often eaten, affect on you/family/society</p>	<p>Vocab pre-test on vitamins</p> <p>Unit exam</p>

Connections to Text: Exploring Life Skills chapter 20; corresponding worksheets.

Vocabulary:

Diet, appetite, food habits, staple, food attitudes, nutrition, nutrients, calories, starvation, carbohydrates, protein, vegetarians, legumes, fats, minerals, osteoporosis, anemia, fat soluble vitamins, water soluble vitamins, food guide pyramid.

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Unit: Nutrition **Topic:** Food Preparation Skills and Food Safety

Essential Questions:

1. What should I do to become more skilled in preparing food for myself and my family?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
-Apply principles of food safety and sanitation		-be able to read a recipe -understand recipe codes -understand use and safety of major appliances -understand food preparation terms -practice proper measuring techniques -understand principles of safety and sanitation in kitchen environments	Write down what we think goes into a favorite dish. Compare/contrast our conception to the real recipe. Understand importance of recipes and proportions of ingredients. Bring a recipe from home. Identify critical information and determine how to use it to make the recipe. Movement activity- each student receives a description or a tool name. Students must pair themselves and then go into the kitchen and find that tool. Partners share with class and create a memory device for that tool name and use. Doubling Recipes- equivalents with math. Given a recipe, collect tools that are needed to prepare. (connects to sanitation segment must wash properly and take care of) Sanitation Segment- proper hand washing, proper care of materials Oven safety checklist Baking- 4 cooking groups w/ team leaders. Fill out market orders. Work plan has to include everyone in group (includes clean up). Used pan cookie recipe, drop cookie recipe, rolled cookie recipe, muffin recipe.	Equivalents quiz and handout Graded activity. Individually assessed.

Connections to Technology: Use of major appliances

Vocabulary:

In general, taught in context with recipes.