

GRADE 8 PL/Vocational	Unit 1: Spending and Credit Are Serious Business		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 12 (Cash or Credit?)</p> <ol style="list-style-type: none"> <li>1. What are some of the advantages of using credit?</li> <li>2. What are some disadvantages of using credit?</li> <li>3. What is the interest rate on a typical credit card?</li> <li>4. What's so important about the grace period?</li> <li>5. How can you find out which bank has the lowest rate?</li> <li>6. How old does a person have to be to get a credit card?</li> </ol> <p>Lesson 13 (Establishing Credit)</p> <ol style="list-style-type: none"> <li>1. What kinds of risks are</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>HE-5-8 practice planning and saving strategies for specific purchases</i></li> <li>❑ <i>HE-8-5 compare products by price, quality, and availability to make informed decisions.</i></li> </ul> <p><b><u>Core Content</u></b> (Consumerism)</p> <ul style="list-style-type: none"> <li>❑ PL-08-3.1.01 Students will explain and give examples of wants and needs that influence consumer decisions.</li> <li>❑ <b>PL-08-3.1.02 Students will explain factors (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-08-3.1.03 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. DOK 2</b></li> </ul>	<p>Lesson 12 (Cash or Credit?)</p> <ul style="list-style-type: none"> <li>❑ Annual Percentage Rate (APR)</li> <li>❑ Credit Limit</li> <li>❑ Finance Charge</li> <li>❑ Annual fee</li> <li>❑ Minimum Payment</li> <li>❑ Grace Period</li> <li>❑ Late Fee</li> <li>❑ Interest</li> <li>❑ Interest Rate</li> <li>❑ Opportunity Cost</li> <li>❑ Inflation</li> </ul> <p>Lesson 13 (Establishing Credit)</p> <ul style="list-style-type: none"> <li>❑ Credit Rating</li> <li>❑ Character</li> </ul>	<p>Lesson 12 (Cash or Credit?)</p> <ol style="list-style-type: none"> <li>1. Review sales techniques and design a sales ad using a specific technique.</li> <li>2. Review credit cards, debit cards, checks, and money orders as instruments that can be used to pay for goods and services.</li> <li>3. Create a table that compares and contrasts two different credit cards.</li> </ol> <p>Lesson 13 (Establishing Credit)</p> <ol style="list-style-type: none"> <li>1. Create two tables that show the payment schedule for \$800.00 debt.</li> <li>2. Practice reading a credit card statement.</li> </ol>

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<p>involved in the use of credit?</p> <p>2. Why do some people have to pay much more interest on their loans than other people?</p> <p>3. How can a person improve a poor credit record?</p> <p>4. What are some things that can be used as collateral?</p> <p>5. What happens if a person fails to repay a loan that is backed by collateral?</p> <p>Lesson 14 (Comparison Shopping)</p>		<p><input type="checkbox"/> Capacity <input type="checkbox"/> Capital <input type="checkbox"/> Collateral</p> <p>Lesson 14 (Comparison Shopping)</p> <p><input type="checkbox"/> Cost/benefit analysis <input type="checkbox"/> Opportunity Cost <input type="checkbox"/> Deceptive Practices <input type="checkbox"/> Decision-making grid <input type="checkbox"/> Transfer Payments <input type="checkbox"/> FICA</p>	<p>3. Review loan applications and determine the character, capacity, and collateral of the borrower.</p> <p><input type="checkbox"/> <u>ASSESSMENT 13.1 Students will look at a credit card application and determine the character, capacity, and collateral of the borrower.</u></p> <p>Lesson 14 (Comparison Shopping)</p> <p>1. Review major steps in a purchase decision. 2. Review situations that demonstrate deceptive sales techniques and answer questions about each situation.</p> <p><input type="checkbox"/> <u>ASSESSMENT 14.1 Students will construct steps in a purchase decision and make a decision- grid for a purchase they would like to make.</u></p>

<p>GRADE 8 PL/Vocational</p>	<p>Unit 2: Get a Plan: Get a Grip on Life</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 15 (Managing Cash)</p> <ol style="list-style-type: none"> <li>1. What is meant by the expression ‘pay yourself first?’</li> <li>2. Is a budget necessary if a person has only periodic income and expenses?</li> <li>3. Why should a student have a budget?</li> <li>4. What is the best way to set up a budget?</li> <li>5. How important is record-keeping?</li> </ol> <p>Lesson 16 (Choosing and Using a Checking Account)</p> <ol style="list-style-type: none"> <li>1. How does an automatic teller machine (ATM) work?</li> <li>2. What is the</li> </ol>	<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-08-3.2.01 Students will describe 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 develop a short-term financial plan. DOK 3</b></p>	<p>Lesson 15 (Managing Cash)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fixed Expenses</li> <li><input type="checkbox"/> Variable Expenses</li> <li><input type="checkbox"/> Periodic Income</li> <li><input type="checkbox"/> Budget</li> <li><input type="checkbox"/> Opportunity Cost</li> <li><input type="checkbox"/> Trade-Off</li> </ul> <p>Lesson 16 (Choosing and Using a Checking Account)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ATM</li> <li><input type="checkbox"/> Debit Card</li> <li><input type="checkbox"/> Deposit</li> <li><input type="checkbox"/> Withdrawal</li> <li><input type="checkbox"/> FDIC</li> <li><input type="checkbox"/> Interest</li> <li><input type="checkbox"/> Service Charge</li> <li><input type="checkbox"/> Overdraft</li> </ul>	<p>Lesson 15 (Managing Cash)</p> <ol style="list-style-type: none"> <li>1. Create a table that categorizes purchases in various categories.</li> <li>2. Review various budgets and determine if they are spending more or less than they earned.</li> </ol> <p><input type="checkbox"/> <u>ASSESSMENT 15.1 Students will review the budget of a wealthy person and answer questions about how the money in the budget is spent.</u></p> <p>Lesson 16 (Choosing and Using a Checking Account)</p> <ol style="list-style-type: none"> <li>1. Design a check.</li> <li>2. Complete a checkbook register and fill out sample checks.</li> <li>3. Learn how open a checking account.</li> <li>4. Learn about ATM safety.</li> </ol> <p><input type="checkbox"/> <u>ASSESSMENT 16.1 Develop a bank ad that invites the public to open a checking account at your bank.</u></p>



GRADE 8 PL/Vocational	Unit 2: Get a Plan: Get a Grip on Life		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
all year long? 4. Who receives social security benefits? 5. Who pays social security taxes? 6. What is a sales tax? 7. What are transfer payments? 8. What is a real estate property tax?			

GRADE 8 PL/Vocational	Unit 3: Environment and Our Community		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 15 (Save the Babies)  1. How can you do a cost/benefit analysis on an environmental issue?  Lesson 16 (Why Would People Cut Down Trees in a	<b><u>Program of Studies</u></b>  <b><u>Core Content</u></b> (Community and Environment)  <input type="checkbox"/> <b>PL-08-3.1.04 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,</b>	Lesson 15 (Save the Babies)  <input type="checkbox"/> Benefits <input type="checkbox"/> Costs <input type="checkbox"/> Public Choice Theory <input type="checkbox"/> Scarcity  Lesson 16 (Why Would People Cut Down Trees in a Public Park?)	Lesson 15 (Save the Babies)  1. Study how a community solves a water pollution problem.  Lesson 16 (Why Would People Cut Down Trees in a Public Park?)

GRADE 8 PL/Vocational	Unit 3: Environment and Our Community		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>Public Park?)</p> <p>Lesson 17 (The Mystery of the Disappearing Christmas Tree)</p> <p>1. Why do we need to recycle?</p> <p>2. Why do we need to reuse items?</p> <p>Lesson 18 (What is Worth Recycling?)</p> <p>1. Do people recycle voluntarily?</p> <p>2. Under what circumstances would you expect to see more voluntary recycling?</p> <p>3. Under what circumstances might people choose not to recycle?</p>	<p><b>conserving energy). DOK 2</b></p> <ul style="list-style-type: none"> <li>❑ PL-08-3.1.05 Students will identify and explain the importance of resources and services provided by community agencies and how these resources benefit the overall community.</li> <li>❑ Public health department</li> <li>❑ Fire department</li> <li>❑ Police department</li> <li>❑ Family resource center</li> </ul>	<ul style="list-style-type: none"> <li>❑ Benefits</li> <li>❑ Costs</li> <li>❑ Incentives</li> <li>❑ Profits</li> <li>❑ Public Choice Theory</li> </ul> <p>Lesson 17 (The mystery of the Disappearing Christmas Tree)</p> <ul style="list-style-type: none"> <li>❑ Recycle</li> <li>❑ Reuse</li> <li>❑ Renewable Resource</li> <li>❑ Nonrenewable Resource</li> </ul> <p>Lesson 18 (What is Worth Recycling?)</p> <ul style="list-style-type: none"> <li>❑ Recycle</li> <li>❑ Reuse</li> <li>❑ Refuse</li> <li>❑ Landfill</li> </ul>	<p>1. Compare government management of land with management of land under private ownership.</p> <p>2. Explain why government policies sometimes fail to represent the interest of citizens.</p> <p>3. Analyze how private ownership provides incentives to protect resources.</p> <p>Lesson 17 (The mystery of the Disappearing Christmas Tree)</p> <p>1. Participate in a discussion about why some materials are recycled and reused.</p> <p>Lesson 18 (What is Worth Recycling?)</p> <p>1. Participate in a school-wide ink cartridge recycling project paper-recycling project.</p> <p>2. Review the advantages and disadvantages the costs/benefits of recycling materials that usually end up in a landfill.</p> <p>3. Work with community maps to identify resources and services in a community.</p> <p>4. Participate in a school wide ink cartridge-recycling program and a paper-recycling program.</p>

GRADE 8 PL/Vocational	Unit 4: Individual Graduation Plan		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> <li>1. How can I find a job?</li> <li>2. What skills should I learn in school?</li> <li>3. What tests should I take?</li> <li>4. Should I go to college?</li> <li>5. What is an ILP?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <p><b><u>Core Content</u></b></p> <p>(Academic, Career Planning, Transition)</p> <ul style="list-style-type: none"> <li>❑ PL-08-4.1.01 Students will identify and summarize why people need to work (e.g., earn money, contribute to society, develop an identity as a worker, enhance self-esteem) to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment.</li> <li>❑ PL-08-4.1.02 Students will identify and explain how jobs and career opportunities in each of Kentucky’s Fourteen 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-08-4.1.03 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>❑ <b>PL-08-4.1.04 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,</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Explore Test</li> <li>❑ Learning Styles Inventory</li> <li>❑ Aptitude</li> <li>❑ Interest Inventory</li> <li>❑ Resume</li> <li>❑ Interview</li> <li>❑ Cover Letter</li> <li>❑ Communication Skills</li> <li>❑ Verbal Skills</li> <li>❑ Non-verbal Skills</li> <li>❑ Kentucky Career Clusters</li> </ul>	<ol style="list-style-type: none"> <li>1. Take a series of assessments that will help to determine a job that is best matched to the students’ interests and abilities.</li> <li>2. Write an interview and a cover letter</li> <li>3. Take part in a mock interview.</li> <li>4. Fill in an electronic ILP.</li> <li>5. Evaluation of work ethic on a daily basis.</li> <li>6. Evaluation of keyboarding skills.</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><b>abilities, learning styles) and explain how 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>❑ PL-08-4.1.05 Students will explain and evaluate resources (e.g., Internet, newspapers, magazines, family members, counselors, employers) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</li> <li>❑ PL-08-4.1.06 Students will explain and give examples of the components of the Individual Learning Plan (ILP) can be used as tool in career planning:             <ul style="list-style-type: none"> <li>❑ Academic &amp; 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-08-4.1.07 Students will explain with examples 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>❑ <b>PL-08-4.2.01 Students will describe individual work habits/ethics (e.g., following directions, problem-solving, time</b></li> </ul>		



<p>GRADE 8 PL/Vocational</p>	<p>Unit 4: Individual Graduation Plan</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><b>management, respect, self-discipline, punctuality) and explain their importance in the workplace. DOK 2</b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-08-4.2.02 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></li> </ul> <p><u>Program of Studies</u></p> <p><u>Core Content</u></p> <p>(Communication/Technology)</p> <ul style="list-style-type: none"> <li>❑ PL-08-4.3.01 Students will explain how jobs/careers (e.g., physical therapist, meteorologist, radio &amp; television broadcaster, web designer) have created as a result of scientific and technological advancements.</li> <li>❑ <b>PL-08-4.3.02 Students will explain the purposes of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit card) and analyze how these impact productivity in homes, school and jobs. DOK 3</b></li> <li>❑ <b>PL-08-4.3.03 Students will identify and explain skills used to seek, obtain, maintain, and change jobs/careers:</b> <ul style="list-style-type: none"> <li>❑ <b>Written communication (e.g., preparing resume, writing a business letter)</b></li> <li>❑ <b>Nonverbal communication skills (e.g., making eye contact, listening, smiling, body language, facial expression,</b></li> </ul> </li> </ul>		

GRADE 8 PL/Vocational	Unit 4: Individual Graduation Plan		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><b>posture, dress)</b></p> <ul style="list-style-type: none"> <li>❑ <b>Verbal skills (e.g., speaking, giving responses, expressing appreciation, questioning, greeting)</b></li> <li>❑ <b>Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer) DOK 2</b></li> </ul>		

GRADE 8 PL/Vocational	Unit 5: Health		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 are signs of good mental health?</p> <p>2. What are the factors that shape personality?</p> <p>3. How does self-concept differ from self-esteem?</p> <p>4. How does self-esteem affect total health?</p> <p>5. What are emotions and how can they be</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ <i>HE-6-17 identify causes and effects of eating disorders (e.g., anorexia, bulimia, overeating).</i></li> <li>❑ <i>HE-7-17 describe symptoms of mental illness (e.g., depression, anxiety).</i></li> <li>❑ <i>HE-7-18 explain the importance of preventing eating disorders (e.g., anorexia, bulimia, overeating).</i></li> <li>❑ <i>HE-8-16 identify health habits and behaviors of adolescents that affect physical and emotional wellness.</i></li> <li>❑ <i>HE-8-20 explain the effects of eating disorders on individuals and families.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>PL-08-1.1.02 Students will recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution,</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Mental Health</li> <li>❑ Emotional Health</li> <li>❑ Values</li> <li>❑ Personality</li> <li>❑ Self-Concept</li> <li>❑ Self-Esteem</li> <li>❑ Emotions</li> <li>❑ Hormones</li> <li>❑ Emotional Needs</li> <li>❑ Abstinence</li> <li>❑ Refusal Skills</li> <li>❑ Eating Disorders</li> <li>❑ Anorexia Nervosa</li> <li>❑ Malnutrition</li> <li>❑ Bulimia</li> <li>❑ Problem solving</li> <li>❑ Decision making</li> <li>❑ Refusal skills</li> <li>❑ Anger management</li> <li>❑ Conflict resolution</li> <li>❑ Compromise</li> </ul>	<ul style="list-style-type: none"> <li>❑ Create (with a partner) a public service announcement demonstrating appropriate refusal skills for risky behaviors, e.g. drugs, alcohol, sexual activity.</li> <li>❑ <u>Open-Response: What are 2 eating disorders? Describe in detail, both disorders, as well as the necessary steps to follow in helping someone overcome them.</u></li> <li>❑ <u>Open-Response: What is <b>abstinence</b>? Explain, in detail, the negative consequences of promiscuous teenage behavior, and how abstinence is the only effective method in eliminating these consequences.</u></li> <li>❑ <u>Open-Response: Explain a “risky “situation commonly encountered by peers of your age group. Explain the consequences involved with making the wrong decision, as well as 3 refusal skills to remove yourself from the situation. Discuss the <b>positive</b> consequences of removing yourself from potentially dangerous situations. (Note: Remember the consequences have an effect not only on yourself, but loved ones and family members as well.)</u></li> <li>❑ Write a letter to the school newspaper offering advice to classmates who feel overwhelmed. Who should they</li> </ul>

GRADE 8 PL/Vocational	Unit 5: Health		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>expressed in healthy ways?</p> <p>6. What are 3 basic emotional needs of all humans?</p> <p>7. How do you meet your emotional needs?</p>	<p><b>relaxation techniques, time management) for responding to stress, conflict, peer pressure, and bullying. DOK 2</b></p> <p><input type="checkbox"/> <b>PL-08-1.1.09 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></p> <p><input type="checkbox"/> PL-08-1.1.10 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).</p> <p><input type="checkbox"/> <b>PL-08-1.1.11 Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, and decision-making) for maintaining mental and emotional health. DOK 2</b></p>	<p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Negotiation</p> <p><input type="checkbox"/> Coping strategies</p>	<p>talk to? What resources are available in and outside of school to help them with their problem? What strategies can they use in the future to prevent similar problems from happening again? 1.2.04 DOK 2</p> <p><input type="checkbox"/> Bell-Ringer:</p> <p><input type="checkbox"/> In your opinion, what are the two biggest stressors in an 8<sup>th</sup> graders life?</p> <p><input type="checkbox"/> What are two of the most effective coping strategies you have found to deal with these stressors? 1.1.02, 1.2.06 DOK 2</p>

GRADE 8 PL/Vocational	Unit 6: Mental and Emotional Health		Suggested Length: 4 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 coping strategies are appropriate for promoting mental and emotional health?</p>	<p><b><u>Program of Studies</u></b></p> <p><input type="checkbox"/> HE-5-20 apply stress management strategies.</p> <p><input type="checkbox"/> HE-7-5 determine procedures for dealing with unsafe and threatening situations</p> <p><input type="checkbox"/> HE-7-19 develop strategies for overcoming rejection, loss, and grief.</p> <p><input type="checkbox"/> HE-7-20 develop coping strategies to use with increasing peer pressure.</p> <p><input type="checkbox"/> HE-7-21 describe how short- and long-term</p>		

GRADE 8 PL/Vocational	Unit 6: Mental and Emotional Health		Suggested Length: 4 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><i>goals are interrelated.</i></p> <ul style="list-style-type: none"> <li>❑ HE-7-22 evaluate health behaviors and attitudes of peers.</li> <li>❑ HE-8-21 practice strategies for dealing with peer pressure, managing stressful situations, and preventing violence.</li> <li>❑ HE-8-22 implement strategies (e.g., time management, decision making) to enhance personal success and achievement.</li> <li>❑ HE-8-23 determine and work toward long-term goals.</li> </ul>		

GRADE 8 PL/Vocational	Unit 7: Fitness and Team Sports		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 are the benefits of physical fitness?</p> <p>2. What are the 3 principles of fitness training?</p> <p>3. Describe the difference between aerobic and anaerobic exercise.</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li>❑ PE-8-1 describe body changes following regular participation in physical activity.</li> <li>❑ PE-8-2 relate benefits of exercise and fitness to physical development.</li> <li>❑ PE-8-3 evaluate their own health-related fitness.</li> <li>❑ PE-8-4 monitor intensity of exercise (e.g., resting heart rate, target heart rate, recovery time).</li> <li>❑ PE-8-5 apply principles of fitness training and conditioning (e.g., frequency, intensity, duration, mode) in activities (e.g., running, jogging, aerobics).</li> <li>❑ PE-8-6 enhance personal fitness goals and personal fitness programs</li> <li>❑ PE-8-7 apply movement concepts (e.g., space awareness, effort, formations that occur between objects and people) in various games and sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Aerobic</li> <li>❑ Anaerobic</li> <li>❑ Muscle strength</li> <li>❑ Muscle endurance</li> <li>❑ Flexibility</li> <li>❑ Heart and lung endurance</li> <li>❑ Body composition</li> <li>❑ Target Pulse Rate</li> <li>❑ Warm-up</li> <li>❑ Exercise frequency</li> <li>❑ Exercise Intensity</li> <li>❑ Cool-down</li> <li>❑ Types of exercise</li> <li>❑ Duration (of exercise)</li> <li>❑ Empathy</li> <li>❑ Respect</li> <li>❑ Communication</li> <li>❑ Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>❑ Devise your own physical fitness program, which utilizes the principles of fitness training. (Keep a weekly record of your program over a six-week period.)</li> <li>❑ Calculate your <b>Target Heart Rate</b> and make note of the dates you reached your <b>THR</b> with the precise pulse-rate and exercise (s), which helped achieve that rate.</li> <li>❑ <b>Portfolio:</b> <u>Using the data collected from your six-week program, create a “Fitness Brochure” which explains the most beneficial sports and/or physical activities to remain healthy throughout life. (DO NOT LIMIT YOUR EXPLANATION TO PHYSICAL BENEFITS...)</u> 2.2.01, 2.3.01 DOK 2</li> <li>❑ <u>Open-Response: Exercise and physical activity make you look and feel better. Compare and contrast the physical benefits of physical activity, with the social and emotional benefits. Then explain which of these 3 benefits is the most important, in your opinion.</u> 2.2.01 DOK 2</li> <li>❑ <u>Open-Response: We have all heard the cliché: “It’s not</u></li> </ul>

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> PE-8-8 demonstrate principles of motor skill refinement (e.g., accuracy, techniques, physics).</li> <li><input type="checkbox"/> PE-8-9 use basic offensive and defensive strategies in modified versions of team and individual sports.</li> <li><input type="checkbox"/> PE-8-10 critique transitional movement sequences and patterns to make recommendations for improvement.</li> <li><input type="checkbox"/> PE-8-11 develop transitional motor skills for participation in games, activities, and rhythmic movements (e.g., baseball, soccer, basketball).</li> <li><input type="checkbox"/> PE-8-12 refine techniques to achieve consistency in performance of fundamental skills (e.g., throwing, catching, kicking, striking, dribbling) in games and activities.</li> <li><input type="checkbox"/> PE-8-13 analyze object manipulation to make recommendations for improvement.</li> <li><input type="checkbox"/> PE-8-14 demonstrate sportsmanship (e.g., fair play, following rules, accepting officials' decisions, controlling responses) as it applies to participants and spectators.</li> <li><input type="checkbox"/> PE-8-15 develop techniques and refine skills related to performance in games and sports.</li> <li><input type="checkbox"/> PE-8-16 analyze benefits of regular participation in leisure, recreational, and competitive physical activity.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>PL-08-1.1.01 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> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Active listening</li> <li><input type="checkbox"/> Body language</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Decision making</li> <li><input type="checkbox"/> Food Guide Pyramid</li> <li><input type="checkbox"/> Calories</li> </ul>	<p><u>whether you win or lose, it's how you play the game."</u> <u>In your own words, explain what this statement means, and why "fair play" and sportsmanship are equally, if not more important, than the outcome of any athletic competition.</u> 2.2.01 DOK 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep a "Physical Activity Journal" during your physical education grading period. Record the day, date, and length of time spent being physically active in, as well as, outside of class.</li> <li><input type="checkbox"/> Analyze and record the number of hours spent being physically active, and provides a summary of why some weeks were healthier from a physical activity standpoint, than others. Include a "bar graph" demonstrating the hours spent being physically active each week. Conclude by reflecting upon your mood (mental/emotional state) on your days of exercise verses non-exercise days. 2.2.01, 2.3.01 DOK 2</li> <li><input type="checkbox"/> <b><u>PRESIDENTIAL PHYSICAL FITNESS TEST:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Right angle push-ups (muscular strength)</li> <li><input type="checkbox"/> Partial curl-ups (muscular endurance)</li> <li><input type="checkbox"/> V-sit reach (flexibility)</li> <li><input type="checkbox"/> Shuttle run (agility)</li> <li><input type="checkbox"/> 1 mile run (cardio respiratory endurance) 2.3.01 DOK 2</li> </ul> </li> <li><input type="checkbox"/> Open-Response:           <ul style="list-style-type: none"> <li><input type="checkbox"/> Name 4 social interaction skills.</li> <li><input type="checkbox"/> Which 2 of the 4 social interaction skills do you value most in a friend? Explain why, and give examples if necessary. 1.1.01 DOK 2</li> </ul> </li> <li><input type="checkbox"/> "STRESS TEST" survey.</li> <li><input type="checkbox"/> 7 day schedule: (Partners)           <ul style="list-style-type: none"> <li><input type="checkbox"/> School</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Extra-curr. Activities</li> <li><input type="checkbox"/> Leisure 1.1.02 DOK 2</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>❑ <b>PL-08-1.1.02 Students will recommend and justify effective strategies (e.g., communication, problem solving, decision making, refusal skills, anger management, conflict resolution, relaxation techniques, time management) for responding to stress, conflict, peer pressure, and bullying. DOK 2</b></li> <li>❑ PL-08-1.1.03 Students will explain how physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) occur during adolescence.</li> <li>❑ PL-08-1.1.04 Students will explain basic structures and function of the reproductive system and its impact on an individual’s well being.</li> <li>❑ <b>PL-08-1.1.06 Students will explain 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>❑ <b>PL-08-1.1.07 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 3</b></li> <li>❑ <b>PL-08-1.1.08 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> </ul>		<ul style="list-style-type: none"> <li>❑ Open-Response:                         <ul style="list-style-type: none"> <li>❑ Name 4 body systems.</li> <li>❑ For each system named explain a negative behavior choice and its short/long term effect(s) on that system. 1.2.01 DOK 2</li> </ul> </li> <li>❑ Open-Response:                         <ul style="list-style-type: none"> <li>❑ Explain the difference between communicable and non-communicable diseases.</li> <li>❑ Give 2(each) specific examples of communicable and non-communicable diseases. Explain how each disease is contracted. 1.2.02 DOK 2</li> </ul> </li> <li>❑ Open-Response: Eating healthy foods and exercising regularly prevents the onset of adult diseases.                         <ul style="list-style-type: none"> <li>❑ Explain, in detail, the 2 Dietary Guidelines for Americans. Also, give 2 examples of the physical benefits of adhering to these guidelines, as you grow older. 1.3.02 DOK 2</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>❑ PL-08-1.2.01 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> <li>❑ <b>PL-08-1.2.02 Students will explain why key recommendations made in the <i>Dietary Guidelines for Americans</i> contribute to good health. DOK 2</b></li> <li>❑ PL-08-2.1.01 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-08-2.1.02 Students will analyze the principles of motor skill refinements (e.g., accuracy, technique, movement).</li> <li>❑ <b>PL-08-2.2.01 Students will explain how physical, emotional/mental, and social benefits result from regular participation in leisure, recreational, or competitive physical activities:</b> <ul style="list-style-type: none"> <li>❑ <b>Physical benefits (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)</b></li> <li>❑ <b>Social benefits (e.g., Positive interactions with others, respect for self and others, enjoyment, self-expression,</b></li> </ul> </li> </ul>		

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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> <i>Student will:</i></p>
	<p><b>group interaction)</b></p> <ul style="list-style-type: none"> <li>❑ <b>Emotional/mental benefits (e.g., Improved confidence, increased self-esteem, stress reduction, self-expression). DOK 2</b></li> <li>❑ PL-08-2.2.02 Students will recommend 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-08-2.2.03 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, Type, Time) can be used to maintain and improve fitness. DOK 2</b></li> <li>❑ PL-08-2.2.04 Students will describe how offensive and defensive strategies in games and sports make them interesting and enjoyable.</li> <li>❑ PL-08-2.2.05 Students will analyze the value of 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) during games and sports.</li> </ul>		