

GRADE 7 PL/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 should people use the economic way of thinking?</li> <li>Why do people have to make choices?</li> <li>Why do economists say, “There’s no such thing as a free lunch”?</li> <li>How do incentives work?</li> <li>What is a disincentive?</li> <li>What are consequences?</li> </ol> <p>Lesson 2 (Consumer Decision Making)</p> <ol style="list-style-type: none"> <li>Why do people have to make choices?</li> <li>How can you be</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ HE-5-6 analyze differences between needs and wants and provide examples.</li> <li>❑ HE-5-7 apply decision-making strategies when buying products based on price, features, and quality.</li> <li>❑ HE-5-8 practice planning and saving strategies for specific purchases.</li> <li>❑ HE-7-7 examine influences (e.g., peer pressure, advertising, media, desire for status) on consumer choices of adolescents.</li> <li>❑ HE-8-5 compare products by price, quality, and availability to make informed decisions.</li> <li>❑ HE-8-7 describe budgeting procedures for achieving short-, and long-term goals.</li> </ul> <p><b><u>Core Content</u></b></p> <p>(Consumer Decisions/Advertising)</p> <ul style="list-style-type: none"> <li>❑ PL-07-3.1.01 Students will describe how wants and needs influence consumer decisions.</li> <li>❑ <b>PL-07-3.1.02 Students will describe factors (e.g., brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 3</b></li> <li>❑ <b>PL-07-3.1.03 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,</b></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> </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 a choice must be made. They will write one original situation where a choice must be made.</li> <li>Review coupons and determine the best economic choice.</li> <li>Participate in a group decision-making process and answer questions.</li> </ol> <ul style="list-style-type: none"> <li>❑ <u>ASSESSMENT 1.1 Students will apply the Economic Way of Thinking to various situations.</u></li> </ul> <p>Lesson 2 (Consumer Decision Making)</p> <ol style="list-style-type: none"> <li>Retake Check-Up, Book 1 Pg. 80-87.</li> <li>Apply PACED decision-making grid for the purchase of an item.</li> <li>Apply PACED decision making grid for the purchase of an item where criteria are weighted.</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:
<p>sure your choice is a good one?</p> <p>3. Why is it important to use a decision-making process such as PACED?</p> <p>4. After you make a decision, is that the end?</p> <p>5. What is a cost benefit analysis?</p>	<p><b>emotional appeal, free gifts/reward) and explain why they are influential. DOK 2</b></p>		

GRADE 7 PL/Vocational	Unit 2: Tomorrow’s Money: Getting to the End of the Rainbow		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 8- BK 1 (How Would You Like to Pay?)</p> <p>1. How can I pay for goods and services?</p> <p>2. What is a check?</p> <p>3. What should you always consider before writing a check</p>	<p><b><u>Program of Studies</u></b></p> <p><b><u>Core Content</u></b> (Financial Literacy)</p> <p><input type="checkbox"/> <b>PL-07-3.2.01 Students will identify financial management practices and the purpose of budgeting, savings, banking services, (e.g., checking and savings accounts, debit/credit, certificate of deposit), and general types of investments (stocks, bonds, mutual funds) and explain</b></p>	<p>Lesson 8- BK 1 (How Would You Like to Pay?)</p> <p><input type="checkbox"/> Check <input type="checkbox"/> Debit card <input type="checkbox"/> Money order <input type="checkbox"/> Credit card <input type="checkbox"/> Finance charge</p>	<p>Lesson 8- BK 1 (How Would You Like to Pay?)</p> <p>1. Review check writing and managing a check registrar. 2. Make a table on the advantages and disadvantages of paying for items with checks, debit cards, money orders, and credit cards.</p>

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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>to pay for something?</p> <p>4. What is a credit card?</p> <p>5. What is a debit card?</p> <p>6. What is a money order?</p> <p>Lesson 6 (Why Save?)</p> <p>1. Why is it important to set goals?</p> <p>2. When should you set short-, medium-, and long-term savings goals?</p> <p>3. What is the opportunity cost of saving?</p> <p>4. What is the difference between saving and investing?</p> <p>Lesson 7 (Types of Savings Plans)</p> <p>1. What are the</p>	<p><b>why these practices are important in achieving personal financial goals. DOK 2</b></p>	<p>Lesson 6 (Why Save?)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Short-term goals</li> <li><input type="checkbox"/> Medium-term goals</li> <li><input type="checkbox"/> Long-term goals</li> <li><input type="checkbox"/> Opportunity cost</li> <li><input type="checkbox"/> Scarcity</li> <li><input type="checkbox"/> Saving</li> <li><input type="checkbox"/> Investing</li> </ul> <p>Lesson 7 (Types of Savings Plans)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Statement Saving</li> </ul>	<p>Lesson 6 (Why Save?)</p> <ol style="list-style-type: none"> <li>1. Study situations where people are saving for goals. If the current plan will not be acceptable the students will make suggestions for changes in savings plans.</li> <li>2. Play a game where goals and months to save are determined by the roll of dice.</li> </ol> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>ASSESSMENT 6.1 Students will complete a table that demonstrates how long it will take to save for various goals. EXTENSION: Students will plan what to do with leftover money.</u></li> </ul> <p>Lesson 7 (Types of Savings Plans)</p> <ol style="list-style-type: none"> <li>1. Make a table that shows the advantages and</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:
<p>differences and similarities between a regular savings account and a CD?</p> <p>2. What is the opportunity cost of buying a \$100 U.S. Savings Bond?</p> <p>3. What are Guaranteed Savings Instruments?</p> <p>Lesson 8 (Who Pays and Who Receives?)</p> <p>1. Why do banks and other financial institutions charge higher interest rates to borrowers than they pay to savers?</p> <p>2. What is the difference between simple and compound interest?</p> <p>3. What factors,</p>		<p>Account</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Money market Account</li> <li><input type="checkbox"/> Certificate of Deposit (CD)</li> <li><input type="checkbox"/> United States Savings Bond</li> <li><input type="checkbox"/> Opportunity Cost</li> <li><input type="checkbox"/> Inflation</li> </ul> <p>Lesson 8 (Who Pays and Who Receives?)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interest</li> <li><input type="checkbox"/> Interest Rate</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Simple Interest</li> <li><input type="checkbox"/> Compound Interest</li> <li><input type="checkbox"/> Compounding</li> <li><input type="checkbox"/> Rule of 72</li> </ul>	<p>disadvantages of guaranteed savings instruments (Savings Accounts, Certificates of Deposit, Money market Deposit Account, and United States Savings Bonds).</p> <p>2. Evaluate a savings plan available in their community.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>ASSESSMENT 7.1 Students will determine the best savings plan for various situations.</u></li> </ul> <p>Lesson 8 (Who Pays and Who Receives?)</p> <p>1. Create tables in Excel that demonstrate simple and compound interest.</p> <p>2. Play a game titled “Racing toward a Goal” where deposit amount, rate of return and goal vary.</p> <p>3. Use the World Wide Web to check a formula that demonstrates the Rule of 72 or how long it will take for your money to double.</p> <p>4. Create spreadsheets titled “Who Wants To Be A Millionaire”.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>ASSESSMENT 8.1 Students will complete four spreadsheets on a table that is titled “Factors That Affect how Money Grows.”</u></li> </ul>

GRADE 7 PL/Vocational	Unit 2: Tomorrow's Money: Getting to the End of the Rainbow		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>other than compounding, affect the extent to which money grows in a savings account?</p> <p>4. What is the Rule of 72?</p> <p>Lesson 9 (Stocks and Mutual Funds)</p> <p>1. What are equities?</p> <p>2. What is meant by “buy low: sell high”?</p> <p>3. Why is investing in companies important?</p> <p>4. What are some differences between stocks and bonds and other savings instruments offered by financial institutions?</p> <p>5. Why are stocks risky?</p>		<p>Lesson 9 (Stocks and Mutual Funds)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Capital gain</li> <li><input type="checkbox"/> Capital loss</li> <li><input type="checkbox"/> Dividend</li> <li><input type="checkbox"/> Equity</li> <li><input type="checkbox"/> Primary Market</li> <li><input type="checkbox"/> Secondary Market</li> <li><input type="checkbox"/> Stock</li> <li><input type="checkbox"/> Stock Market</li> <li><input type="checkbox"/> Corporate Bond</li> </ul>	<p>Lesson 9 (Stocks and Mutual Funds)</p> <p>1. Read general information about the stock market. They will read “An Interview with Mr. Stock” and answer questions.</p> <p>2. Make a table of stock companies that they are interested in.</p>

<p>GRADE 7 PL/Vocational</p>	<p>Unit 3: Using Market Forces To Improve The Environment</p>		<p>Suggested Length:</p>
<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> Student will:</p>
<p>Lesson 9 (Why Are There So Dew Whales and So many Chickens)</p> <p>1. Why are whales and endangered species?</p> <p>2. Why do people generally take better care of things they own and value?</p> <p>Lesson 10 (Why Do Nonrenewable Resources Keep Increasing)</p> <p>1. What are provable reserves?</p> <p>2. How do incentives change the amount of oil available in the world market?</p> <p>Lesson 11 (Can Insecticides Help Us Fight Cancer?)</p>	<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, and hospitals).</li> <li><input type="checkbox"/> HE-7-23 explore sources of health information, services, and resources.</li> <li><input type="checkbox"/> HE-7-24 research health-related careers.</li> <li><input type="checkbox"/> HE-8-24 describe the role of individuals and society in conserving resources.</li> <li><input type="checkbox"/> HE-8-25 describe the role of individuals and society in conserving resources.</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> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-07-3.1.04 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy). DOK 2</b></li> <li><input type="checkbox"/> PL-07-3.1.05 Students will identify and describe 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 9 (Why Are There So Dew Whales and So many Chickens)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Benefits</li> <li><input type="checkbox"/> Incentives</li> <li><input type="checkbox"/> Opportunity Cost</li> <li><input type="checkbox"/> Scarcity</li> </ul> <p>Lesson 10 (Why Do Nonrenewable Resources Keep Increasing)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supply</li> <li><input type="checkbox"/> Price</li> </ul> <p>Lesson 11 (Can Insecticides Help Us Fight Cancer?)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Costs</li> <li><input type="checkbox"/> Benefits</li> </ul>	<p>Lesson 9 (Why Are There So Dew Whales and So many Chickens)</p> <ol style="list-style-type: none"> <li>1. Participation in and experiment to teach concepts.</li> <li>2. Discussion of concepts in lesson.</li> </ol> <p>Lesson 10 (Why Do Nonrenewable Resources Keep Increasing)</p> <ol style="list-style-type: none"> <li>1. Experiment with materials that demonstrate oil availability.</li> <li>2. Discussion of provable reserves.</li> </ol> <p>Lesson 11 (Can Insecticides Help Us Fight Cancer?)</p> <ol style="list-style-type: none"> <li>1. Experiment to experience risks involved in choices people make.</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:
<p>Lesson 12 (Why Drive When You Can Ride?)</p> <p>1. How much can voluntary efforts reduce air pollution from automobiles?</p> <p>Lesson 13 (Will There Be Enough Food For You?)</p> <p>1. How do incentives affect available food?</p> <p>Lesson 14 (Do We Make Too Much Stuff?)</p> <p>1. Why do you want all that stuff?</p> <p>2. Do Americans have too much?</p>		<p><input type="checkbox"/> Risk</p> <p>Lesson 12 (Why Drive When You Can Ride?)</p> <p><input type="checkbox"/> Ecodetection <input type="checkbox"/> Cost <input type="checkbox"/> Benefit</p> <p>Lesson 13 (Will There Be Enough Food For You?)</p> <p><input type="checkbox"/> Rewards <input type="checkbox"/> Private Property Rights <input type="checkbox"/> Productivity</p> <p>Lesson 14 (Do We Make Too Much Stuff?)</p> <p><input type="checkbox"/> Rewards <input type="checkbox"/> Prices <input type="checkbox"/> Substitutes</p>	<p>2. Discussion of risks people must take.</p> <p>Lesson 12 (Why Drive When You Can Ride?)</p> <p>1. Discuss the use of automobiles and their effect on pollution levels.</p> <p>Lesson 13 (Will There Be Enough Food For You?)</p> <p>1. Experiment to show how incentives affect food production. 2. Discuss how food production is changed with rewards for production.</p> <p>Lesson 14 (Do We Make Too Much Stuff?)</p> <p>1. Shared information and a discussion of the things used to make goods.</p>

GRADE 7 PL/Vocational	Units 4: 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	<b><u>Program of Studies</u></b>	Lesson 3 (Career Choice	Lesson 3 (Career Choice Making)

<p>GRADE 7 PL/Vocational</p>	<p>Units 4: Education Pays Off: Learn Something</p>		<p>Suggested Length:</p>
<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> Student will:</p>
<p>Choice Making)</p> <ol style="list-style-type: none"> <li>1. What is SCANS?</li> <li>2. What are some job categories to examine when assessing your own likes and dislikes in the workplace?</li> <li>3. What are Kentucky Career Clusters?</li> <li>4. Why should consider career clusters?</li> <li>5. Why should a person develop a good work ethic?</li> <li>6. Why are entrepreneurs important in an economy?</li> <li>7. How can a person invest in her or his own human capital?</li> </ol>	<p><b><u>Core Content</u></b> (Academic, Career Planning, Transition)</p> <ul style="list-style-type: none"> <li>❑ PL-07-4.1.01 Students will identify and explain why people need to work (e.g., social contracts, make purchases for necessities, expand knowledge develop skills to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment.</li> <li>❑ PL-07-4.1.02 Students will identify and describe how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) in each of Kentucky’s Career Clusters (Agriculture, Arts &amp; Humanities, Business &amp; Marketing, Communications, Construction, Education, Health Science, Human Services Information Technology, Manufacturing, Public Services, Science &amp; Mathematics, Social Sciences, Transportation) vary within and among communities and regions.</li> <li>❑ <b>PL-07-4.1.03 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 opportunities. DOK 2</b></li> <li>❑ PL-07-4.1.04 Students will describe how Career Interest Inventory, Learning Styles Inventory, and other formal assessments, job fairs, job shadowing, academic experiences/grades, hobbies are used in determining individual traits (e.g., interest, abilities, learning styles) and explain how</li> </ul>	<p>Making)</p> <ul style="list-style-type: none"> <li>❑ SCANS skills</li> <li>❑ Self-assessment</li> <li>❑ Career Cluster</li> <li>❑ Work Ethic</li> <li>❑ Entrepreneur</li> <li>❑ Human Capital</li> </ul> <p>Lesson 4 (Productivity)</p>	<ol style="list-style-type: none"> <li>1. Construct a table using the Internet that shows demand for labor in career cluster areas they are interested in.</li> <li>2. Students will take a self-interest inventory.</li> <li>3. Choose four Kentucky Career Clusters and determine which jobs they would like to have in each cluster.</li> <li>4. Match SCANS Skills to a classified advertisement for a job.</li> </ol> <ul style="list-style-type: none"> <li>❑ <u>ASSESSMENT 3.1 Students will work in a group to write a “What’s Wrong With This Picture” essay.</u></li> </ul> <p>Lesson 4 (Productivity)</p>



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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 with more</li> </ol>	<p><b>knowledge of such traits is helpful in developing career goals for and Individual Learning Plan (ILP). DOK 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PL-07-4.1.05 Students will describe how resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) can be used for locating job and career information.</li> <li><input type="checkbox"/> PL-07-4.1.06 Students will explain how the components of the Individual Learning Plan (ILP) can be used as a career planning tool:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic &amp; career assessments</li> <li><input type="checkbox"/> Career goals</li> <li><input type="checkbox"/> Four year high school plan</li> <li><input type="checkbox"/> Interest/hobbies</li> <li><input type="checkbox"/> School and community activities</li> <li><input type="checkbox"/> Work experiences</li> </ul> </li> <li><input type="checkbox"/> PL-07-4.1.07 Students will describe available postsecondary options (e.g., community 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> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-07-4.2.01 Students will describe individual work habits/ethics (e.g., loyalty, problem solving, communication skills, initiative, teamwork, responsibility) and explain their importance in the workplace.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Productivity</li> <li><input type="checkbox"/> Productive Resources</li> <li><input type="checkbox"/> Natural Resources</li> <li><input type="checkbox"/> Human Resources</li> <li><input type="checkbox"/> Capital Resources</li> </ul> <p>Lesson 5 (Why Stay in School?)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Income</li> <li><input type="checkbox"/> Opportunity Cost</li> <li><input type="checkbox"/> Trade Off</li> </ul>	<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>Second introduction to Kentucky Career Clusters and classify workers in career clusters.</li> </ol> <ul style="list-style-type: none"> <li><input type="checkbox"/> <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><input type="checkbox"/> <u>ASSESSMENT- Students will track their work ethic on a daily basis in the computer lab.</u></li> <li><input type="checkbox"/> <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>Students will make a bar or line graph that shows the differences in income for students with various levels of education. They will then answer questions and perform</li> </ol>

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<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> Student will:</p>
<p>education earn higher incomes?  2. Does everyone with more education earn more money?  3. What about entrepreneurs? Do they have advanced degrees?  4. What is the best way to increase the likelihood of earning a higher income in the future?</p>	<p><b>DOK 2</b>  <input type="checkbox"/> <b>PL-07-4.2.02 Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they are important in the workplace. DOK 2</b></p> <p><u>Program of Studies</u></p> <p><u>Core Content</u></p> <p>(Communication/Technology)</p> <p><input type="checkbox"/> PL-07-4.3.01 Students will explain how scientific and technological changes impact specific careers (e.g., construction worker, automotive technician, meteorologist, food service industry).</p> <p><input type="checkbox"/> <b>PL-07-4.3.02 Students will explain the purposes of technology tools (e.g., word processing, data bases, spreadsheets, Internet, email, automated phone systems) and analyze how these impact productivity in homes, school and jobs. DOK 3</b></p> <p><input type="checkbox"/> <b>PL-07-4.3.03 Students will explain skills used in the classroom and workplace:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter writing (business letter)</li> <li><input type="checkbox"/> Nonverbal communication skills (e.g., body language, personal appearance, facial expression, posture, dress)</li> <li><input type="checkbox"/> Verbal skills</li> <li><input type="checkbox"/> Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Human Capital</li> <li><input type="checkbox"/> Wages</li> </ul>	<ul style="list-style-type: none"> <li>calculations regarding income for various workers.</li> <li>2. Students will rewrite a letter that introduces them to the principal and/or teachers in this school. The letter will include a letterhead and a picture of themselves.</li> <li>3. Students will edit and improve 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> </ul>

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	<b>carefully, thank interviewer). DOK 2</b>		

GRADE 7 PL/Vocational	Unit 5: Reproduction/Sexuality		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>1. What physical changes take place during adolescence?</p> <p>2. What mental and emotional growth occurs during adolescence?</p> <p>3. How will you grow socially during adolescence?</p> <p>4. What parts make up the male reproductive system?</p> <p>5. How does the male reproductive system work?</p> <p>6. How does the female reproductive</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> HE-6-3 describe physical, emotional, and social changes that occur during puberty.</li> <li><input type="checkbox"/> HE-6-4 identify abstinence as the only sure means of preventing pregnancy and STDs.</li> <li><input type="checkbox"/> HE-7-3 describe physical, emotional, and social changes that occur during puberty.</li> <li><input type="checkbox"/> HE-7-4 describe the structure and function of the reproductive system.</li> <li><input type="checkbox"/> HE-7-6 recognize abstinence as the only sure means of preventing pregnancy and STDs.</li> <li><input type="checkbox"/> HE-8-3 describe the structure and function of body systems (e.g., reproductive, digestive, circulatory).</li> <li><input type="checkbox"/> HE-8-4 identify abstinence as the only sure means of preventing pregnancy and STDs.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-07-1.1.02 Students will recommend and justify 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><input type="checkbox"/> PL-07-1.1.03 Students will describe physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bulimia</li> <li><input type="checkbox"/> Anorexia</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Empathy</li> <li><input type="checkbox"/> Cooperation</li> <li><input type="checkbox"/> Compromise</li> <li><input type="checkbox"/> Collaboration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a letter to your parents explaining from your perspective, the physical, emotional/intellectual, and social changes that occur during adolescence, as well as the problems associated with those changes. 1.2.04 DOK 2</li> <li><input type="checkbox"/> <b><u>PORTFOLIO ENTRY:</u></b> In an editorial piece for the school newspaper, explain to your peers how sexual abstinence makes your life less complicated. 1.2.03 DOK 2</li> <li><input type="checkbox"/> <b><u>“Risks” Presentations:</u></b> Partners explain in a 3-5 minute skit ...one risky behavioral choice, along with a minimum of 5 possible consequences of choosing that behavior. 1.2.03 DOK 2</li> <li><input type="checkbox"/> <b><u>PARTNERS (ONE ACT PLAY):</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a conflict.</li> <li><input type="checkbox"/> Resolve conflict through compromise, collaboration, and negotiation. 1.1.02 DOK 2</li> </ul> </li> </ul>

GRADE 7 PL/Vocational	Unit 5: Reproduction/Sexuality		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>system work?</p> <p>7. What is menstruation?</p>	<ul style="list-style-type: none"> <li>❑ PL-07-1.1.05 Students will identify the benefits (e.g., preventing pregnancy, preventing STDs, maintaining self-esteem) of abstaining from sexual activity.</li> <li>❑ <b>PL-07-1.1.08 Students will explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, inhalants, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity). DOK 2</b></li> <li>❑ <b>PL-07-1.1.09 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> </ul>		

GRADE 7 PL/Vocational	Unit 6: Exercise and Fitness		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>
*Continuation of Grade 5 and 6 Psychomotor and Fitness Units.	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>HE-7-1 examine how respect, rules, communication, and cooperation enable groups to function effectively.</i></li> <li>❑ <i>HE-7-2 demonstrate conflict resolution strategies.</i></li> <li>❑ <i>HE-7-3 describe physical, emotional, and social changes that occur during puberty.</i></li> <li>❑ <i>HE-7-4 describe the structure and function of the reproductive system.</i></li> <li>❑ <i>HE-7-5 determine procedures for dealing with unsafe and threatening situations.</i></li> <li>❑ <i>HE-7-9 identify ways to become an ‘intelligent health consumer.’</i></li> </ul>	<ul style="list-style-type: none"> <li>❑ Body composition</li> <li>❑ Posture</li> <li>❑ Cardio respirator fitness</li> <li>❑ Respiration</li> <li>❑ Perspiration</li> <li>❑ Aerobic</li> <li>❑ Anaerobic</li> <li>❑ Strength</li> <li>❑ Endurance</li> <li>❑ Flexibility</li> <li>❑ FITT PRINCIPLE (Frequency Intensity</li> </ul>	<ul style="list-style-type: none"> <li>❑ Open-Response: Regular physical activity or exercise is good for the heart, mind, and body. <ul style="list-style-type: none"> <li>❑ Explain 3 physical benefits received from regular physical activity.</li> <li>❑ Compare and contrast one social and one emotional/mental benefit gained from participation in regular physical activity or sports. In your opinion, which is more important (justify your answer). 2.2.01 DOK 1</li> </ul> </li> <li>❑ Develop your own fitness program, which incorporates the 5 components of fitness. Then utilizing the “FITT Principle” Explain how your program will be executed on a weekly basis. 2.3.01 DOK 2</li> </ul>

<p>GRADE 7 PL/Vocational</p>	<p>Unit 6: Exercise and Fitness</p>		<p>Suggested Length: 3 weeks</p>
<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> <i>Student will:</i></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE-7-10</li> <li><input type="checkbox"/> determine the role nutrients play in developing healthy individuals.</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> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-07-2.2.01 Students will describe the physical, emotional/mental, and social benefits gained from regular participation in leisure/recreational, or competitive physical activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Physical benefits:</b> (e.g., 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><input type="checkbox"/> <b>Social benefits:</b> (e.g., Positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction)</li> <li><input type="checkbox"/> <b>Emotional/mental benefits:</b> (e.g., Improved confidence, increased self-esteem, stress reduction, self-expression). DOK 1</li> </ul> </li> <li><input type="checkbox"/> <b>PL-07-2.2.03 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,</b></li> </ul>	<p>Type Time)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential nutrients</li> <li><input type="checkbox"/> Continuation of Grade 6 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PORTFOLIO ENTRY:</b> Write an editorial for the school newspaper for incoming 5<sup>th</sup> graders to ease their transition to the middle school.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss what you feel are 3 most important social skills for making new friends at B.C.M.S.</li> <li><input type="checkbox"/> Discuss positive behavioral choices related to diet, exercise, and rest. Which will help them to succeed and feel confident at B.C.M.S.</li> <li><input type="checkbox"/> Finally, explain 2 effective strategies to being a successful student at our school. 1.1.01 DOK 2, 1.2.01 DOK 2, 1.2.06 DOK 2,3</li> </ul> </li> <li><input type="checkbox"/> <b>Open-Response:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the 2 key recommendations made in the Dietary Guidelines for Americans 2006.</li> <li><input type="checkbox"/> What are the long-term effects of <b>not</b> following these guidelines? 1.3.02 DOK 2</li> </ul> </li> <li><input type="checkbox"/> Partners will create a 3-5 role play responding to a variety of life-threatening emergencies:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Choking</li> <li><input type="checkbox"/> Broken bones</li> <li><input type="checkbox"/> Shock</li> <li><input type="checkbox"/> Poisoning</li> <li><input type="checkbox"/> Bleeding</li> </ul> </li> <li><input type="checkbox"/> The correct emergency response (situation, calling 911, poison control, ect. will be evaluated.) 1.4.02 DOK 2</li> </ul>

<p>GRADE 7 PL/Vocational</p>	<p>Unit 6: Exercise and Fitness</p>		<p>Suggested Length: 3 weeks</p>
<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> <i>Student will:</i></p>
	<p><b>Type, Time) can be used to maintain and improve fitness. DOK 2</b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-07-1.1.01 Students will explain 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). DOK 2</b></li> <li>❑ PL-07-1.1.04 Students will explain basic structures and function of the reproductive system as it relates to the human life cycle.</li> <li>❑ <b>PL-07-1.1.06 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, nervous, digestive). DOK 2</b></li> <li>❑ PL-07-1.1.10 Students will describe resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders).</li> <li>❑ <b>PL-07-1.1.11 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-07-1.2.01 Students will explain how nutrients (protein, 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>		

<p>GRADE 7 PL/Vocational</p>	<p>Unit 6: Exercise and Fitness</p>		<p>Suggested Length: 3 weeks</p>
<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> <i>Student will:</i></p>
	<ul style="list-style-type: none"> <li>❑ <b>PL-07-1.2.02 Students will describe key recommendations made in the <i>Dietary Guidelines for Americans</i> and explain how these recommendations contribute to good health. DOK 2</b></li> <li>❑ PL-07-1.3.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</li> <li>❑ <b>PL-07-1.302 Students will describe 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 2</b></li> <li>❑ PL-07-2.1.01 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-07-2.1.02 Students will interpret the role that principles of motor skill refinements (e.g., accuracy, technique, movement) have in skill development.</li> <li>❑ PL-07-2.2.02 Students will access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) are used for improving performance in games and sports.</li> <li>❑ PL-07-2.2.4 Students will describe how</li> </ul>		

<p>GRADE 7 PL/Vocational</p>	<p>Unit 6: Exercise and Fitness</p>		<p>Suggested Length: 3 weeks</p>
<p>Essential Questions</p>	<p><i>Program of Studies</i> and Core Content</p>	<p>Key Terms and Vocabulary</p>	<p>Classroom Instruction and <u>Assessment</u> <i>Student will:</i></p>
	<p>offensive and defensive strategies are used in games and sports.  <input type="checkbox"/> PL-07-2.2.05 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 and sports.</p>		