

Grade 6 Practical Living/Vocational	Unit 1: There Is No Such Thing As A Free Lunch		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>Lesson 1 (The Economic Way of Thinking.)</p> <ol style="list-style-type: none"> <li>Why do we have to make choices?</li> <li>What are the costs and benefits of making a choice?</li> <li>What is an opportunity cost?</li> </ol> <p>Lesson 2 (Consumer Decision Making)</p> <ol style="list-style-type: none"> <li>What is the purpose of a decision-making grid?</li> <li>Why do some criteria have more weight than others?</li> <li>What is PACED?</li> <li>What are costs and benefits of a decision?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>HE-5-6 analyze the differences between needs and wants and provide examples.</i></li> <li>❑ <i>HE-5-7 apply decision-making strategies when buying products based on price, featured, and quality</i></li> <li>❑ <i>HE-5-8 practice planning and saving strategies for specific purchases.</i></li> </ul> <p><b><u>Core Content</u></b></p> <p>(Consumer Decisions/Advertising)</p> <ul style="list-style-type: none"> <li>❑ PL-06-3.1.01 Students will identify how wants and needs influence consumer decisions.</li> <li>❑ PL-06-3.1.03 Students will compare products and services based on these factors (e.g., brand name, price, quality, features, availability) to consider when making consumer decisions. DOK 2</li> <li>❑ <b>PL-06-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, 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. DOK 2</b></li> </ul> <p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>HE-6-5 compare wants and needs in relation to consumer decisions.</i></li> </ul>	<p>Lesson 1(The Economic Way of Thinking)</p> <ul style="list-style-type: none"> <li>❑ Opportunity Cost</li> <li>❑ Incentive</li> <li>❑ Consequence</li> <li>❑ Incentive</li> <li>❑ Disincentive</li> </ul> <p>Lesson 2 (Consumer Decision Making)</p> <ul style="list-style-type: none"> <li>❑ Opportunity Cost</li> <li>❑ Trade-Off</li> <li>❑ Alternatives</li> <li>❑ Criteria</li> <li>❑ Cost/Benefit Analysis</li> </ul>	<p>Lesson 1(The Economic Way of Thinking)</p> <ol style="list-style-type: none"> <li>Review situations where they make a choice and determine their opportunity cost.</li> <li>Review coupons and determine the best economic incentive.</li> <li>Participate in a group situation and make a choice.</li> </ol> <ul style="list-style-type: none"> <li>❑ <u>ASSESSMENT 1.1: The Economic Way of Thinking: Choice, Opportunity Cost, Incentive, Consequence of choice, Benefit of Choice.</u></li> </ul> <p>Lesson 2 (Consumer Decision Making)</p> <ol style="list-style-type: none"> <li>Construct a PACED decision grid and make a consumer decision.</li> <li>Construct a PACED decision grid with weighted criteria.</li> <li>Work on a group decision process by participating in a panel discussion.</li> </ol>

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<p>5. Could you make someone by that?</p> <p>Lesson 13- BK 1 (Buddy, Can You Spare a Dime?)</p> <p>1. What is credit?</p> <p>2. What is debt?</p> <p>3. What does it mean “to lend? Or borrow?”</p> <p>4. What are the costs and benefits of lending money?</p> <p>5. What are the costs and benefits of borrowing money?</p> <p>Lesson 14- BK1(Managing Money)</p> <p>1. What is income?</p> <p>2. What are expenses?</p>	<p><input type="checkbox"/> <i>HE-7-7 examine influences (e.g., peer pressure, advertising, media, desire for status) on consumer choices of adolescents.</i></p> <p><input type="checkbox"/> <i>HE-8-5 compare products by price, quality, and availability to make informed decisions</i></p> <p><b><u>Core Content</u></b></p> <p>(Financial Literacy)</p> <p><input type="checkbox"/> <b>PL-06-3.2.01 Students will identify and describe basic components of a budget (e.g., income, fixed and flexible expenses, and savings) and develop a savings plan to achieve a specific goal. DOK 2</b></p>	<p>Lesson 13-BK 1(Buddy, Can You Spare a Dime?)</p> <p><input type="checkbox"/> Debt</p> <p><input type="checkbox"/> Credit</p> <p><input type="checkbox"/> Benefit</p> <p><input type="checkbox"/> Cost</p> <p><input type="checkbox"/> Interest</p> <p>Lesson 14-BK 1 (Managing Money)</p> <p><input type="checkbox"/> Budget</p> <p><input type="checkbox"/> Income</p> <p><input type="checkbox"/> Fixed Expenses</p> <p><input type="checkbox"/> Variable (Flexible) Expenses</p> <p><input type="checkbox"/> Saving</p>	<p>Lesson 13-BK1 (Buddy, Can You Spare a Dime?)</p> <p>1. Read a story where they identify the costs and benefits of lending and borrowing money.</p> <p>2. Select various cards where they practice being a lender or a borrower.</p> <p><input type="checkbox"/> <u>ASSESSMENT: Summary Review of economic vocabulary, advertising techniques, benefits and costs of lending and borrowing, check writing, facts and opinions in advertising, cost of a product per ounce.</u></p> <p>Lesson 14-BK 1(Managing Money)</p> <p>1. Produce a spreadsheet budget for a 12-year-old child that shows income and expenses.</p> <p>2. Review costs and benefits of financial choices.</p>



Grade 6 Practical Living/Vocational	Unit 2: Incentives Matter		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>Lesson 6 (How Can We Help the Endangered Species?)</p> <ol style="list-style-type: none"> <li>1. What does the term 'endangered species' mean?</li> <li>2. Why is it important to protect endangered animals?</li> <li>3. How can people be rewarded for doing this?</li> </ol> <p>Lesson 7 (Using Rewards to Protect Endangered Species)</p> <ol style="list-style-type: none"> <li>1. How can we best protect animals that are endangered?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> HE-6-21 evaluate health services and resources available in communities (e.g., public health department, voluntary health organizations, hospitals).</li> <li><input type="checkbox"/> HE-7-25 suggest solutions to community environmental problems.</li> <li><input type="checkbox"/> HE-8-26 examine health-related problems in local, state, national, and international communities.</li> <li><input type="checkbox"/> HE-8-27 implement strategies to help reduce community environmental problems</li> </ul> <p><b><u>Core Content</u></b></p> <p>(Community and Environment)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-06-3.1.04 Students will describe consumer actions (actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy). DOK 2</b></li> <li><input type="checkbox"/> PL-06-3.1.05 Students will identify and describe a range of resources and services provided by community agencies:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Public health department</li> <li><input type="checkbox"/> Fire department</li> <li><input type="checkbox"/> Police department</li> <li><input type="checkbox"/> Family resource center</li> </ul> </li> </ul>	<p>Lesson 6 (How Can We Help the Endangered Species?)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incentives</li> <li><input type="checkbox"/> Costs</li> </ul> <p>Lesson 7 (Using Rewards to Protect Endangered Species)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incentives</li> <li><input type="checkbox"/> Private Property Rights</li> </ul>	<p>Lesson 6 (How Can We Help the Endangered Species?)</p> <ol style="list-style-type: none"> <li>1. Participate in and experiment with rewards.</li> <li>2. Apply this information to the environmental issue 'endangered animals'.</li> </ol> <p>Lesson 7 (Using Rewards to Protect Endangered Species)</p> <ol style="list-style-type: none"> <li>1. Discuss the best way to protect various animals.</li> </ol>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

Grade 6 Practical Living/Vocational	Unit 3: Education Pays Off: Learn Something		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
Lesson 3 (Career Choice Making) 1. What is human capital? 2. What are some ways to develop your human capital? 3. Why should you look at the demand for and occupation when you consider making a career choice? 4. What other things besides demand for and occupation should you consider when making a career choice?	<b><u>Program of Studies</u></b>  <b><u>Core Content</u></b> (Academic, Career Planning, Transition)  <input type="checkbox"/> PL-06-4.1.01 Students will identify and explain why people need to work (e.g., earn money, contribute to the community, enhance self-esteem) to meet basic needs (food clothing, shelter) and for personal satisfaction and enjoyment. <input type="checkbox"/> PL-06-4.1.02 Students will identify several job and career opportunities (e.g., sales associate, radio/television broadcaster, child care worker, parks recreation director, computer repair person) in 7 of the Kentucky Career Clusters (i.e., Business and Marketing, Communications, Human Services, Social Services, Information Technology, Education, Social Sciences) that vary within and among community and regions. <input type="checkbox"/> <b>PL-06-4.1.03 Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career</b>	Lesson 3 (Career Choice Making)  <input type="checkbox"/> SCANS Skills <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Career Cluster <input type="checkbox"/> Work Ethic <input type="checkbox"/> Entrepreneur <input type="checkbox"/> Human Capital	Lesson 3 (Career Choice Making)  1. Create a table that shows the demands for labor in occupational areas that students are interested in learning about. 2. Take a self-assessment that point to career clusters the students may be interested in. 3. Make a table that matches human SCANS skills to a job. 4. Make spreadsheets that compare a person who works for a company and then becomes an entrepreneur.  <input type="checkbox"/> <u>ASSESSMENT 3.1: What's Wrong With This Picture? Students will identify SCANS skills that are not being used correctly by a middle school student. They will write a friendly letter that will suggest improvement in at least three SCANS skills.</u>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>Lesson 4 (Productivity)</p> <ol style="list-style-type: none"> <li>How can productivity be increased?</li> <li>What are some examples of natural resources?</li> <li>What are capital resources?</li> <li>How do human resources affect productivity?</li> <li>Why is it important to invest in your own human capital?</li> <li>What is the relationship between productivity and standard of living?</li> </ol> <p>Lesson 5 (Why Stay in School?)</p> <ol style="list-style-type: none"> <li>Why do people</li> </ol>	<p><b>opportunities. DOK 2</b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-06-4.1.04 Students will describe how informal assessments, work place visits, and guest speakers are used in determining individual traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Learning Plan (ILP). DOK 2</b></li> <li>❑ PL-06-4.1.05 Students will identify resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</li> <li>❑ PL-06-4.1.06 Students will identify how the components of the Individual Learning Plan (ILP) can be used as a career planning tool:             <ul style="list-style-type: none"> <li>❑ Academic and career assessments</li> <li>❑ Career goals</li> <li>❑ Four year high school plan</li> <li>❑ Interest/hobbies</li> <li>❑ School and community activities</li> <li>❑ Work experiences</li> </ul> </li> <li>❑ PL-06-4.1.07 Students will identify available postsecondary options (e.g., community and technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP).</li> </ul> <p><b><u>Program of Studies</u></b></p> <p><b><u>Core Content</u></b></p> <p>(Employability Skills)</p>	<p>Lesson 4 (Productivity)</p> <ul style="list-style-type: none"> <li>❑ Productivity</li> <li>❑ Productive Resources</li> <li>❑ Natural Resources</li> <li>❑ Human Resources</li> <li>❑ Capital Resources</li> </ul> <p>Lesson 5 (Why Stay in School?)</p> <ul style="list-style-type: none"> <li>❑ Income</li> <li>❑ Opportunity cost</li> </ul>	<p>Lesson 4 (Productivity)</p> <ol style="list-style-type: none"> <li>Read a story about two boys who are entrepreneurs. They will then answer questions about work skills and productivity.</li> <li>Introduced to Kentucky Career Clusters and classify workers in career clusters.</li> </ol> <ul style="list-style-type: none"> <li>❑ <u>ASSESSMENT 4.1 Students will participate in a career search that is of interest to them. They will consider technology requirements of the job.</u></li> <li>❑ <u>ASSESSMENT- Students will track their work ethic on a daily basis in the computer lab.</u></li> <li>❑ <u>ASSESSMENT- Students will grade a small group of other students to evaluate keyboarding skills on a daily basis in the lab. Evaluation is based on FAST Method.</u></li> </ul> <p>Lesson 5 (Why Stay in School?)</p> <ol style="list-style-type: none"> <li>Make a bar or line graph that shows the differences in income for students with various levels of education.</li> </ol>

Grade 6 Practical Living/Vocational	Unit 3: Education Pays Off: Learn Something		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>with more education earn higher incomes?</p> <p>2. Does everyone with more education earn more money?</p> <p>3. What about entrepreneurs? Do they have advanced degrees?</p> <p>4. What is the best way to increase the likelihood of earning a higher income in the future?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-06-4.2.01 Students will identify individual work habits/ethics (e.g., respect, time management, problem solving) and explain their importance in the workplace. DOK 2</b></li> <li><input type="checkbox"/> <b>PL-06-4.2.02 Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem solving) and explain why they are important in the workplace. DOK 2</b></li> </ul> <p><b><u>Program of Studies</u></b></p> <p><b><u>Core Content</u></b></p> <p>(Communication/Technology)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PL-06-4.3.01 Students will identify careers that are impacted by scientific and technological changes (e.g., nursing, meteorologist, radio &amp; television broadcaster, journalist).</li> <li><input type="checkbox"/> <b>PL-06-4.3.02 Students will explain the purposes of technology tools (e.g., robots, cell phones, computer techniques, scanners, personal electronic devices (PDA), laptop computers) and analyze how this impact productivity in homes, school and jobs. DOK 3</b></li> <li><input type="checkbox"/> <b>PL-06-4.3.03 Students will identify skills important in the classroom and the workplace:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter writing</li> <li><input type="checkbox"/> Nonverbal communication skills (e.g.,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trade off</li> <li><input type="checkbox"/> Human capital]</li> <li><input type="checkbox"/> Wages</li> </ul>	<p>They will then answer questions and perform calculations regarding income for various workers.</p> <ol style="list-style-type: none"> <li>2. Write a business letter that introduces them to the principal and/or teachers in this school.</li> <li>3. Create a 30 second video to introduce themselves to teachers and other students at BCMS. This will be saved to their file on the school server.</li> </ol>

Grade 6 Practical Living/Vocational	Unit 3: Education Pays Off: Learn Something		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<b>body language, facial expression, posture, dress)</b> <input type="checkbox"/> <b>Verbal skills DOK 1</b>		

Grade 6 PL/Vocational	Unit 4: Accident Prevention		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
1. What can I do to prevent accidents from happening to me?  2. What can be done to prevent falls as well as injuries from electricity, fire, and guns?  3. What safety rules should be followed for pedestrians, car passengers, and bicycle riders?  4. What are the basic safety rules for outdoor activities?	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> HE-5-13 identify health and safety hazards at home, school, and play.</li> <li><input type="checkbox"/> HE-5-14 describe safe traffic/transportation practices.</li> <li><input type="checkbox"/> HE-5-15 explain and exhibit personal safety strategies.</li> <li><input type="checkbox"/> HE-5-16 demonstrate procedures for basic emergency assistance.</li> <li><input type="checkbox"/> HE-6-10 know and use school safety rules (e.g., playground, bus, classroom).</li> <li><input type="checkbox"/> HE-6-11 comply with school safety procedures (e.g., tornado, fire, earthquake drills).</li> <li><input type="checkbox"/> HE-6-12 follow traffic safety rules (e.g., crossing street, riding bikes, seat belts).</li> <li><input type="checkbox"/> HE-6-13 implement personal safety strategies.</li> <li><input type="checkbox"/> HE-6-14 demonstrate procedures for emergency assistance.</li> <li><input type="checkbox"/> HE-7-11 investigate health and safety hazards at home, school, and play.</li> <li><input type="checkbox"/> HE-7-12 follow safe traffic/transportation practices.</li> <li><input type="checkbox"/> HE-7-13 demonstrate procedures for emergency assistance.</li> <li><input type="checkbox"/> HE-8-8 use strategies to maintain personal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Risk</li> <li><input type="checkbox"/> Accident Chain</li> <li><input type="checkbox"/> Hazard</li> <li><input type="checkbox"/> Smoke Alarm</li> <li><input type="checkbox"/> Pedestrian</li> <li><input type="checkbox"/> Hypothermia</li> <li><input type="checkbox"/> Earthquake</li> <li><input type="checkbox"/> Hurricane</li> <li><input type="checkbox"/> Tornado</li> <li><input type="checkbox"/> Tornado Watch</li> <li><input type="checkbox"/> Tornado Warning</li> <li><input type="checkbox"/> Buddy System</li> <li><input type="checkbox"/> First Aid</li> <li><input type="checkbox"/> Rescue Breathing</li> <li><input type="checkbox"/> Choking</li> <li><input type="checkbox"/> Abdominal Thrust</li> <li><input type="checkbox"/> Poison Control Center</li> <li><input type="checkbox"/> First-Degree Burn</li> <li><input type="checkbox"/> Second-Degree Burn</li> <li><input type="checkbox"/> Third-Degree Burn</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> For one-week record the safety precautions you take daily to stay safe (be sure to include all precautions taken at home, outdoors, in vehicles, and at school).</li> <li><input type="checkbox"/> Draw a “blueprint” of your home; record at least two possible hazards for each room...also make note of smoke alarms and whether or not they are operational.</li> <li><input type="checkbox"/> Outline a fire evacuation plan for your every member of your family. (Your parents may have a plan already in place...if so, bring in your family’s existing plan.)</li> <li><input type="checkbox"/> Interview someone who has been through a natural disaster and create a poster demonstrating the safety precautions they took to keep themselves safe.</li> <li><input type="checkbox"/> Create 3-5 minute “production” on safety hazards (topic of your choice) to be presented in front of class.</li> <li><input type="checkbox"/> As a portfolio piece, create a First Aid “babysitting brochure” dealing with the following topics: burns, choking, CPR, swallowing poisons, and bleeding.</li> <li><input type="checkbox"/> <u>Open-Response: Many accidents occur at home. List 2 common accidents, which occur at home, and describe, in detail, 2 safety strategies which can be taken for each accident, which can prevent their occurrence.</u> 1.4.02 DOK 2</li> </ul>



Grade 6 PL/Vocational	Unit 4: Accident Prevention		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>a. What are safety precautions to take in the water, while hiking or camping, and while participating in winter sports?</p> <p>b. What are the steps to take to remain safe in weather emergencies such as floods, earthquakes, hurricanes, and tornadoes?</p> <p>c. What are the basic first-aid techniques for breathing emergencies, bleeding, choking, poisoning, and burns?</p>	<p><i>safety.</i></p> <p>❑ <i>HE-8-9 practice basic first aid for a variety of life-threatening emergencies (e.g., choking, shock, poisoning).</i></p> <p><b><u>Core Content</u></b></p> <p>❑ PL-06-1.3.01 Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents.</p> <p>❑ <b>PL-06-1.3.02 Students will identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 1</b></p>		

Grade 6 PL/Vocational	Unit 5: Prevention of Disease		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What is the difference between communicable and non-communicable diseases?</p> <p>2. What is abstinence?</p> <p>3. What are STDs?</p> <p>4. Why is abstinence considered to be the only 100% preventative measure to prevent the spread of any and all STDs?</p> <p>5. What is the difference between HIV and AIDS?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ HE-5-9 describe the impact of diet, exercise, and rest on health and disease prevention.</li> <li>❑ HE-5-17 analyze positive and negative consequences of choices and actions.</li> <li>❑ HE-5-18 examine purposes and proper uses of medicines.</li> <li>❑ HE-5-19 examine risks associated with the use of non-medicinal drugs.</li> <li>❑ HE-6-15 recognize risk factors for communicable diseases (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) and the impact of those diseases on personal health.</li> <li>❑ HE-6-16 assess personal health practices (e.g., diet; rest; exercise; personal cleanliness; care of eyes, ears, teeth, skin)</li> <li>❑ HE-6-18 analyze consequences and risks of choices (e.g., smoking, drinking, other drug use).</li> <li>❑ HE-7-14 recognize risk factors for communicable diseases (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) and the impact of those diseases on personal health.</li> <li>❑ HE-7-15 describe possible consequences of risk-taking actions ( e.g., smoking, drinking, other drug use).</li> <li>❑ HE-7-1 identify causes and effects of emotional disorders and addictive habits.</li> <li>❑ HE-7-16 identify causes and effects of emotional disorders and addictive habits.</li> <li>❑ HE-8-13 recognize risk factors for communicable diseases (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) and the impact of those</li> </ul>	<ul style="list-style-type: none"> <li>❑ Abstinence</li> <li>❑ Circulatory system</li> <li>❑ Respiratory system</li> <li>❑ Digestive system</li> <li>❑ Nervous system</li> <li>❑ Obesity</li> <li>❑ Disease</li> <li>❑ Communicable Disease</li> <li>❑ Noncommunicable Disease</li> <li>❑ Infection</li> <li>❑ Immune System</li> <li>❑ Lymphocyte</li> <li>❑ Antibody</li> <li>❑ Immunity</li> <li>❑ Vaccine</li> <li>❑ Sexually Transmitted Disease (STD)</li> <li>❑ HIV</li> <li>❑ AIDS</li> <li>❑ Chronic</li> <li>❑ Cancer</li> <li>❑ Tumor</li> <li>❑ Radiation</li> <li>❑ Chemotherapy</li> <li>❑ Asthma</li> <li>❑ Diabetes</li> <li>❑ Insulin</li> <li>❑ Social interaction</li> <li>❑ Respect</li> <li>❑ Cooperation</li> <li>❑ Communication</li> <li>❑ Empathy</li> <li>❑ Active listening</li> <li>❑ Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>❑ QUIZ: Explain, in detail, the consequences of sexually active teenagers. Include not only the STDs , which can cause illnesses and even death, but also discuss the emotional consequences of such behavior.</li> <li>❑ <u>Open-Response: A number of students have been absent from your school due to illness. Explain why and how you believe your classmates are spreading germs. (Explain the 4 ways communicable diseases are spread, as well as the best actions to take to prevent the spread of disease.)</u> 1.2.02 DOK 2</li> <li>❑ Create a “Public Safety” brochure explaining the differences between <b>communicable</b> and <b>noncommunicable diseases</b>. Explain a minimum of 3 examples of both types of diseases, as well as the treatments available to combat each disease. (Conclude your brochure by identify those behaviors which put people at risk of contracting the diseases you have discussed in your brochure, as well as what actions can be taken to prevent their spread.) 1.2.02 DOK 2</li> <li>❑ Bell-Ringer –             <ul style="list-style-type: none"> <li>❑ Name 3 unhealthy habits or behaviors.</li> <li>❑ Explain each habits’ or behaviors’ effect on the circulatory, respiratory, nervous, or digestive systems of the body. 1.2.03 DOK 2</li> </ul> </li> <li>❑ Bell-Ringer-             <ul style="list-style-type: none"> <li>❑ Name and explain 4 qualities you look for in a friend.</li> <li>❑ Address each quality named and explain why each is important to overall friendship. 1.1.01 DOK 2</li> </ul> </li> <li>❑ Open-Response - A new student has moved to your school. At lunch, you notice he or she is sitting alone.             <ul style="list-style-type: none"> <li>❑ What are 2 options you have in using this opportunity to develop a friendship with this person?</li> <li>❑ Describe 2 social interaction skills you feel are the</li> </ul> </li> </ul>

Grade 6 PL/Vocational	Unit 5: Prevention of Disease		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>diseases on personal health.</i></p> <ul style="list-style-type: none"> <li>❑ HE-8-14 describe risk factors for non-communicable diseases (e.g., cancer, diabetes, high blood pressure).</li> <li>❑ HE-8-15 practice disease prevention strategies</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ PL-06-1.1.06 Students will describe how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, illegal drugs) affect various body systems (e.g., circulatory, respiratory, digestive). DOK 2</li> <li>❑ PL-06-1.1.07 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2</li> <li>❑ PL-06-1.1.08 Students will explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity). DOK 2</li> <li>❑ PL-06-1.1.01 Students will describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).</li> </ul>	<ul style="list-style-type: none"> <li>❑ Decision making</li> <li>❑ Refusal skills</li> <li>❑ Anger management</li> <li>❑ Conflict resolution</li> <li>❑ Compromise</li> <li>❑ Collaboration</li> <li>❑ Negotiation</li> <li>❑ Anti-social</li> <li>❑ Anorexia</li> <li>❑ Bulimia</li> <li>❑ Depression</li> <li>❑ Food guide pyramid</li> <li>❑ Essential nutrients</li> <li>❑ American dietary guidelines</li> <li>❑ Proteins</li> <li>❑ Minerals</li> <li>❑ Vitamins</li> <li>❑ Carbohydrates</li> <li>❑ Fats</li> <li>❑ Water</li> <li>❑ Cardio-respiratory endurance</li> <li>❑ Aerobic</li> <li>❑ Flexibility</li> <li>❑ Agility</li> <li>❑ Muscular strength</li> <li>❑ Muscular endurance</li> <li>❑ Body composition</li> <li>❑ FITT PRINCIPLE                         <ul style="list-style-type: none"> <li>❑ Frequency</li> <li>❑ Intensity</li> <li>❑ Type</li> <li>❑ Time</li> </ul> </li> </ul>	<p>most important in starting, as well as maintaining this friendship. 1.1.01 DOK 2</p> <ul style="list-style-type: none"> <li>❑ Open-Response – It is often said that adolescence can be the most stressful years of a person’s life.                         <ul style="list-style-type: none"> <li>❑ Select any two of the following stressor: stress, peer pressure, conflict, or bullying and give specific examples of how an adolescent deals with them on a daily basis.</li> <li>❑ Now, describe 2 effective coping strategies, which reduce the ‘stressors’ you described in the first part. 1.2.06 DOK 2</li> </ul> </li> <li>❑ Bell-Ringer – Give one example each for the following types of problems dealt with by an adolescent:                         <ul style="list-style-type: none"> <li>❑ SOCIAL</li> <li>❑ EMOTIONAL</li> <li>❑ MENTAL 2.3.01 DOK 1</li> </ul> </li> <li>❑ Bell-Ringer – American Dietary Guidelines are an important part of living a long, healthy, productive life.                         <ul style="list-style-type: none"> <li>❑ Name the 2 American Dietary Guidelines.</li> <li>❑ What role does the Food Guide Pyramid play in the guidelines?</li> <li>❑ What are possible consequences of failing to follow these guidelines? 1.3.02 DOK 2</li> </ul> </li> <li>❑ PRESIDENTIAL PHYSICAL FITNESS TEST                         <ul style="list-style-type: none"> <li>❑ Right Angle Push-ups</li> <li>❑ Partial C-ups</li> <li>❑ V-Sit Reach</li> <li>❑ SHUTTLE RUN</li> <li>❑ 1 Mile RUN</li> </ul> </li> </ul>

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	<p><b>DOK 2</b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-06-1.1.02 Students will recommend effective strategies (e.g., communication, problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying. DOK 2</b></li> <li>❑ PL-06-1.1.03 Students will identify the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.</li> <li>❑ PL-06-1.1.04 Students will explain basic structures and function of the reproductive system.</li> <li>❑ PL-06-1.1.05 Students will identify abstinence as the only sure means of preventing pregnancy.</li> <li>❑ <b>PL-06-1.1.09 Students will explain causes, symptoms, and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative), mental, and emotional problems (e.g., depression, anxiety, eating disorders). DOK 2</b></li> <li>❑ <b>PL-06-1.1.11 Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health. DOK 2</b></li> <li>❑ PL-06-1.2.01 Students will describe how foods containing nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</li> </ul>		

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	<ul style="list-style-type: none"> <li>❑ <b>PL-06-1.2.02 Students will explain the importance of key recommendations for good health made in the Dietary Guidelines for Americans. DOK 2</b></li> <li>❑ PL-06-2.1.01 Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):             <ul style="list-style-type: none"> <li>❑ Locomotor - moving from one place to another (e.g., running, skipping, hopping)</li> <li>❑ nonlocomotor – stationary (e.g., bending, stretching, twisting) movements</li> </ul> </li> <li>❑ PL-06-2.1.02 Students will identify principles of motor skill refinements (e.g., accuracy, technique, movement) that are necessary for skill development.</li> <li>❑ PL-06-2.2.02 Students will identify and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports.</li> <li>❑ <b>PL-06-2.2.03 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/ cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 2</b></li> <li>❑ PL-06-2.2.04 Students will identify offensive and defensive strategies in games and sports.</li> <li>❑ PL-06-2.2.05 Students will identify rules of behavior and fair play (e.g., 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) that are necessary during games</li> </ul>		

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	and sports.		