



# FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Last Updated Summer 2013

Subject Content: Practical Living/Career Studies Grade 7

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
<b>Topic</b> Health Education – Personal Wellness	<b>Topic</b> Health Education – Personal Wellness
<b>CORE CONTENT 4.1</b>	<b>CORE CONTENT 4.1</b>
<p><b>PL-08-1.1</b>            .Students will explain how individual behavior choices and habits relating to diet, exercise, rest, and other choices (tobacco, alcohol, illegal drugs) affect body systems (circulatory, respiratory, nervous, digestive).</p> <p><b>PL-08-1.1.8</b>            Students will explain risks associated with unhealthy habits and behaviors (substance use/abuse of tobacco, alcohol, inhalants, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).</p> <p><b>PL-08-1.1.1</b>            Students will explain the importance of effective social interaction skills (respect, self-advocacy, and co-operation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).</p> <p><b>PL-08-1.1.2</b>            Students will recommend and justify effective strategies (communication, problem solving, decision making, refusal skills, anger management, conflict resolution, relaxation techniques, time management) for responding to stress, conflict, peer pressure, and bullying</p>	<p><b>PL-08-1.1.7</b>            Students will explain symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) diseases and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</p> <p><b>PL-08-1.1.9</b>            Students will explain causes, symptoms, and prevention of social (not getting along with others, disagreeable, being uncooperative) mental, and emotional problems (depression, anxiety, eating disorders).</p>

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Sub-Topics</b> <b>Behavior Choices</b> <b>Unhealthy Habits</b>	<b>Identify</b> <b>Sub-Topics</b> <b>Effective Social Skills</b>	<b>Identify</b> <b>Sub-Topics</b> <b>Situational Response</b> <b>Strategies</b>	<b>Identify</b> <b>Sub-Topics</b> <b>Communicable</b> <b>Disease</b>	<b>Identify</b> <b>Sub-Topics</b> <b>Non-Communicable</b> <b>Disease</b>	<b>Identify</b> <b>Sub-Topics</b> <b>Mental and Emotional</b> <b>Problems</b>
<b>I CAN STATEMENTS:</b>  <b>PL-08-1.1.6</b> I can explain how behavior choices and habits affect body systems.  <b>PL-08-1.1.8</b> I can explain risks of unhealthy habits and behaviors.	<b>I CAN STATEMENTS:</b>  <b>PL-08-1.1.1</b> I can recommend and justify effective social skills.	<b>I CAN STATEMENTS:</b>  <b>PL-08-1.1.2</b> I can recommend and justify effective strategies for responding to Conflict, stress, peer pressure, bullying.	<b>I CAN STATEMENTS:</b>  <b>PL-08-1.1.7</b> I can explain symptoms, causes, and patterns of transmission, prevention and treatment of communicable diseases.	<b>I CAN STATEMENTS:</b>  <b>PL-08-1.1.7</b> I can explain symptoms, causes, and patterns of transmission, prevention and treatment of non-communicable diseases.	<b>I CAN STATEMENTS:</b>  <b>PL-08-1.1.9</b> I can explain causes, symptoms and prevention of social, mental and emotional problems.
<b>Critical Vocabulary</b> Body System -Circulatory -Respiratory -Nervous -Digestive  Behavior Choice Substance abuse Eating disorder Dietary habits regular exercise habit	<b>Critical Vocabulary</b> Respect Self-advocacy Cooperation Communication Empathy Friendship	<b>Critical Vocabulary</b> Communication Problem solving Decision making Refusal skills Anger management Conflict resolution Time management Relaxation technique	<b>Critical Vocabulary</b> Cold Influenza Mononucleosis Hepatitis HIV/AIDS Tuberculosis	<b>Critical Vocabulary</b> Cancer diabetes cardiovascular obesity asthma	<b>Critical Vocabulary</b> Depression Anxiety Eating disorder
<b>Suggested Strategies/Activities</b> Foldable study organizer Create a lunch menu Think-pair-share on	<b>Suggested Strategies/Activities</b> Foldable for 6 character traits Decision making activity	<b>Suggested Strategies/Activities</b> Role play responses to peer pressure, bullying, Etc...	<b>Suggested Strategies/Activities</b> Student research and project (webpage, brochure, video,	<b>Suggested Strategies/Activities</b> Student research and project (webpage, brochure, video,	<b>Suggested Strategies/Activities</b> Student research and project (webpage, brochures, videos,

strengthening exercises	Conflict resolution techniques Write a skit on advocating good character	Develop a schedule of activities for a day	Public Service Announcement, power point,) Virtual field trip	Public Service Announcement, power point,) Virtual field trip	PSA's, power point) Virtual field trip
<p><b>Balanced Assessment: Formative</b></p> <p>Exit slip Fitness activity log POD Constructed response Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)</p> <p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Exit slip Brochure Peer checklist Constructed response Quiz POD</p> <p><b>Summative</b></p> <p>Student generated team project</p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)</p> <p>Student created videos, student emails, web pages, brochures, multi-media documents, published</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Quiz/exit slip Project on time management POD Learning/response log</p> <p><b>Summative</b></p> <p>Constructed response on social skills</p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)</p> <p>Student created videos, student emails, web pages, brochures, multi-media</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Quiz/exit slip POD</p> <p><b>Summative</b></p> <p>Project Constructed response items brochures</p> <p>Student generated presentations in front of classroom, community groups, etc...</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p>Quiz/exit slip POD</p> <p><b>Summative</b></p> <p>Project Constructed response items brochures</p> <p>Student generated presentations in front of classroom, community groups, etc...</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p>Quiz/exit slip POD</p> <p><b>Summative</b></p> <p>Project Constructed response items brochures</p> <p>Student generated presentations in front of classroom, community groups, etc...</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>

<p>announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>			
<p><b>Resources Needed</b></p> <p>health.glencoe.com Glencoe Teen health Discovery Learning Brain pop Internet4classrooms.com Kidshealth.org</p>	<p><b>Resources Needed</b></p> <p>Glencoe Teen health Discovery Learning Brain pop Internet4classrooms.com Kidshealth.org health.glencoe.com</p>	<p><b>Resources Needed</b></p> <p>Glencoe Teen health Discovery Learning Brain pop Internet4classrooms.com Kidshealth.org health.glencoe.com</p>	<p><b>Resources Needed</b></p> <p>Glencoe Teen Health health.glencoe.com guest speaker internet access</p>	<p><b>Resources Needed</b></p> <p>Glencoe Teen Health health.glencoe.com guest speaker internet access</p>	<p><b>Resources Needed</b></p> <p>Glencoe Teen Health health.glencoe.com guest speaker internet access</p>
<p><b>Higher Order Questions</b></p> <p><b>1. Analyze the risks associated with using</b></p>	<p><b>Higher Order Questions</b></p> <p><b>1. Describe the role family provides for</b></p>	<p><b>Higher Order Questions</b></p> <p><b>Give an example of a conflict that might be</b></p>	<p><b>Higher Order Questions</b></p> <p><b>1. What would you tell your</b></p>	<p><b>Higher Order Questions</b></p> <p><b>1. In what ways is asthma</b></p>	

<p>tobacco or alcohol.</p> <p>2. Which attitudes might you practice to keep safe from using tobacco or alcohol?</p> <p>3. List 2 ways that media and technology influence individual health. Why?</p>	<p>physical, mental and emotional needs.</p> <p>2. List ways families support their members.</p> <p>3. How can positive family relationships influence health?</p>	<p>solved by compromise.</p> <p>Why would this situation best be handled this way?</p>	<p>friend who wanted to drink from a stream while hiking? Why?</p> <p>2. Explain why it is more difficult to protect yourself from pathogens spread by indirect contact.</p> <p>3. Why do school systems require children to have certain vaccinations before being allowed to attend?</p>	<p>different from a cold?</p> <p>2. What is the ABCD rule? What does each letter mean?</p> <p>3. Use the CAUTION mnemonic to list the seven warning signs of cancer. How would knowing the warning signs help you protect yourself?</p>	
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Weeks 7-9	Weeks 10-12
<p>Unit/Topic</p> <p>Personal Wellness</p> <p>Nutrition</p> <p>Safety</p>	<p>Unit/Topic</p> <p>Psychomotor Skills</p>
<p>CORE CONTENT 4.1</p> <p>PL-08-1.1.11</p> <p>Students will recommend effective self-management and coping strategies (goal-setting, time management, personal learning styles and preferences,</p>	<p>CORE CONTENT 4.1</p> <p>PL-08.2.1.1</p> <p>Students will apply a combination of techniques of loco motor and non-loco motor skills that are necessary for the improvement of transitional motor</p>

and decision making) for maintaining mental and emotional health.

**PL-08-1.2.2**  
Students will explain why key recommendations made in the Dietary Guidelines for Americans contribute to good health.

**PL-08-1.3.2**  
Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives.

skills (punting, serving, dribbling);

- loco motor – moving from one place to another (running, skipping, hopping)
- non-loco motor- stationary (bending, stretching, twisting) movements

**PL-08-2.1.2**  
Students will analyze the principles of motor skill refinements (accuracy, technique, movement).

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics Coping Strategies	Identify Sub-Topics Guidelines for Good Health	Identify Sub-Topics First Aid	Identify Sub-Topics Loco motor skills	Identify Sub-Topics Non-locomotors skills	Identify Sub-Topics Motor skill refinement
<b>I CAN STATEMENTS:</b>  .1.11 I can recommend effective self-management and	<b>I CAN STATEMENTS:</b>  1.2.2 I can explain why key recommendations	<b>I CAN STATEMENTS:</b>  1.3.2 I can explain how basic first-aid procedures for responding to a variety of	<b>I CAN STATEMENTS:</b>  I can list up to six loco motor and non-loco motor movements used in specific activities	<b>I CAN STATEMENTS:</b>  I can interpret and give an example of accuracy, technique and skill used in	<b>I CAN STATEMENTS:</b>  I can analyze motor skills to recommend refinement.

<p>coping strategies for maintaining mental and emotional health.</p>	<p>made in the Dietary Guidelines for Americans contribute to good health.</p>	<p>life-threatening emergencies can help reduce the severity of injuries and safe lives.</p>		<p>specific activities.</p>	
<p><b>Critical Vocabulary</b></p> <p>Coping strategies Time management Decision making Self-management</p>	<p><b>Critical Vocabulary</b></p> <p>Dietary guidelines FDA Portion Serving size Food pyramid</p>	<p><b>Critical Vocabulary</b></p> <p>Allergic reaction Shock Poison Life threatening Temperature related</p>	<p><b>Critical Vocabulary</b></p> <p>Skill Loco motor movements Non-loco motor movements</p>	<p><b>Critical Vocabulary</b></p> <p>Stationary</p>	<p><b>Critical Vocabulary</b></p> <p>Motor skill refinement Accuracy Technique</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Guest Speaker Student research and project (webpage, brochure, video, Public Service Announcement, power point,) Virtual field trip, Goal Setting, Create Coping Plan, T.A.L.K. skit, Mediation simulation, Concept Mapping</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Guest Speaker Student research and project (webpage, brochure, video, Public Service Announcement, power point,) Virtual field trip, Goal Setting, Simulation, Concept Mapping,</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Guest Speaker, First Aid Training, Student research and project (webpage, brochure, video, Public Service Announcement, power point,) Virtual field trip, First Aid Simulation,</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Guest Presentation Practice Skills used in Games, Create Work out Plan using loco-motor movements, Research role of Loco-motor skills in weight management, Weight/Heart Rate relationship Lab , Fitness Safety Training</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Guest Presentation Student Presentation Practice Skills used in Games, Create Work out plan using non loco-motor movements, Research the role of non-loco-motor skills in weight management, Weight/Heart Rate relationship Lab , Fitness safety Training</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Guest Presentation Student Presentation Practice for motor skill refinement Create work out Plan to Refine Motor skills, Research the role of non-loco-motor skills in weight management, Weight/Heart Rate relationship Lab, Fitness Safety Training</p>

<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>	<b>Balanced Assessment: Formative</b>
Exit slip POD Constructed response Quiz	Exit slip POD Constructed response Quiz	Exit slip POD Constructed response Quiz			
<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>
Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local	student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)	Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)	Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)	Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)	Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government)
Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements	Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements	Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements	Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements	Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements	Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements
Student-generated team projects	Student-generated team projects	Student-generated team projects	Student-generated team projects	Student-generated team projects	Student-generated team projects
Student presentation	Student presentation	Student presentation	Student presentation	Student presentation	Student presentation
Post assessment	Post assessment	Post assessment	Post assessment	Student	Post assessment



<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>presentation Post assessment <b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
<p><b>Resources Needed</b>  Glencoe Teen Health  health.glencoe.com</p>	<p><b>Resources Needed</b>  Glencoe Teen Health  health.glencoe.com</p>	<p><b>Resources Needed</b>  Glencoe Teen Health  health.glencoe.com</p>	<p><b>Resources Needed</b>  Glencoe Teen Health  health.glencoe.com guest speaker internet access</p>	<p><b>Resources Needed</b>  Glencoe Teen Health  health.glencoe.com guest speaker internet access</p>	<p><b>Resources Needed</b>  Glencoe Teen Health  health.glencoe.com guest speaker internet access</p>
<p><b>Higher Order Questions</b></p>	<p><b>Higher Order Questions</b></p>	<p><b>Higher Order Questions</b></p>	<p><b>Higher Order Questions</b></p>	<p><b>Higher Order Questions</b></p>	<p><b>Higher Order Questions</b></p>

<ol style="list-style-type: none"> <li>1. Describe how coping skills can be applied to manage a situation.</li> <li>2. Explain how adrenalin helps you deal with stress.</li> <li>3. Which steps in the Decision Making Process is the most important and why?</li> </ol>	<ol style="list-style-type: none"> <li>1. How can the FGP be used to make healthful choices?</li> <li>2. How can you be sure that you eat portions of reasonable size?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the three levels of burns</li> <li>2. Explain emergency procedure for poisoning.</li> <li>3. How is position and thrust important in the First Aid procedures for choking?</li> </ol>			<ol style="list-style-type: none"> <li>1. What exercise plan could you design to increase and refine motor skills for a team sport?</li> <li>2. How would you prioritize the skills necessary for playing a team sport?</li> <li>3. Compile a list of activities that would increase accuracy in a team sport.</li> </ol>
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Weeks 13-15	Weeks 16-18
<p align="center"><b>Unit/Topic</b> Physical Lifetime Wellness</p>	<p align="center"><b>Unit/Topic</b> Consumer Decisions</p>
<p align="center"><b>CORE CONTENT 4.1</b></p> <p><b>PL-08-2.2.1</b> Students will explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational, or competitive physical activities:</p> <ul style="list-style-type: none"> <li>• physical benefits (weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, decreased resting heart rate, reduced cholesterol levels)</li> <li>• social benefits (positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction)</li> <li>• Emotional/mental benefits (improved confidence, increased self esteem, stress reduction, self-expression).</li> </ul>	<p align="center"><b>CORE CONTENT 4.1</b></p> <p><b>PL-08-3.1.2</b> Students will explain factors (brand name, price, quality, features, and availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.</p> <p><b>PL-08-3.1.3</b> Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, emotional appeal, free gifts/rewards) and explain why they are influential.</p>

**PL-08-2.2.2**  
 Students will recommend and access techniques (practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports

**PL-0-2.2.4**  
 Students will describe how offensive and defensive strategies in games and sports make them interesting and enjoyable.

**PL-08-2.2.5**  
 Students will analyze the value of rules of behavior and fair play (accepting authoritative decisions, assessing one’s own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during games and sports

**PL-08-2.2.3**  
 Students will explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness.

**PL-08-3.1.4**  
 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (conserving resources, reducing pollution, reducing solid waste, conserving energy)

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Benefits of Physical Activity	Identify Sub-Topics Game Strategy and Rules of Behavior	Identify Sub-Topics FITT Principle	Identify Sub-Topics Why Buy?	Identify Sub-Topics Buying influences	Identify Sub-Topics
<b>I CAN STATEMENTS:</b>  I can explain emotional, physical, and social benefits of being physically fit.	<b>I CAN STATEMENTS:</b>  I can recommend techniques for improving game performance.  I can describe how strategies in games and sports make them interesting.	<b>I CAN STATEMENTS:</b>  I can explain the components of fitness.  I can explain how the FITT principle can be used to maintain and improve fitness.	<b>I CAN STATEMENTS:</b>  I can explain factors to consider when making consumer decisions.  I can compare services and products based on brand name, price, quality, features, and availability.	<b>I CAN STATEMENTS:</b>  I can describe various factors that influence consumer decisions.  I can explain various factors that influence consumer decisions.	<b>I CAN STATEMENTS:</b>  I can describe consumer actions (reuse, reduce, and recycle) that impact the environment...  I can explain how these actions impact the environment (conserving resources, reducing pollution,

	I can analyze the value of rules of behavior during games and sports.		I can evaluate services and products based on brand name, price, quality, features, and availability.		reducing solid waste, conserving energy).
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Physical benefits Emotional/mental benefits Social benefits Leisure/recreational Competitive activities Muscular strength Muscular endurance Flexibility Cardio-respiratory/Cardiovascular endurance Body composition Weight management Cholesterol level	Offensive strategies Defensive strategies Sportsmanship Teamwork	Components of Fitness: <ul style="list-style-type: none"> <li>• Body composition</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Strength</li> <li>• Cardiovascular/Respiratory endurance</li> </ul> Principles of Fitness: <ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Time or duration</li> <li>• Type</li> </ul> Maximum heart rate Resting Heart Rate Target Heart Rate	Brand Names Price Quality Features Availability	Fact & figures Glittering generalities Jingles/slogans Endorsements Testimonials Bandwagon Emotional appeal Free gifts/rewards Gimmicks Misleading information	Reduce Reuse Recycle Conserving resources
<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>	<b>Strategies/Activities</b>
Survey of Healthful Behaviors and Why Create A Personal Fitness Plan Create Activity Plan Flexibility Exercise	Game Analysis with Recommendations for Improvement  Research game improvement	Use FITT principle to create a fitness plan  Brochure	Factors related to purchasing decisions  Product/Service Comparison	Product Comparisons  Brochure evaluating  Comparison shop	Create a Family Plan to Reduce, Reuse, Recycle  Informative Brochure to describe Reduce, Reuse, Recycle





Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
<p>1. How is physical activity related to weight management?</p> <p>2. How is leisure/recreational activity related to positive interaction with others?</p> <p>3. How is physical activity related to stress reduction?</p>					

Weeks 19-21	Weeks 22-24
<p>Unit/Topic Financial Literacy</p>	<p>Unit/Topic Career Awareness</p>
<p>CORE CONTENT 4.1</p> <p>PL-08-3.2.1 Students will identify financial management practices and the purpose of budgeting, savings, banking services (checking and saving accounts, debit/credit, certificate of deposit) and general types of investments (stocks, bonds, mutual funds) and develop a short-term financial plan.</p>	<p>CORE CONTENT 4.1</p> <p>PL-08-4.1.3 Students will describe a range of academic skills acquired in school (verbal and non-verbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities.</p> <p>PL-08-4.1.4 Students will describe how Career Interest Inventory, Learning Styles Inventory, and other formal assessment, job fairs, job shadowing, academic experiences/grades, hobbies are used in determining individual traits (interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Learning Plan (ILP)</p>

	<p><b>PL-08-4.1.5</b>  <b>Students will explain and evaluate resources (internet, newspapers, magazines, family members, counselors, employees) and experiences (shadowing, mentoring) that can be used for locating job and career information</b></p>
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CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<b>Identify Sub-Topics</b> Financial Management Practices	<b>Identify Sub-Topics</b> Budgeting	<b>Identify Sub-Topics</b> Investments	<b>Identify Sub-Topics</b> Job Success	<b>Identify Sub-Topics</b> ILP	<b>Identify Sub-Topics</b> Locating job/career information
<p><b>I CAN STATEMENTS:</b></p> <p>I can identify sound financial management practices.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can identify the purpose of a budget.</p> <p>I can identify the purpose of banking services.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can identify the purpose of general types of investments.</p> <p>I can develop a short-term financial plan.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>PL-08-4.1.3            I can describe a range of academic skills acquired in school.</p> <p>I can explain how these skills impact job success and future career opportunities</p>	<p><b>I CAN STATEMENTS:</b></p> <p>PL-08-4.1.4            I can describe how formal assessments, job fairs, job shadowing, academic experiences/grades and hobbies are used in determining individual traits.</p> <p>I can explain how knowledge of traits is helpful in developing career goals for an ILP.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>PL-08-4.1.5            I can explain and evaluate resources that can be used for locating job and career information.</p>
<p><b>Critical Vocabulary</b></p> <p>Budget            Certificate of Deposit            Compound Interest            Interest            Diversification</p>	<p><b>Critical Vocabulary</b></p> <p>Budgeting            Saving            Checking</p>	<p><b>Critical Vocabulary</b></p> <p>Debit            Credit            Stocks            Bonds</p>	<p><b>Critical Vocabulary</b></p> <p>Verbal communication            Non-verbal communication            Computer skills            Technical skills</p>	<p><b>Critical Vocabulary</b></p> <p>Career Interest Inventory            Learning Styles Inventory            Job fair            Job shadowing            Academic experience</p>	<p><b>Critical Vocabulary</b></p> <p>Use a variety of internet sources to research career opportunities</p>







<b>Resources Needed</b> <a href="http://www.frbatlanta.org/pubs/extracredit/lessons_activities.cfm">http://www.frbatlanta.org/pubs/extracredit/lessons_activities.cfm</a>	<b>Resources Needed</b> <a href="http://www.frbatlanta.org/pubs/extracredit/lessons_activities.cfm">http://www.frbatlanta.org/pubs/extracredit/lessons_activities.cfm</a>	<b>Resources Needed</b> <a href="http://www.frbatlanta.org/pubs/extracredit/lessons_activities.cfm">http://www.frbatlanta.org/pubs/extracredit/lessons_activities.cfm</a>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
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Weeks 25-27	Weeks 28-30
<b>Unit/Topic Employability</b>	<b>Unit/Topic Communication/Technology</b>
<b>CORE CONTENT 4.1</b>	<b>CORE CONTENT 4.1</b>
<p><b>PL-08-4.2.2</b> Students will describe team skills (goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they are important in the workplace.</p> <p><b>PL-08-4.2.1</b> Students will describe individual work habits/ethics (following directions, problem solving, time management, respect, self discipline, punctuality) and explain their importance in the workplace.</p> <p><b>PL-08-4.1.3</b> Students will describe a range of academic skills acquired in school (verbal and non-verbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities</p>	<p><b>PL-08-4.3.1</b> Students will explain how jobs/careers (physical therapist, meteorologist, radio &amp; television broadcaster, web designer) have been created as a result of scientific and technological advancements.</p> <p><b>PL-08-4.3.2</b> Students will explain the purposes of technology tools (multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools, and jobs.</p> <p><b>PL-08-4.3.3</b> Students will identify and explain skills used to seek, obtain, maintain, and change jobs/careers:</p> <ul style="list-style-type: none"> <li>• written communication (preparing resume, writing a business letter)</li> <li>• non-verbal communication skills (making eye contact, listening, smiling, body language, facial expression, posture, dress)</li> <li>• verbal skills (speaking, giving responses, expressing appreciation, questioning, greeting)</li> <li>• Interview skills (friendly greeting, maintain eye contact, show enthusiasm)</li> </ul>







<b>Resources Needed</b> Internet	<b>Resources Needed</b> Internet	<b>Resources Needed</b> Internet	<b>Resources Needed</b> Internet Job Application	<b>Resources Needed</b> Internet Job Application	<b>Resources Needed</b> Internet Job Application
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Weeks 31-33	Weeks 34-36
<p style="text-align: center;"><b>Unit/Topic</b> <b>Employability</b></p> <p style="text-align: center;"><i>(Due to the different schools configuration weeks 31-33 will revisit areas core content that has higher DOK levels.)</i></p>	<p style="text-align: center;"><b>Unit/Topic</b> <b>Psychomotor Skills</b></p> <p style="text-align: center;"><i>(Due to the different schools configuration weeks 34-36 will revisit areas core content that has higher DOK levels.)</i></p>
<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><b>PL-08-4.2.2</b> Students will describe team skills (goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they are important in the workplace.</p> <p><b>PL-08-4.2.1</b> Students will describe individual work habits/ethics (following directions, problem solving, time management, respect, self discipline, punctuality) and explain their importance in the workplace.</p> <p><b>PL-08-4.1.3</b> Students will describe a range of academic skills acquired in school (verbal and non-verbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities</p>	<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><b>PL-08.2.1.1</b> Students will apply a combination of techniques of loco motor and non-loco motor skills that are necessary for the improvement of transitional motor skills (punting, serving, dribbling);</p> <ul style="list-style-type: none"> <li>• loco motor – moving from one place to another (running, skipping, hopping)</li> <li>• non-loco motor- stationary (bending, stretching, twisting) movements</li> </ul> <p><b>PL-08-2.1.2</b> Students will analyze the principles of motor skill refinements (accuracy, technique, movement).</p>

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<b>Identify Sub-Topics</b> <b>Team skills in the work place</b>	<b>Identify Sub-Topics</b> <b>Work habits/ethics</b>	<b>Identify Sub-Topics</b> <b>Important Academic Skills</b>	<b>Identify Sub-Topics</b> <b>Loco motor skills</b>	<b>Identify Sub-Topics</b> <b>Non-locomotors skills</b>	<b>Identify Sub-Topics</b> <b>Motor skill refinement</b>
<b>I CAN STATEMENTS:</b> I can describe effective team skill and explain why they are important in the workplace.  I can design a plan for working cooperatively with others in which all members contribute ideas and suggestions to complete a task.  I can identify and explain effective group interaction strategies that contribute to success at home, school, and work	<b>I CAN STATEMENTS:</b> I can explain the role of authority and describe consequences for actions when disobeying rules and routines in the workplace.	<b>I CAN STATEMENTS:</b> I can identify and explain employability skills gained in school and their importance to achieving success in the workplace.	<b>I CAN STATEMENTS:</b> I can list up to six loco motor and non-loco motor movements used in specific activities	<b>I CAN STATEMENTS:</b> I can interpret and give an example of accuracy, technique and skill used in specific activities	<b>I CAN STATEMENTS:</b> I can analyze motor skills to recommend refinement.
<b>Critical Vocabulary</b> Goal setting Problem solving Dividing work	<b>Critical Vocabulary</b> Time management Punctuality Self discipline Work ethic	<b>Critical Vocabulary</b> Career opportunity	<b>Critical Vocabulary</b> Skill Loco motor movements Non-loco motor movements	<b>Critical Vocabulary</b> Stationary	<b>Critical Vocabulary</b> Motor skill refinement Accuracy Technique



<p><b>Suggested Strategies/Activities</b>          Goal Setting          Simulations          Create Brochure          Create Plan for Team Work</p>	<p><b>Suggested Strategies/Activities</b>          Work Place Simulation          Work Place Role Play of Management and Employee</p>	<p><b>Suggested Strategies/Activities</b>          List Subjects/Skills learned necessary for the job place          Create Brochure</p>	<p><b>Suggested Strategies/Activities</b>          Guest Presentation          Practice Skills used in Games, Create Work out Plan using loco motor movements, Research role of Loco motor skills in weight management, Weight/Heart Rate relationship Lab , Fitness Safety Training</p>	<p><b>Suggested Strategies/Activities</b>          Guest Presentation          Student Presentation          Practice Skills used in Games, Create Work out plan using non loco motor movements, Research the role of non-loco motor skills in weight management, Weight/Heart Rate relationship Lab , Fitness safety Training</p>	<p><b>Suggested Strategies/Activities</b>          Guest Presentation          Student Presentation          Practice for motor skill refinement Create work out Plan to Refine Motor skills, Research the role of non-loco motor skills in weight management, Weight/Heart Rate relationship Lab, Fitness Safety Training</p>
<p><b>Balanced Assessment: Formative</b>          Exit slip          POD          Constructed response          Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local</p>	<p><b>Balanced Assessment: Formative</b>          Exit slip          POD          Constructed response          Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local</p>	<p><b>Balanced Assessment: Formative</b>          Exit slip          POD          Constructed response          Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local</p>	<p><b>Balanced Assessment: Formative</b>          Exit slip          POD          Constructed response          Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local</p>	<p><b>Balanced Assessment: Formative</b>          Exit slip          POD          Constructed response          Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local</p>	<p><b>Balanced Assessment: Formative</b>          Exit slip          POD          Constructed response          Quiz</p> <p><b>Summative</b></p> <p>Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local</p>

<p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements</p> <p>Student-generated team projects</p> <p>Student presentation</p> <p>Post assessment</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b> Glencoe Teen Health  health.glencoe.com guest speaker internet access</p>	<p><b>Resources Needed</b> Glencoe Teen Health  health.glencoe.com guest speaker internet access</p>	<p><b>Resources Needed</b> Glencoe Teen Health  health.glencoe.com guest speaker internet access</p>

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