

# Course Syllabus

## Vocational Education, Practical Living Grade 5

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 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).

#### ■ 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 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).

#### ■ 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 communicable (cold, flue/influenza, measles, strep throat) and non-communicable (heart disease, diabetes, cancer, asthma) diseases.

#### ■ 1.1.8 DOK 2 ASSESSED

The learner will be able to explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use).

#### ■ 1.1.9 DOK 2 ASSESSED

The learner will be able to explain the importance of social and emotional problems (aggression, anxiety, depression).

#### ■ 1.1.10 Supporting

The learner will be able to identify 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).

#### ■ 1.1.11 DOK 2 ASSESSED

The learner will be able to recommend self-management and coping strategies (goal setting, decision making, and time management) for maintaining mental and emotional health.

#### ■ 1.2.1 Supporting

The learner will be able to identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).

#### ■ 1.2.2 DOK 2 ASSESSED

The learner will be able to explain 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 describe 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 (e.g., calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones).

### Physical Education (10%)

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- 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  
\*Time- how quickly the body moves.  
\*Effort- how the body moves  
\*Relationship- relationships that occur while the body moves.

- 2.2.1 DOK 2 ASSESSED  
The learner will be able to explain how 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 why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable.

- 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 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).
- 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).
- 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.
- 3.2.1 DOK 3 ASSESSED  
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).

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### Vocational Studies

- 4.1.1 Supporting  
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.
- 4.1.2 Supporting  
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.
- 4.1.3 DOK 2 ASSESSED  
The learner will be able to identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace.
- 4.1.4 DOK 2 ASSESSED  
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.
- 4.1.5 Supporting  
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.
- 4.1.6 Supporting  
The learner will be able to identify information that is important to include in the individual Learning Plan (ILP):
  - \*Club/organization
  - \*Recognition/honors
  - \*Interest/hobbies.
- 4.2.1 DOK 2 ASSESSED  
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.
- 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.