

# Course Syllabus

## Vocational Education, Practical Living End-Of-Primary

Morgan County Curriculum 4.1 Elementary., Final  
Morgan County School District

### Health Education

- 1.1.1 DOK 1 ASSESSED  
The learner will be able to identify 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.
- 1.1.2 DOK 1 ASSESSED  
The learner will be able to identify strategies for stress management, problem solving, conflict resolution, and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening).
- 1.1.3 Supporting  
The learner will be able to identify ways that growth and development are unique to each person.
- 1.1.6 DOK 1 ASSESSED  
The learner will be able to describe how an individual's behavior and choices of diet, exercise, and rest affect the body.
- 1.1.7 DOK 1 ASSESSED  
The learner will be able to identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues) that promote good health and prevent diseases.
- 1.1.8 DOK 1 ASSESSED  
The learner will be able to identify behavior choices (tobacco, alcohol) that result in negative consequences.
- 1.1.9 DOK 1 ASSESSED  
The learner will be able to describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expression feelings, self-concept) health.
- 1.2.1 Supporting  
The learner will be able to identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.

- 1.2.2 DOK 1 ASSESSED  
The learner will be able to describe the overall purpose of the Dietary Guidelines for Americans.
- 1.3.1 Supporting  
The learner will be able to identify safety practices (e.g., use of seat belts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play.
- 1.3.2 DOK 1 ASSESSED  
The learner will be able to identify proper procedures to access emergency assistance (calling 911).

### Physical Education (10%)

- 2.1.1 Supporting  
The learner will be able to apply fundamental motor skills:  
Locomotor: Walking, Running, Skipping, Hopping, Galloping, Sliding, Leaping, Jumping  
Nonlocomotor: Turning, Twisting, Bending, Stretching, Swinging, Swaying, Balancing.  
Fundamental manipulative skills: Hitting, Kicking, Throwing, Catching, Striking, Dribbling.
- 2.1.2 Supporting  
The learner will be able to identify the fundamental movement concepts:  
\*Body awareness- what the body is doing.  
\*Space awareness- where the body moves.  
\*Time- how quickly the body moves.  
\*Effort- how the body moves  
\*Relationship- relationships that occur while the body moves.
- 2.2.1 DOK 1 ASSESSED  
The learner will be able to identify physical and social benefits that result from regular and appropriate participation in physical activities:  
\*Physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements)      \*Social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self expression).

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- 2.2.2 Supporting  
The learner will be able to explain the importance of practice for improving performance in games and sports.
- 2.2.3 DOK 1 ASSESSED  
The learner will be able to identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardiorespiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).
- 2.2.4 Supporting  
The learner will be able to identify basic rules for participating in simple games and activities needed to make games fair.
- 2.2.5 Supporting  
The learner will be able to identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.

### Consumerism

- 3.1.1 Supporting  
The learner will be able to identify the difference between wants and needs as it relates to consumer decisions.
- 3.1.2 DOK 1 ASSESSED  
The learner will be able to identify major factors (price, quality, features) to consider when making consumer decisions.
- 3.1.3 DOK 1 ASSESSED  
The learner will be able to identify ways consumers' buying practices are influenced by peer pressure.
- 3.1.4 DOK 1 ASSESSED  
The learner will be able to identify consumer actions (reusing, reducing, recycling) that impact the environment.
- 3.1.5 Supporting  
The learner will be able to identify the available health and safety agencies in a community that provide services:  
\*Health department  
\*Fire department

- \*Sanitation
- \*Police
- \*Ambulance services.

- 3.2.1 DOK 1 ASSESSED  
The learner will be able to describe different ways to save money (e.g., piggy bank, local bank, savings bonds).

### Vocational Studies

- 4.1.1 Supporting  
The learner will be able to identify reasons why people work (food, clothing, shelter).
- 4.1.2 Supporting  
The learner will be able to identify jobs (e.g., teacher, police officer) relating to Kentucky Career Clusters and describe these jobs/careers.
- 4.1.3 DOK 1 ASSESSED  
The learner will be able to identify how academic classes (e.g., reading and writing) relate to various jobs.
- 4.2.1 DOK 1 ASSESSED  
The learner will be able to identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work.
- 4.2.2 DOK 1 ASSESSED  
The learner will be able to describe team skills (e.g., cooperation, communication) used to compete tasks more efficiently at home, school, and work.
- 4.3.1 DOK 1 ASSESSED  
The learner will be able to identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools.