

# Course Syllabus

## Vocational Education, Practical Living Grade 4

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

### Health Education

- 1.1.1 DOK 2 ASSESSED  
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.
- 1.1.2 DOK 2 ASSESSED  
The learner will be able to describe strategies for stress management, problem solving, conflict resolution, and communication (e.g., self-esteem, self-control, empathy, asking for help, forgiveness/reconciliation, how to apologize, active listening, anger management, standing up for one's rights).
- 1.1.3 Supporting  
The learner will be able to describe how physical, social, and emotional changes occur during preadolescence.
- 1.1.6 DOK 2 ASSESSED  
The learner will be able to describe how an individual's behavior and choices relating to diet, exercise, and rest affect body systems (e.g., circulatory, respiratory, digestive).
- 1.1.7 DOK 2 ASSESSED  
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 non-communicable (heart-disease, diabetes, cancer, asthma) diseases.
- 1.1.8 DOK 1 ASSESSED  
The learner will be able to identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.
- 1.1.9 DOK 2 ASSESSED  
The learner will be able to describe symptoms of common social and emotional problems (aggression, anxiety, depression).

- 1.2.1 Supporting  
The learner will be able to identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
- 1.2.2 DOK 2 ASSESSED  
The learner will be able to describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
- 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, dealing with threatening situations) while at school, home, and play.
- 1.3.2 DOK 1 ASSESSED  
The learner will be able to identify proper procedures (calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with emergency situations (choking, bleeding, burns).
- 1.1.11 DOK 1 ASSESSED  
The learner will be able to identify self-management and coping strategies (goal setting, decision making, and time management).

### 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 explain the fundamental movement concepts:  
\*Body awareness- what the body is doing.  
\*Space awareness- where the body moves

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\*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 describe 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, stress reduction)

\*Social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self expression).

### ■ 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 describe 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 explain basic rules for participating in simple games and activities needed to make games fair.

### ■ 2.2.5 Supporting

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.

## Consumerism

### ■ 3.1.1 Supporting

The learner will be able to explain the difference between wants and needs as it relates to consumer decisions.

### ■ 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.

### ■ 3.1.3 DOK 2 ASSESSED

The learner will be able to explain ways consumers' buying practices are influenced by peer pressure and desire for status.

### ■ 3.1.4 DOK 2 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 and explain the available health and safety agencies in a community that provide services:

\*Health department

\*Fire department

\*Sanitation

\*Police

\*Ambulance services.

### ■ 3.2.1 DOK 2 ASSESSED

The learner will be able to explain the purpose of a budget and define the basic components (income, expenses, savings).

## Vocational Studies

### ■ 4.1.1 Supporting

The learner will be able to explain why people need to work (e.g., food, clothing, shelter).

### ■ 4.1.2 Supporting

The learner will be able to identify jobs (farmer, nurse, truck driver) relating to Kentucky Career Clusters and describe these jobs/careers.

### ■ 4.1.3 DOK 1 ASSESSED

The learner will be able to describe how academic classes (e.g., reading and writing) relate to various jobs/careers.

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■ 4.2.1 DOK 2 ASSESSED

The learner will be able to describe 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 2 ASSESSED

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.

■ 4.3.1 DOK 2 ASSESSED

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.