

# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## Practical Living Grade 5 Vocational Education

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Health Education</b>																														
<p>■ 1.1.1 DOK 2 ASSESSED</p> <p>The learner will be able to describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior.</p>																														
<p>■ 1.1.2 DOK 2 ASSESSED</p> <p>The learner will be able to recommend effective strategies for responding to stress, conflict, peer pressure, and bullying (e.g., fairness, compromise, standing up for one's rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication).</p>																														
<p>■ 1.1.3 Supporting</p> <p>The learner will be able to describe how physical, social, and emotional changes occur during preadolescence.</p>																														
<p>■ 1.1.6 DOK 2 ASSESSED</p> <p>The learner will be able to describe how an individual's behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect the body systems (e.g., circulatory, respiratory, digestive).</p>																														
<p>■ 1.1.7 DOK 2 ASSESSED</p> <p>The learner will be able to explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flue/influenza, measles, strep</p>																														





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moves.																														
<p>■ 2.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to explain how physical and social benefits that result from regular and appropriate participation in physical activities:</p> <p>*Physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction)</p> <p>*Social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self expression).</p>																														
<p>■ 2.2.2 Supporting</p> <p>The learner will be able to explain the importance of practice for improving performance in games and sports.</p>																														
<p>■ 2.2.3 DOK 1 ASSESSED</p> <p>The learner will be able to describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardiorespiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</p>																														
<p>■ 2.2.4 Supporting</p> <p>The learner will be able to explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable.</p>																														
<p>■ 2.2.5 Supporting</p> <p>The learner will be able to explain how rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</p>																														

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<b>Consumerism</b>																														
<ul style="list-style-type: none"> <li>3.1.1 Supporting The learner will be able to explain the difference between wants and needs as it relates to consumer decisions.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.1.2 DOK 2 ASSESSED The learner will be able to identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.1.3 DOK 2 ASSESSED The learner will be able to identify and explain ways consumers' buying practices are influenced by peer pressure, desire for status, and advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement/testimonial).</li> </ul>																														
<ul style="list-style-type: none"> <li>3.1.4 DOK 2 ASSESSED The learner will be able to describe consumer actions (reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste).</li> </ul>																														
<ul style="list-style-type: none"> <li>3.1.5 Supporting The learner will be able to identify and describe the available health and safety agencies in a community that provide services: *Health department *Fire department *Sanitation *Police *Ambulance services.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.2.1 DOK 3 ASSESSED</li> </ul>																														

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The learner will be able to describe various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds) and develop a simple savings plan that would achieve a specific goal).																														
<b>Vocational Studies</b>																														
<b>■ 4.1.1 Supporting</b> The learner will be able to identify and explain why people need to work (e.g., to earn money, to work with other people) to meet basic needs (food, clothing, shelter) and to provide self-satisfaction and enjoyment.																														
<b>■ 4.1.2 Supporting</b> The learner will be able to identify jobs (art/music teacher, carpenter, factory worker, engineer) relating to Kentucky Career Clusters and describe these jobs/careers.																														
<b>■ 4.1.3 DOK 2 ASSESSED</b> The learner will be able to indentify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace.																														
<b>■ 4.1.4 DOK 2 ASSESSED</b> The learner will be able to describe how knowing one's own interests and abilities is helpful when selecting and preparing for a career path.																														
<b>■ 4.1.5 Supporting</b> The learner will be able to identify resources (e.g., Career Day, guest speakers, field trips, informal personal surveys) that can be used to obtain career information.																														
<b>■ 4.1.6 Supporting</b> The learner will be able to identify information that is																														

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important to include in the individual Learning Plan (ILP): *Club/organization *Interest/hobbies.																															
<p>■ 4.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to explain how and why personal responsibility and good work habits (e.g., school, attendance, honesty, cooperation) are important at home, school, and work.</p>																															
<p>■ 4.2.2 DOK 2 ASSESSED</p> <p>The learner will be able to describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school, and work.</p>																															
<p>■ 4.3.1 DOK 2 ASSESSED</p> <p>The learner will be able to explain the purpose of technology tools (e.g., computer programs, internet, email, cell phones) and how these impact homes, schools and jobs.</p>																															