

Grade 5 Practical Living/Vocational	Unit 1 Consumer Decisions/Advertising (L6-14) Spending and Credit		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>Lessons 6</p> <ol style="list-style-type: none"> 1. What are your spending habits? 2. What symbols identify brands we know? 3. Why do you buy things? 4. If it's bigger is it better? 5. How can you pay for things? 6. Whom do you trust? 7. What is a budget? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ HE-6-6 describe positive and negative techniques (e.g. used gimmicks, misleading or false information) used by advertisers. ❑ HE-7-7 examine influences (e.g., peer pressure, advertising, media, desire for status) on consumer choices of adolescents. ❑ HE-7-8 compare products by price, quality, and availability to make informed decisions. ❑ HE-7-9 identify ways to become an 'intelligent health consumer.' ❑ HE-8-7 describe budgeting procedures for achieving short-term and long-term goals. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-05-3.1.01 Students will explain the differences between wants and needs as it relates to consumer decisions. ❑ PL-05-3.1.02 Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 2 ❑ PL-05-3.1.03 Students will identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status, and advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement, testimonial). DOK 2 	<p>Lesson 6</p> <ul style="list-style-type: none"> ❑ Wants ❑ Needs ❑ Check ❑ Debit Card ❑ Money Order ❑ Credit Card ❑ Fact ❑ Opinion ❑ Lending ❑ Borrowing ❑ Benefit/Cost Analysis ❑ Consumer ❑ Gimmick ❑ Product ❑ Service ❑ Income ❑ Budget ❑ Expenditure ❑ Inspect 	<p>Lesson 6</p> <ul style="list-style-type: none"> ❑ Identify common symbols in our society. ❑ Distinguish between facts and opinions in advertising. ❑ Look at cost of an item per ounce/per pound, etc. ❑ Determine benefits and costs of purchase decision. ❑ Do cost/benefit analysis on lending or borrowing money. ❑ Create budgets in Excel that look at income and expenses. ❑ Evaluate fixed expenses, variable expenses, and other items on a budget. ❑ Checkup One--matching, multiple choice, short response- fact vs. opinion, cost/benefit analysis advertising. ❑ Checkup Two- multiple choice, word bank, short responses- cost/benefit analysis, budget evaluation.

Grade 5 Practical Living/Vocational	Unit 2-Financial Literacy: Saving (L2-8)		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 3</p> <ol style="list-style-type: none"> 1. What is saving? 2. What is a goal? 3. Why do people save? <p>Lesson 4</p> <ol style="list-style-type: none"> 1. What is saving? 2. When people spend, what do they give up? 3. What do we call what we give up when we make an economic choice? 4. What is interest 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ HE-5-6 analyze differences between needs and wants and provide examples. ❑ HE-5-7 apply decision-making strategies when buying products based on price, features, quality. ❑ HE-5.8 practice planning and savings strategies for specific purchases. ❑ HE-6-5 compare wants and needs in relation to consumer decisions. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-05-3.1.01 Students will explain the difference between wants and needs as it relates to consumer decisions. ❑ PL-05-3.2.01 Students will 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. DOK 3 	<p>Lesson 3</p> <ul style="list-style-type: none"> ❑ Taxes ❑ Sales Taxes ❑ Property Taxes ❑ Income Taxes ❑ Gross Income ❑ Net Income <p>Lesson 4</p> <ul style="list-style-type: none"> ❑ Fable ❑ Economic Want ❑ Opportunity Cost ❑ Spending ❑ Saving ❑ Interest ❑ Trade-Off 	<p>Lesson 3 (People Pay Taxes)</p> <ol style="list-style-type: none"> 1. Define tax, gross income, and net income tax. 2. Explain that people pay taxes to the government and the government uses taxes collected to provide goods and services. 3. Give examples of goods and services that governments provide. 4. Explain the difference between gross income and net income. <ul style="list-style-type: none"> ❑ Examine how different societies have taxed citizens. ❑ Create a table in Microsoft Word that notes what the government does and does not provide. ❑ Determine if the service is available in their community. ❑ EXTENSION- Make a Burger Barn Pay Receipt in Publisher. <ul style="list-style-type: none"> ❑ <u>Exercise Check UP- Earning Income</u> ❑ <u>Objective Questions, Short Responses, and Long Responses</u> <p>Lesson 4 (The Grasshopper and the Ant)</p> <ol style="list-style-type: none"> 1. Define opportunity cost and interest. 2. Analyze the trade-offs and opportunity cost of a saving decision. 3. Identify reasons to save. 4. Explain how savings can be used to satisfy future wants. 5. Use the concept of opportunity cost and compare the advantages and disadvantages of saving and to make informed saving decisions. 6. Explain how interest serves as an incentive to save.

Grade 5 Practical Living/Vocational	Unit 2-Financial Literacy: Saving (L2-8)		Suggested Length:
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<p>and why is it important?</p> <p>5. Why do people save (goals)?</p> <p>6. Can you name things to consider when making consumer-spending decisions?</p> <p>Lesson 5</p> <p>1. What is saving?</p> <p>2. What is a goal?</p> <p>3. Why do people save?</p>		<p>Lesson 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Saving <input type="checkbox"/> Short-term goals <input type="checkbox"/> Long-term goals <input type="checkbox"/> Economic want <input type="checkbox"/> Incentive <input type="checkbox"/> Interest 	<p>Lesson 5 (Why? How? Where?)</p> <ol style="list-style-type: none"> 1. Define saving, incentive, short-term goal, long-term goal, and interest. 2. Explain elements of a savings plan. 3. Give examples of short-term and long-term goals. 4. Give examples if incentives. 5. Compare the advantages and disadvantages of various saving options. <ul style="list-style-type: none"> <input type="checkbox"/> Exercise Checkup- Saving <input type="checkbox"/> Objective Questions, Short Responses Questions, and Long Response Questions. <input type="checkbox"/> Make a list of goods and services that you want now and that you want later. <input type="checkbox"/> Create a one-page sheet that shows “ A Saving Plan.” <input type="checkbox"/> Design a Saving Plan for the item you wish to purchase. <input type="checkbox"/> Construct a decision-making grid that organizes savings advantages and disadvantages. <input type="checkbox"/> Construct a Savings Account Register. <input type="checkbox"/> Checkup- Word Bank, Word Search, Multiple Choice, short response- Opportunity Cost, Goals, A Savings Plan, and long response- Saving Advice and/or Saving Options.

Grade 5 Practical Living/Vocational	Unit 3- Academic, Career Planning, Transition		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 1</p> <ol style="list-style-type: none"> 1. What is income? 2. What payment is received for providing human resources? 3. What is human capital? 4. How do people invest or improve their human capital? <p>Lesson 2</p> <ol style="list-style-type: none"> 1. What goods and services do communities offer? 2. What is an entrepreneur? 3. How does technology affect the job market? 	<p><u>Program of Studies</u></p> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-05-4.1.01 Students will 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. ❑ PL-05-4.1.02 Students will identify jobs (art/music teacher, carpenter, factory worker, engineer) relating to 4 of the Kentucky Career Clusters (Arts & Humanities, Construction, Manufacturing, Science & Mathematics) and describe these jobs/careers. ❑ PL-05-4.1.03 Students will identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace. DOK 2 ❑ PL-05-4.1.4 Students will describe how knowing one’s own interests and abilities is helpful when selecting and preparing for a career path DOK 2 ❑ PL-05-4.1.05 Students will identify resources (E.g., Career Day, guest speakers, field trips, informal personal surveys) that can be used to obtain career information. ❑ <i>PL-05-4.1.06 Students will identify information that is important to include in the Individual Learning Plan (ILP):</i> <ul style="list-style-type: none"> ❑ <i>Club/Organizations</i> ❑ <i>Recognition/Honors</i> ❑ <i>Interest/Hobbies</i> ❑ PL-05-4.2.01 Students will explain how and why personal responsibility and good work 	<p>Lesson 1</p> <ul style="list-style-type: none"> ❑ Occupation ❑ Human Capital ❑ Career Clusters ❑ Human Resources ❑ Goods ❑ Services ❑ Income <p>Lesson 2</p> <ul style="list-style-type: none"> ❑ Goods ❑ Services ❑ Email ❑ Entrepreneur ❑ Revenue ❑ Cost Of Production ❑ Profit ❑ Wage ❑ Taxes ❑ Net Pay 	<p>Lesson 1 (Earning Income)</p> <ol style="list-style-type: none"> 1. Define human resources, income, wage, and human capital. 2. Explain that people earn income by providing resources in the market place. 3. Explain the connection between human capital and income. 4. Identify ways in which people invest in their human capital. 5. Study a ‘job’ card and report on a word processing document the nature, advantages, and disadvantages of a job. 6. Students will start assigning themselves a work ethic grade in class on a daily basis. <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Study a directory of services offered in a small town. 2. Review the profit statement of two entrepreneurs. 3. Write an email to the teacher to discuss how you (the student) could be an entrepreneur. 4. Set up a table that shows how taxes are used in a community. <ul style="list-style-type: none"> ❑ Checkup- word bank, multiple choice, matching, short responses- How Much Profit?, human capital, taxes, long response- Helping a Friend, Net Pay. <ul style="list-style-type: none"> ❑ EXTENSION: Make a list of phone numbers need to reach public offices in Bracken County.

Grade 5 Practical Living/Vocational	Unit 3- Academic, Career Planning, Transition		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>4. What is profit?</p> <p>5. What is revenue?</p> <p>6. What is cost of production?</p>	<p>habits (e.g. school attendance, honesty, cooperation) are important at home, school and work. DOK 2</p> <p><input type="checkbox"/> PL-05-4.2.02 Students will describe team skills (e.g. cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work. DOK 2</p> <p><input type="checkbox"/> PL-05-4.3.01 Students will explain the purposes of technology tools (e.g., computer programs, internet, email, cell phones) and how these impact productivity in homes, schools and jobs. DOK 2</p>		

Grade 5 Practical Living/Vocational	Unit 4: Psychomotor Skills		Suggested Length: 6 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 is the difference between locomotor and nonlocomotor movements?</p> <p>2. How is the performance of <u>any</u> motor skill improved?</p> <p>3. How do improved motor skills contribute</p>	<p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>PE-5-1 explain the relationship of exercise to fitness and wellness.</i></p> <p><input type="checkbox"/> <i>PE-5-2 explain concepts of muscular strength and endurance, flexibility, and cardio respiratory endurance.</i></p> <p><input type="checkbox"/> <i>PE-5-3 evaluate their own progress toward fitness goals using appropriate instruments (e.g., stopwatch, tape measure).</i></p> <p><input type="checkbox"/> <i>PE-5-4 perform stretching, strengthening, and cardio respiratory exercises.</i></p> <p><input type="checkbox"/> <i>PE-5-5 improve competency and consistency in performing locomotor (e.g., walk, run, hop) and nonlocomotor (e.g., push, pull, twist, turn, curl, stretch, balance) skills in games and sports.</i></p>	<p><input type="checkbox"/> Locomotor</p> <p><input type="checkbox"/> Nonlocomotor</p> <p><input type="checkbox"/> Physical Fitness</p> <p><input type="checkbox"/> Strength</p> <p><input type="checkbox"/> Endurance</p> <p><input type="checkbox"/> Flexibility (flexible)</p> <p><input type="checkbox"/> Body Composition</p> <p><input type="checkbox"/> Posture</p> <p><input type="checkbox"/> Cardio respiratory</p> <p><input type="checkbox"/> Respiration</p> <p><input type="checkbox"/> Perspiration</p> <p><input type="checkbox"/> Aerobic</p>	<p><input type="checkbox"/> Analyze the components of a student chosen sport’s skill (e.g. throw, catch) <u>Open Response: Many sports skills involve a “ready position”. Select any 2 sports skills and explain each sports skill beginning with the “ready position” and ending with the “follow-through” action of each skill discussed.</u></p> <p><input type="checkbox"/> Create your own “fitness skills test” choosing from options such as agility, balance, and coordination. (Make up tests that can be done in the classroom, along with a method to grade the test...such as balancing on one leg for 30 seconds is a top score.)</p> <p><input type="checkbox"/> Create your personal physical fitness journal in preparation for “The President’s Physical Fitness Challenge.” 2.2.01 DOK 2</p>

Grade 5 Practical Living/Vocational	Unit 4: Psychomotor Skills		Suggested Length: 6 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>to improved health?</p> <p>4. What are the 5 components of physical fitness?</p> <p>5. How does being physically- fit help you to stay healthy?</p> <p>6. What fitness skills are needed to play a variety of sports?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>PE-5-6 Demonstrate movement concepts as they are used in various games and activities (e.g., space awareness, effort, relationship that occurs between objects and individuals).</i> <input type="checkbox"/> <i>PE-5-7 exhibit motor skills with fundamental locomotor movement (e.g., walk, run, hop) in the performance of games and sports.</i> <input type="checkbox"/> <i>PE-5-8 create and perform a dance as a member of a small or large group.</i> <input type="checkbox"/> <i>PE-5-9 refine practice techniques to achieve consistency for a variety of physical activities.</i> <input type="checkbox"/> <i>PE-6-5 demonstrate movement concepts (e.g., space awareness, effort, formations that occur between objects and people).</i> <input type="checkbox"/> <i>PE-6-6 demonstrate progression for all basic locomotor (e.g., walk, run, hop) and nonlocomotor (e.g., push, pull, twist, turn, curl, stretch, balance) skills.</i> <input type="checkbox"/> <i>PE-6-8 apply appropriate movement concepts in various games and sport activities.</i> <input type="checkbox"/> <i>PE-6-11 apply techniques to achieve consistency for games and sports.</i> <input type="checkbox"/> <i>PE-7-6 apply movement concepts (e.g., space awareness, effort, formations that occur between objects and people) in various games and sports activities.</i> <input type="checkbox"/> <i>PE-7-8 demonstrate improved strategies for a variety of games and activities.</i> 		<ul style="list-style-type: none"> <input type="checkbox"/> Using the number of hours of physical activity recorded in your fitness journal, create a bar graph representing the amount of time spent each week being physically active. Using the data collected and analyzed from your journal, explain whether or not you feel you had adequate exercise for each week. (What were some factors that contributed positively and/or negatively to your physical activity for each week?) 2.2.01 DOK 2 <input type="checkbox"/> Interview a friend or family member who exercises regularly. Find the type of exercises they do, as well as the health benefits of each exercise. 2.2.01 DOK 2 <input type="checkbox"/> PRESIDENTIAL PHYSICAL FITNESS TEST <ol style="list-style-type: none"> 1. Right Angle Push-ups (muscular strength) 2. Partial Curl-ups (muscular endurance) 3. V-Sit Reach (flexibility) 4. Shuttle run (agility) 5. 1 Mile Run (cardio-respiratory endurance) 2.2.01/2.3.01 DOK 2

Grade 5 Practical Living/Vocational	Unit 5: Nutrition and Fitness		Suggested Length: 2 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>
	<u>Program of Studies</u>		

Grade 5 Practical Living/Vocational	Unit 5: Nutrition and Fitness		Suggested Length: 2 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>
	<ul style="list-style-type: none"> ❑ PE-6-1 evaluate their own health-related fitness. ❑ PE-6-2 monitor intensity of exercise (e.g., resting heart rate, target heart rate, recovery time). ❑ PE-6-3 identify principles of training and conditioning (e.g., frequency, intensity, duration, mode) in activities (e.g., running, jogging, aerobics). ❑ PE-6-4 establish personal fitness goals and personal fitness programs. ❑ PE-6-7 use strategies for modified team and individual games. ❑ PE-6-9 implement techniques to achieve consistency in performance of fundamental skills (e.g., throwing, catching, kicking, striking, dribbling) for participation in games and activities. ❑ PE-6-12 identify benefits of regular participation in leisure, recreational, and competitive physical activity. ❑ HE-5-11 describe how good nutrition helps develop healthy individuals. ❑ HE-5-12 examine food guide pyramid to determine appropriate servings and plan simple menus. ❑ HE-6-8 describe how good nutrition helps develop healthy individuals. ❑ HE-6-9 use the food guide pyramid to evaluate diets. ❑ PE-7-7 demonstrate increasing competence in advanced individual, dual, and team skills. ❑ HE-7-10 determine the role nutrients play in developing healthy individuals. ❑ HE-8-10 describe the role of nutrients in proper growth and development. ❑ HE-8-11 determine the impact of exercise and 	<ul style="list-style-type: none"> ❑ Fats ❑ Carbohydrates ❑ Water ❑ Protein ❑ Vitamins ❑ Sodium ❑ Minerals ❑ Calories ❑ Nutrients ❑ Recommended Daily Allowances ❑ Food Guide Pyramid ❑ Physical activity ❑ Healthy foods 	<ul style="list-style-type: none"> ❑ <u>Open Response - Identify the 6 nutrients and explain their importance to good health.</u> 1.3.02 DOK 2 ❑ <u>Open Response – Explain the importance of the Food Guide Pyramid in providing one’s body with the 6 essential nutrients.</u> 1.3.02 DOK 2 ❑ <u>Open Response – Describe the importance of the “Dietary Guidelines for Americans 2005” in the current and future health of all Americans.</u> 1.3.02 DOK 2 ❑ Bell-ringer (beginning of class) – Choose your favorite sports activity and explain 3 physical , as well as 3 social benefits of that sport. How man “components of fitness” does your selected sport emphasize? 2.2.01 DOK 2 ❑ <u>Open-Response: Explain the significance of calories in a person's diet. What are the results of eating too many and too few calories in your diet. Also, explain the difference between “good” and “empty” calories.</u> ❑ Record for a week, all food you have eaten, then using the Food Guide Pyramid, tally the number of servings of each food group you have consumed each day. (Analyze your results and write a response for each day as to whether or not you met the recommended daily allowances recommended.) ❑ Analyze the nutritional content from 3 food labels taken from products you regularly eat at home. ❑ <u>Open-Response: From the analysis of the food labels, are those foods offering the recommended daily allowances suggested by the Food Guide Pyramid? Explain in detail from what you have learned from your analysis, why you should or should not continue to eat those foods.</u>

Grade 5 Practical Living/Vocational	Unit 5: Nutrition and Fitness		Suggested Length: 2 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>nutrition on appearance, performance, and disposition.</i></p> <ul style="list-style-type: none"> ❑ <i>HE-8-12 describe the effect of diet, exercise, and rest on body systems.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-05-1.2.01 Students will 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). ❑ PL-05-1.2.02 Students will explain key recommendations made in the <i>Dietary Guidelines for Americans</i> (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines. DOK 2 ❑ PL-05-2.2.01 Students will explain how physical and social benefits that result from regular and appropriate participation in physical activities: <ul style="list-style-type: none"> ❑ 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) DOK 2 ❑ PL-05-2.2.02 Students will explain the importance of practice for improving performance in games and sports. 		

Grade 5 Practical Living/Vocational	Unit 5: Nutrition and Fitness		Suggested Length: 2 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>
	<ul style="list-style-type: none"> ❑ PL-05-2.2.03 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/ cardiovascular, endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1 ❑ PL-05-2.2.04 Students will explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable. 		

Grade 5 Practical Living/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>
<ol style="list-style-type: none"> 1. What personal rights and responsibilities do you have when dealing with others? 2. What are four essential strategies to effectively function in groups? 3. Why are rules and fair play during games 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>HE-5-2 apply rules in groups and determine how their application enables groups to function effectively.</i> ❑ <i>HE-5-3 demonstrate how individuals and groups are interdependent.</i> ❑ <i>HE-5-4 determine unsafe or threatening situations and procedures for dealing with them.</i> ❑ <i>HE-5-5 apply conflict resolution strategies</i> ❑ <i>HE-5-10 practice good health habits (e.g., washing hands, brushing and flossing teeth, bathing, sun protection) and determine how they affect self and others.</i> ❑ <i>HE-6-1 recognize that rights and responsibilities are interrelated.</i> ❑ <i>HE-7-1 examine how respect, rules, communication, and cooperation enable</i> 	<ul style="list-style-type: none"> ❑ Social interaction skills ❑ Cooperation ❑ Communication ❑ Empathy ❑ Respect ❑ Stress ❑ Conflict ❑ Peer pressure ❑ Bullying ❑ Compromise ❑ Nonverbal communication ❑ Behavioral Choices ❑ Nervous system ❑ Circulatory system ❑ Respiratory system ❑ Digestive system 	<ul style="list-style-type: none"> ❑ Bell-Ringer – Explain 3 qualities you look for in a friend. Which quality do you value the most? Why? 1.1.01 DOK 2 ❑ Role-Play – Students will be divided by teacher into groups of 2. <ol style="list-style-type: none"> 1. Create a 2-3 minute skit illustrating a conflict, as well as a positive resolution for that conflict. 2. Also, act out one example of positive peer pressure, and one example of negative peer pressure. (*One resolutions strategy) ❑ Bell-Ringer – Explain the difference between positive and negative behavioral choices, and give 2 examples of each. 1.2.01 DOK 2 ❑ Open-Response – <ol style="list-style-type: none"> 1. <u>Name 3 negative behavioral choices.</u> 2. Explain each negative behavioral choice’s effect on any 2 of the body systems. 1.2.03 DOK 2

Grade 5 Practical Living/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>
necessary?	<p><i>groups to function effectively.</i></p> <ul style="list-style-type: none"> ❑ <i>HE-7-2 demonstrate conflict resolution strategies.</i> ❑ <i>HE-8-1 practice group processing strategies (e.g., collaboration).</i> ❑ <i>HE-8-2 practice conflict resolution strategies.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-05-1.1.01 Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior. DOK 2 ❑ PL-05-1.1.02 Students will 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). DOK 2 ❑ PL-05-2.2.05 Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable. ❑ PL-05-1.1.03 Students will describe how physical, social and emotional changes occur during preadolescence. ❑ PL-05-1.1.06 Students will describe how an individual’s behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive). DOK 2 	<ul style="list-style-type: none"> ❑ Illegal drugs ❑ Communicable diseases ❑ Non-communicable disease ❑ Social health ❑ Emotional health 	<ul style="list-style-type: none"> ❑ Bell-Ringer – Explain the difference between communicable and non-communicable diseases, and give 3 examples of each type of disease. 1.2.02 DOK 2 ❑ Open-Response – Physical activity has many physical, mental, and emotional benefits. However, self-management and coping strategies are equally important in maintaining overall health. <ol style="list-style-type: none"> 1. Name 2 benefits that physical activity (or exercise) has on mental health. 2. Explain 3 self-management or coping strategies for management or coping strategies for maintaining mental and emotional health. 1.2.06 DOK 2 ❑ Groups of 2: <ol style="list-style-type: none"> 1. Develop an emergency situation of your choice (e.g. bleeding, burns, broken bones, choking). 2. Demonstrate the appropriate response to your medical emergency, concluding with your victim being transported to the hospital. ❑ RUBRIC <ul style="list-style-type: none"> ❑ 10 – EMERGENCY SITUATION demonstrated correctly/appropriately. ❑ 40 – <u>appropriate</u> procedures followed in realistic fashion. 1.4.02 DOK 2

Grade 5 Practical Living/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>
	<ul style="list-style-type: none"> ❑ PL-05-1.1.07 Students will 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, flu, measles, strep throat) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases. DOK 2 ❑ PL-05-1.1.08 Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use). DOK 2 ❑ PL-05-1.1.09 Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2 ❑ PL-05-1.1.10 Students will 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). ❑ PL-05-1.1.11 Students will recommend self-management and coping strategies (goal setting, decision making, and time management) for maintaining mental and emotional health. DOK 2. ❑ PL-05-1.3.01 Students will describe safety practices (e.g., use of seatbelts/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 home, school and play. 		

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	<ul style="list-style-type: none"> ❑ PL-05-1.3.02 Students will identify proper procedures (e.g., calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones). DOK 1 ❑ <i>PL-05-2.1.02 Students will apply fundamental movement concepts:</i> <ul style="list-style-type: none"> ❑ <i>Body awareness - What the body is doing</i> ❑ <i>Space awareness - Where the body moves</i> ❑ <i>Time - How quickly the body moves</i> ❑ <i>Effort - How the body moves</i> ❑ <i>Relationship - Relationships that occur while the body moves DOK 2</i> 		