

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	6	
	Indicates the Curriculum Ma	p		

Weeks 1 – 3	Weeks 4 – 6
Topic	Торіс
Health Education – Personal Wellness	Health Education – Personal Wellness
CORE CONTENT 4.1	CORE CONTENT 4.1
PL-08-1.1	PL-08-1.1.7
.Students will explain how individual behavior choices and habits relating to	Students will explain symptoms, causes, patterns of transmission,
diet, exercise, rest, and other choices (tobacco, alcohol, illegal drugs) affect	prevention and treatments of communicable (colds, flu/influenza,
body systems (circulatory, respiratory, nervous, digestive).	mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) diseases and non-
	communicable diseases (cancer, cardiovascular disease, diabetes,
PL-08-1.1.8	obesity, asthma, emphysema).
Students will explain risks associated with unhealthy habits and behaviors	
(substance use/abuse of tobacco, alcohol, inhalants, illegal drugs, prescription	PL-08-1.1.9
drugs, dietary habits/eating disorders, irregular exercise habits, sexual	Students will explain causes, symptoms, and prevention of social (not
activity).	getting along with others, disagreeable, being uncooperative) mental,
	and emotional problems (depression, anxiety, eating disorders).
PL-08-1.1.1	
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).	
PL-08-1.1.2	
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	
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	CURRICULUM		CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sub-Topics Behavior Choices Unhealthy Habits	Identify Sub-Topics Effective Social Skills	Identify Sub-Topics Situational Response Strategies	Identify Sub-Topics Communicable Disease	Identify Sub-Topics Non-Communicable Disease	Identify Sub-Topics Mental and Emotional Problems
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
PL-08-1.1.6 I can explain how behavior choices and habits affect body systems. PL-08-1.1.8 I can explain risks of unhealthy habits and behaviors.	PL-08-1.1.1 I can recommend and justify effective social skills.	PL-08-1.1.2 I can recommend and justify effective strategies for responding to Conflict, stress, peer pressure, bullying.	PL-08-1.1.7 I can explain symptoms, causes, and patterns of transmission, prevention and treatment of communicable diseases.	PL-08-1.1.7 I can explain symptoms, causes, and patterns of transmission, prevention and treatment of noncommunicable diseases.	PL-08-1.1.9 I can explain causes, symptoms and prevention of social, mental and emotional problems.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Body System -Circulatory -Respiratory -Nervous -Digestive Behavior Choice Substance abuse Eating disorder Dietary habits regular exercise habit	Respect Self-advocacy Cooperation Communication Empathy Friendship	Communication Problem solving Decision making Refusal skills Anger management Conflict resolution Time management Relaxation technique	Cold Influenza Mononucleosis Hepatitis HIV/AIDS Tuberculosis	Cancer diabetes cardiovascular obesity asthma	Depression Anxiety Eating disorder
Suggested Strategies/Activities Foldable study organizer Create a lunch menu Think-pair-share on	Suggested Strategies/Activities Foldable for 6 character traits Decision making activity	Suggested Strategies/Activities Role play responses to peer pressure, bullying, Etc	Suggested Strategies/Activities Student research and project (webpage, brochure, video,	Suggested Strategies/Activities Student research and project (webpage, brochure, video,	Suggested Strategies/Activities 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
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
101111111111	Exit slip	Quiz/exit slip	Quiz/exit slip	Quiz/exit slip	Quiz/exit slip
Exit slip	Brochure	Project on time	POD	POD	POD
Fitness activity log	Peer checklist	management	. • •	. • •	. • •
POD	Constructed response	POD			
Constructed response	Quiz	Learning/response log			
Quiz	POD				
Summative	Summative	Summative	Summative	Summative	Summative
	Student generated team project	Constructed response on social skills	Project Constructed response	Project Constructed response	Project Constructed response
Student generated	project	Social Skills	items	items	items
speeches and/or			brochures	brochures	brochures
presentations in front	Student generated		2.00	5. 55.1.d.1. 55	0.00
of school or	speeches and/or	Student generated		Student generated	Student generated
community groups	presentations in front	speeches and/or	Student generated	presentations in front	presentations in front of
(e.g., peer education,	of school or	presentations in front	presentations in front	of classroom,	classroom, community
board of education,	community groups	of school or	of classroom,	community groups,	groups, etc
civic groups, Chamber	(e.g., peer education,	community groups	community groups,	etc	
of Commerce, Local	board of education,	(e.g., peer education,	etc		
and State	civic groups, Chamber	board of education,		Common (PLC Teams	Common (PLC Teams
Government)	of Commerce, Local	civic groups, Chamber	Common (PLC Teams	will design the	will design the common
	and State	of Commerce, Local	will design the	common	assessments, i.e., grade
Student created	Government)	and State	common	assessments, i.e.,	level, and/or depts.)
videos, student emails,	Student created	Government)	assessments, i.e.,	grade level, and/or	
web pages, brochures, multi-media	Student created videos, student emails,	Student created	grade level, and/or depts.)	depts.)	
documents, published	web pages, brochures,	videos, student emails,	uepis. <i>j</i>		
work, peer checklists,	multi-media	web pages, brochures,			
and public service	documents, published	multi-media			

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

	1				
tobacco or alcohol.	physical, mental and	solved by compromise.	friend who	different from	
2. Which attitudes	emotional needs.	Why would this	wanted to	a cold?	
might you practice to	2. List ways families	situation best be	drink from a	2. What is the	
keep safe from using	support their members.	handled this way?	stream while	ABCD rule?	
tobacco or alcohol?	3. How can positive		hiking? Why?	What does	
3. List 2 ways that	family relationships		2. Explain why it	each letter	
media and technology	influence health?		is more	mean?	
influence individual			difficult to	3. Use the	
health. Why?			protect	CAUTION	
			yourself from	mnemonic to	
			pathogens	list the seven	
			spread by	warning signs	
			indirect	of cancer.	
			contact.	How would	
			3. Why do	knowing the	
			school	warning signs	
			systems	help you	
			require	protect	
			children to	yourself?	
			have certain		
			vaccinations		
			before being		
			allowed to		
			attend?		

Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
Personal Wellness	Psychomotor Skills
Nutrition	
Safety	
CORE CONTENT 4.1	CORE CONTENT 4.1
PL-08-1.1.11	PL-08.2.1.1
Students will recommend effective self-management and coping strategies	Students will apply a combination of techniques of loco motor and non-loco
(goal-setting, time management, personal learning styles and preferences,	motor skills that are necessary for the improvement of transitional motor

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

coping strategies for maintaining mental and emotional health.	made in the Dietary Guidelines for Americans contribute to good health.	life-threatening emergencies can help reduce the severity of injuries and safe lives.		specific activities.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Coping strategies Time management Decision making Self-management	Dietary guidelines FDA Portion Serving size Food pyramid	Allergic reaction Shock Poison Life threatening Temperature related	Skill Loco motor movements Non-loco motor movements	Stationary	Motor skill refinement Accuracy Technique
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
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	Guest Speaker Student research and project (webpage, brochure, video, Public Service Announcement, power point,) Virtual field trip, Goal Setting, Simulation, Concept Mapping,	Guest Speaker, First Aid Training, Student research and project (webpage, brochure, video, Public Service Announcement, power point,) Virtual field trip, First Aid Simulation,	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	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	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

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

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

1. Describe how	1. How can the	1. Describe the	1. What exercise
coping skills	FGP be used to	three levels of	plan could you
can be applied	make healthful	burns	design to
to manage a	choices?	2. Explain	increase and
situation.	2. How can you	emergency	refine motor
2. Explain how	be sure that	procedure for	skills for a team
adrenalin	you eat	poisoning.	sport?
helps you deal	portions of	3. How is position	2. How would you
with stress.	reasonable	and thrust	prioritize the
3. Which steps in	size?	important in the	skills necessary
the Decision		First Aid	for playing a
Making		procedures for	team sport?
Process is the		choking?	3. Compile a list of
most			activities that
important and			would increase
why?			accuracy in a
			team sport.

Weeks 13-15	Weeks 16-18
Unit/Topic	Unit/Topic
Physical Lifetime Wellness	Consumer Decisions
CORE CONTENT 4.1 PL-08-2.2.1	CORE CONTENT 4.1
Students will explain how physical, emotional/mental, and social benefits	PL-08-3.1.2
result from regular participation in leisure/recreational, or competitive	Students will explain factors (brand name, price, quality, features, and
physical activities:	availability) to consider when making consumer decisions and will compare
 physical benefits (weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, 	and evaluate products and services based on these factors. PL-08-3.1.3
 decreased resting heart rate, reduced cholesterol levels) social benefits (positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction) Emotional/mental benefits (improved confidence, increased self esteem, stress reduction, self-expression). 	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.

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	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Benefits of Physical	Game Strategy and	FITT Principle	Why Buy?	Buying influences	
Activity	Rules of Behavior				
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can explain emotional, physical, and social benefits of being physically fit.	I can recommend techniques for improving game performance. I can describe how strategies in games and sports make them interesting.	I can explain the components of fitness. I can explain how the FITT principle can be used to maintain and improve fitness.	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.	I can describe various factors that influence consumer decisions. I can explain various factors that influence consumer decisions.	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,

egies/Activities Strate	gies/Activities Strat	egies/Activities Strate	egies/Activities Strategies	/Activities
mmendations for create mprovement	a fitness plan purchas	sing decisions Brocht	Reduce, Reduce	mily Plan to use, Recycle Brochure to
ne / mm mp	Analysis with Use FI create rovement	Analysis with Use FITT principle to Factors pendations for create a fitness plan purcharovement	Analysis with Use FITT principle to Factors related to purchasing decisions rovement Factors related to purchasing decisions	Analysis with use FITT principle to rendations for create a fitness plan purchasing decisions rovement Product Comparisons Create a Fall Reduce, Reduc

	strategies		Brochure evaluating		
	3ti dtegles		product/service		Informative Brochure
	Brochure of Favorite		producty service		explaining how
	Game				conserving resources
	Gaine				_
	Diamaga with mulas				and energy, reducing
	Play game with rules				pollution and solid
	then without rules:				waste can impact the
	What do rules add to				environment.
	the game?				
					Research reduce, reuse,
	Analyze a game, list				recycle, conservation of
	the rules evident.				energy and resources,
					reducing pollution and
					solid waste.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Exit slip	Exit slip	Exit slip	Exit slip	Exit slip	Exit slip
POD	POD	POD	POD	POD	POD
Constructed response	Constructed response	Constructed response	Constructed response	Constructed response	Constructed response
Quiz	Quiz	Quiz	Quiz	Quiz	Quiz
Summative	Summative	Summative	Summative	Summative	Summative
Student generated	Student generated	Student generated	Student generated	Student generated	Student generated
Student generated speeches and/or	speeches and/or	Student generated speeches and/or	speeches and/or	speeches and/or	Student generated speeches and/or
	· ·	· ·	· ·		presentations in
presentations in	presentations in	presentations in	presentations in	presentations in	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
front of school or	front of school or	front of school or	front of school or	front of school or	front of school or
community groups	community groups	community groups	community groups	community groups	community groups
(e.g., peer education,	(e.g., peer education,	(e.g., peer education,	(e.g., peer education,	(e.g., peer education,	(e.g., peer education,
board of education,	board of education,	board of education,	board of education,	board of education,	board of education,
civic groups,	civic groups,	civic groups,	civic groups,	civic groups,	civic groups,
Chamber of	Chamber of	Chamber of	Chamber of	Chamber of	Chamber of
Commerce, Local	Commerce, Local	Commerce, Local	Commerce, Local	Commerce, Local	Commerce, Local
Student created	Student created	Student created	Student created	Student created	Student created

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

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

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
Financial Literacy	Career Awareness
CORE CONTENT 4.1	CORE CONTENT 4.1
	PL-08-4.1.3
PL-08-3.2.1	Students will describe a range of academic skills acquired in school (verbal
Students will identify financial management practices and the purpose of	and non-verbal communication, computer/technical, mathematical, inquiry
budgeting, savings, banking services (checking and saving accounts,	skills) and explain how these skills impact job success and future career
debit/credit, certificate of deposit) and general types of investments	opportunities.
(stocks, bonds, mutual funds) and develop a short-term financial plan.	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)

PL-08-4.1.5

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

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

Dividends Financial Responsibility Investing Risk vs Return Savings Account		Mutual Funds	Mathematical skills Inquiry skills	Individual trait ILP Mentor	
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Bank and Investment Simulations Track Expenditures Practice Bank Transactions	Bank and Investment Simulations Track Expenditures Practice Bank Transactions Create Budget	Bank and Investment Simulations Track Expenditures Practice Bank Transactions	Research a Career from each Job Cluster (16)	Participate in Career Fair Complete ILP Complete Career Interest Inventory Complete Learning Styles Inventory	Job Search Engines Online Resume Online Job Application Local Employment Office01
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Exit slip	Exit slip	Exit slip	Exit slip	Exit slip	Exit slip
POD	POD	POD	POD	POD	POD
Constructed response	Constructed response	Constructed response	Constructed response	Constructed response	Constructed response
Quiz	Quiz	Quiz	Quiz	Quiz	Quiz
Summative	Summative	Summative	Summative	Summative	Summative

speeches and/or speeches and/or presentations in presentations in front of school or community groups con (e.g., peer education, board of education, civic groups, Chamber of	dent generated reeches and/or resentations in ont of school or mmunity groups , peer education, and of education,	Student generated speeches and/or presentations in front of school or community groups (e.g., peer education,	Student generated speeches and/or presentations in front of school or community groups	Student generated speeches and/or presentations in front of school or	Student generated speeches and/or presentations in front of school or
presentations in profession front of school or community groups con (e.g., peer education, board of education, civic groups, Chamber of	resentations in ont of school or mmunity groups , peer education,	presentations in front of school or community groups	presentations in front of school or	presentations in front of school or	presentations in
front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of	ont of school or mmunity groups , peer education,	front of school or community groups	front of school or	front of school or	
community groups con (e.g., peer education, board of education, civic groups, Chamber of	nmunity groups , peer education,	community groups			front of school or
(e.g., peer education, board of education, civic groups, Chamber of	, peer education,	, - ,	community groups	I	110111 01 2011001 01
board of education, boa civic groups, Chamber of		(e.g., peer education		community groups	community groups
civic groups, Chamber of	rd of education.	(Sign) Poor Caacacion,	(e.g., peer	(e.g., peer education,	(e.g., peer education,
Chamber of		board of education,	education, board of	board of education,	board of education,
Chamber of	civic groups,	civic groups,	education, civic	civic groups,	civic groups,
Commerce, Local Co.	Chamber of	Chamber of	groups, Chamber of	Chamber of	Chamber of
30	mmerce, Local	Commerce, Local	Commerce, Local	Commerce, Local	Commerce, Local
Student created St	udent created	Student created	Student created	Student created	Student created
videos, student vi	ideos, student	videos, student	videos, student	videos, student	videos, student
emails, web pages, ema	ails, web pages,	emails, web pages,	emails, web pages,	emails, web pages,	emails, web pages,
brochures, multi- bro	ochures, multi-	brochures, multi-	brochures, multi-	brochures, multi-	brochures, multi-
media documents, me	dia documents,	media documents,	media documents,	media documents,	media documents,
published work, peer publi	ished work, peer	published work, peer	published work,	published work, peer	published work, peer
checklists, and public chec	klists, and public	checklists, and public	peer checklists, and	checklists, and public	checklists, and public
service	service	service	public service	service	service
announcements an	nnouncements	announcements	announcements	announcements	announcements
Student-generated Student	dent-generated	Student-generated	Student-	Student-generated	Student-generated
team projects t	eam projects	team projects	generated team	team projects	team projects
			projects		
Student presentation Student	ent presentation	Student presentation		Student presentation	Student presentation
			Student		
Post assessment Po	ost assessment	Post assessment	presentation	Post assessment	Post assessment
			Post assessment		
-	nmon (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will	Common (PLC Teams
1	esign the common	will design the common	will design the	design the common	will design the common
I	sments, i.e., grade	assessments, i.e., grade	common assessments,	assessments, i.e., grade	assessments, i.e., grade
level, and/or depts.) leve	el, and/or depts.)	level, and/or depts.)	<pre>i.e., grade level, and/or depts.)</pre>	level, and/or depts.)	level, and/or depts.)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
http://www.frbatlanta.org/pubs/ extracredit/lessons_activities.cfm	http://www.frbatlanta.org/pubs/ extracredit/lessons_activities.cfm	<u> </u>			

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
Employability	Communication/Technology
CORE CONTENT 4.1	CORE CONTENT 4.1
PL-08-4.2.2	PL-08-4.3.1
Students will describe team skills (goal setting, listening, following	Students will explain how jobs/careers (physical therapist, meteorologist, radio
directions, communicating, questioning, problem-solving, dividing work)	& television broadcaster, web designer) have been created as a result of
and explain why they are important in the workplace.	scientific and technological advancements.
, , ,	
PL-08-4.2.1	
Students will describe individual work habits/ethics (following directions,	PL-08-4.3.2
problem solving, time management, respect, self discipline, punctuality)	Students will explain the purposes of technology tools (multi-media, Internet,
and explain their importance in the workplace.	digital camera, teleconferencing, debit/credit cards) and analyze how these
and explain their importance in the trenxplace.	impact productivity in homes, schools, and jobs.
PL-08-4.1.3	
Students will describe a range of academic skills acquired in school (verbal	
and non-verbal communication, computer/technical, mathematical,	PL-08-4.3.3
inquiry skills) and explain how these skills impact job success and future	Students will identify and explain skills used to seek, obtain, maintain, and
career opportunities	change jobs/careers:
	written communication (preparing resume, writing a business letter)
	non-verbal communication skills (making eye contact, listening, smiling,
	body language, facial expression, posture, dress)
	verbal skills (speaking, giving responses, expressing appreciation,
	questioning, greeting)
	Interview skills (friendly greeting, maintain eye contact, show enthusiasm

about the job, respond positively and honestly, plan questions to ask,
listen carefully, thank interviewer).

CURRICULUM			CURRICULUM			
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Team skills in the work place	Work habits/ethics	Important Academic Skills	Technology Creates Jobs	Technology Impacts Productivity	Job Search	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can describe effective team skills 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	I can explain the role of authority and describe consequences for actions when disobeying rules and routines in the workplace.	I can identify and explain employability skills gained in school and their importance to achieving success in the workplace.	I can explain how jobs and careers have been created due to advancements in science and technology.	I can explain the purpose of technology tools: • Multi-media • Internet • Digital camera • Teleconferencing • Debit/credit cards I can explain how technology will impact productivity in homes, schools and jobs.	I can explain communication skills: Resume Oral Letter writing Interviewing skills Listening skills Body language Personal appearance Facial expression	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	

Goal setting Problem solving Dividing work	Time management Punctuality Self discipline Work ethic	Career opportunity	Broadcaster Physical Therapist Web Designer Meteorologist	Teleconferencing Debit/credit cards Digital cameras Multimedia Internet Productivity	Resume Verbal Non-verbal Interview skills Enthusiasm Communication Summarize Body language Eye contact Facial expression
Suggested Strategies/Activities Goal Setting Simulations Create Brochure Create Plan for Team Work	Suggested Strategies/Activities Work Place Simulation Work Place Role Play of Management and Employee	Suggested Strategies/Activities List Subjects/Skills learned necessary for the job place Create Brochure	Suggested Strategies/Activities Research New Technology and Science Careers	Suggested Strategies/Activities Brochure explaining how Technology impacts careers	Suggested Strategies/Activities Interview Role play Brochure – How to have a Successful Interview Complete Resume and Letter to Employer
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Exit slip POD Constructed response	Exit slip POD Constructed response	Exit slip POD Constructed response	Exit slip POD Constructed response	Exit slip POD Constructed response	Exit slip POD Constructed response
Quiz	Quiz Summative	Quiz Summative	Quiz Summative	Quiz	Quiz Summative

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 created videos, student emails, web pages, brochures, multimedia documents, published work, peer checklists, and public service	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 created videos, student emails, web pages, brochures, multimedia documents, published work, peer checklists, and public service	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 created videos, student emails, web pages, brochures, multimedia documents, published work, peer checklists, and public service	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 created videos, student emails, web pages, brochures, multimedia documents, published work, peer checklists, and public service	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 created videos, student emails, web pages, brochures, multimedia documents, published work, peer checklists, and public service	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 created videos, student emails, web pages, brochures, multimedia documents, published work, peer checklists, and public service
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 Post assessment	Student presentation Post assessment	Student presentation Post assessment	Student presentation Post assessment	Student presentation Post assessment	Student presentation Post assessment
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)

Resources Needed Internet	Resources Needed Internet	Resources Needed Internet	Resources Needed Internet Job Application	Resources Needed Internet Job Application	Resources Needed Internet Job Application

Weeks 31-33	Weeks 34-36
Unit/Topic Employability (Due to the different schools configuration weeks 31-33 will revisit areas core content that has higher DOK levels.)	Unit/Topic Psychomotor Skills (Due to the different schools configuration weeks 34-36 will revisit areas core content that has higher DOK levels.)
CORE CONTENT 4.1 PL-08-4.2.2	CORE CONTENT 4.1
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. PL-08-4.2.1	PL-08.2.1.1 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); • loco motor – moving from one place to another (running, skipping,
Students will describe individual work habits/ethics (following directions, problem solving, time management, respect, self discipline, punctuality) and explain their importance in the workplace.	hopping) • non-loco motor- stationary (bending, stretching, twisting) movements PL-08-2.1.2
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	Students will analyze the principles of motor skill refinements (accuracy, technique, movement).

CURRICULUM			CURRICULUM			
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
Identify Sub-Topics Team skills in the work place	Identify Sub-Topics Work habits/ethics	Identify Sub-Topics Important Academic Skills	Identify Sub-Topics Loco motor skills	Identify Sub-Topics Non-locomotors skills	Identify Sub-Topics Motor skill refinement	
I CAN STATEMENTS: 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	I CAN STATEMENTS: I can explain the role of authority and describe consequences for actions when disobeying rules and routines in the workplace.	I CAN STATEMENTS: I can identify and explain employability skills gained in school and their importance to achieving success in the workplace.	I CAN STATEMENTS: I can list up to six loco motor and non-loco motor movements used in specific activities	I CAN STATEMENTS: I can interpret and give an example of accuracy, technique and skill used in specific activities	I CAN STATEMENTS: I can analyze motor skills to recommend refinement.	
Critical Vocabulary Goal setting Problem solving Dividing work	Critical Vocabulary Time management Punctuality Self discipline Work ethic	Critical Vocabulary Career opportunity	Critical Vocabulary Skill Loco motor movements Non-loco motor movements	Critical Vocabulary Stationary	Critical Vocabulary Motor skill refinement Accuracy Technique	

Suggested Strategies/Activities Goal Setting Simulations Create Brochure Create Plan for Team Work	Suggested Strategies/Activities Work Place Simulation Work Place Role Play of Management and Employee	Suggested Strategies/Activities List Subjects/Skills learned necessary for the job place Create Brochure	Suggested Strategies/Activities 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	Suggested Strategies/Activities 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	Suggested Strategies/Activities 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
Balanced Assessment: Formative Exit slip	safety Training Balanced Assessment: Formative Exit slip	Balanced Assessment: Formative Exit slip			
POD	POD	POD	POD	POD	POD
Constructed response	Constructed response	Constructed response	Constructed response	Constructed response	Constructed response
Quiz	Quiz	Quiz	Quiz	Quiz	Quiz
Summative	Summative	Summative	Summative	Summative	Summative
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	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	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

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