

Grade 3 Practical Living	Unit 1: Safety		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>
<ol style="list-style-type: none"> 1. What are some safety hazards at home, at school, at play? 2. When should you call 911? 3. What are some organizations that keep us safe? 4. How can smoking, drinking alcohol, and/or using drugs hurt you? 5. Why should you never take medicine without reading directions? 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-1.1.08 Students will identify behavior choices (tobacco, alcohol) that result in negative consequences. DOK 1 <input type="checkbox"/> PL-EP-1.3.01 Students will identify 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) while at school, home, and play. <input type="checkbox"/> PL-EP-1.3.02 Students will identify proper procedures to access emergency assistance (911). DOK 1 <input type="checkbox"/> PL-EP-3.1.05 Students will identify the available health and safety agencies in a community that provide services: <ul style="list-style-type: none"> <input type="checkbox"/> Health department <input type="checkbox"/> Fire department <input type="checkbox"/> Sanitation <input type="checkbox"/> Police <input type="checkbox"/> Ambulance services <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> HE-P-14 identify and practice school safety rules (e.g., playground, bus, classroom) and school safety procedures (e.g., tornado drills, fire drills, earthquake drills). <input type="checkbox"/> HE-P-15 identify and practice traffic safety rules (e.g., crossing streets, riding bikes, helmets, seat belts). <input type="checkbox"/> HE-P-16 describe and use personal safety strategies. <input type="checkbox"/> HE-P-17 determine procedures and practices for obtaining needed emergency assistance and information (e.g., fire and police 	<ul style="list-style-type: none"> <input type="checkbox"/> Consequences <input type="checkbox"/> Hazard <input type="checkbox"/> Emergency <input type="checkbox"/> Agency <input type="checkbox"/> Sanitation 	

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	<p>departments, poison control, ambulance service, 911).</p> <ul style="list-style-type: none"> <input type="checkbox"/> HE-P-18 identify basic health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others and prevent spread of disease. <input type="checkbox"/> HE-P-19 practice good habits of personal grooming and cleanliness. <input type="checkbox"/> HE-P-20 describe the importance of regular visits to health care providers. <input type="checkbox"/> HE-P-35 identify purposes and proper uses of medications. <input type="checkbox"/> HE-P-36 describe risks associated with the use of non-medicinal drugs. <input type="checkbox"/> HE-P-37 become aware of appropriate community agencies (e.g., police department, fire department, health department, mental health provider) and the health and safety services they provide. <input type="checkbox"/> HE-P-38 identify community guidelines that promote healthy environments. <input type="checkbox"/> HE-P-39 describe community activities (e.g., recycling, litter control) that promote healthy environments. <input type="checkbox"/> HE-P-40 identify health providers and the services they provide in the community. 		

Grade 3 Practical Living	Unit 2: Vocational Skills		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><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-4.1.01 Students will identify reasons why people work (food, clothing, shelter). 	<ul style="list-style-type: none"> <input type="checkbox"/> Occupation <input type="checkbox"/> Income <input type="checkbox"/> Employment 	

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	<ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-4.1.02 Students will identify jobs (teacher, police officer) relating to 2 of the Kentucky Career Clusters (Education, Public Service) and describe these jobs. <input type="checkbox"/> PL-EP-4.1.03 Students will identify how academic classes (e.g., reading and writing) relate to various jobs. DOK 1 <input type="checkbox"/> PL-EP-4.3.01 Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools. DOK 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Job Opportunities <input type="checkbox"/> Job Opportunities <input type="checkbox"/> Employment <input type="checkbox"/> Occupations <input type="checkbox"/> Academic <input type="checkbox"/> Efficient <input type="checkbox"/> Technology <input type="checkbox"/> Career 	

Grade 3 Practical Living	Unit 3: Consumer Skills		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><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-3.1.01 Students will identify the difference between wants and needs as it relates to consumer decisions. <input type="checkbox"/> PL-EP-3.1.02 Students will describe major factors (price, quality, features) to consider when making consumer decisions. DOK 1 <input type="checkbox"/> PL-EP-3.1.03 Students will identify ways consumer’s buying practices are influenced by peer pressure. DOK 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Wants <input type="checkbox"/> Needs <input type="checkbox"/> Product <input type="checkbox"/> Consumer <input type="checkbox"/> Planning & Saving <input type="checkbox"/> Resources <input type="checkbox"/> Gimmick <input type="checkbox"/> Dependability <input type="checkbox"/> Consumer <input type="checkbox"/> Advertisers <input type="checkbox"/> Peer pressure <input type="checkbox"/> Income 	<ul style="list-style-type: none"> <input type="checkbox"/> During money unit students will read <u>Alexander Who Used to be Rich</u>... to identify the difference between wants and needs. <input type="checkbox"/> Identify Alexander as a consumer. <input type="checkbox"/> Discuss planning and saving – Did Alexander save? <input type="checkbox"/> Students will identify the following things while reading <u>The Go Around Dollar</u>: <ul style="list-style-type: none"> <input type="checkbox"/> Income <input type="checkbox"/> Consumer <input type="checkbox"/> Products <input type="checkbox"/> Advertisements <input type="checkbox"/> The character Kathy thinks (plans) about how to spend

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	<ul style="list-style-type: none"> ❑ PL- EP-3.1.04 Students will identify consumer actions (reusing, reducing, recycling) that impact the environment. DOK 1 ❑ PL-EP-3.2.01 Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds). DOK 1 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ HE-P-7 become aware of what it means to be a consumer. ❑ HE-P-8 explain differences between wants and needs and provide examples. ❑ HE-P-9 select products and services that meet personal needs. ❑ HE-P-10 become aware of the concept of saving money. ❑ HE-P-11 describe community services used by families. ❑ HE-P-12 explain where products and services are available in the community. 		<p>the money.</p>