

Grade 4 Practical Living	Unit 1: Teamwork and Sportsmanship		Suggested Length: 1 week
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"> ❑ PL-04-1.1.01 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-04-1.1.02 Students will 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). DOK 2 ❑ PL-04-2.2.04 Students will explain basic rules for participating in simple games and activities needed to make games fair. ❑ PL-04-2.2.5 Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable. ❑ PL-04-4.2.01 Students will describe how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work. DOK 2 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>PE-P-37 describe how cooperation is used</i> 	<ul style="list-style-type: none"> ❑ Consequences ❑ Cooperation ❑ Polite ❑ Etiquette ❑ Procedures ❑ Responsibility ❑ Respect 	<ul style="list-style-type: none"> ❑ Demonstrate knowledge of what it means to be polite, share, and be responsible by participating in a variety of group-oriented activities. Examples: parachute, group, partner activities. ❑ Discuss rules, sportsmanship, and etiquette used in simple games. ❑ Demonstrate an understanding of the rules needed in order to complete a group assignment successfully. ❑ Complete a written assessment. ❑ Participate in a variety of activities, role-play importance of responsibility and good work habits through use of fundamental movement skills.

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	<p><i>with partners and small groups.</i></p> <ul style="list-style-type: none"> ❑ <i>PE-P-39 practice cooperation strategies with partners and small groups.</i> ❑ <i>PE-P-40 describe the concept of sportsmanship (e.g., rules, fair play, personal response) in regard to games and activities.</i> ❑ <i>PE-P-41 demonstrate practice techniques and use feedback to improve skills.</i> ❑ <i>PE-P-42 demonstrate cooperation with partners, small groups, or large groups by following rules and practicing fair play.</i> ❑ <i>HE-P-1 become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be).</i> ❑ <i>HE-P-2 recognize the concept of an individual’s responsibility to others.</i> ❑ <i>HE-P-3 demonstrate responsibility to oneself and others.</i> ❑ <i>HE-P-4 become aware of the role rules play in the effective functioning of groups.</i> ❑ <i>HE-P-5 recognize that growth and development are unique to each individual.</i> ❑ <i>HE-P-6 become aware of conflict resolution and communication strategies</i> ❑ <i>HE-P-27 define friendship.</i> ❑ <i>HE-P-28 explain ways to develop friendships.</i> ❑ <i>HE-P-29 identify what they like about themselves and others.</i> ❑ <i>HE-P-30 identify unique characteristics of others.</i> ❑ <i>HE-P-32 determine how to express emotions appropriately.</i> ❑ <i>HE-P-34 demonstrate respect for others.</i> 		

Grade 4 Practical Living	Unit 2: Health and Fitness		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 body systems are affected by diet, exercise, and rest? 2. What changes occur during preadolescence? 3. How can illness be prevented? 4. What are the levels of the food pyramid? 5. What are some examples of nutritious snacks? 6. What physical changes happen during exercise? 7. Why is fitness based on time and effort? 8. Why is exercise good for you? 9. How can you manage stress? 10. What are some ways to deal 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-04-1.1.02 Students will 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). DOK 2 ❑ PL-04-1.1.03 Students will describe how physical, social, and emotional changes occur during preadolescence. ❑ PL-04-1.1.06 Students will describe how an individual's behavior and choices relating to diet, exercise, and rest affect body systems (e.g., circulatory, respiratory, digestive). DOK 2 ❑ PL-04-1.1.07 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, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases. DOK 2 ❑ PL-04-1.1.08 Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative 	<ul style="list-style-type: none"> ❑ Hygiene ❑ Aerobic ❑ Anaerobic ❑ Food Guide Pyramid ❑ Nutrition ❑ Digestive System ❑ Health ❑ Nutritious Foods ❑ Wants ❑ Needs ❑ Body System ❑ Endurance ❑ Respiration ❑ Perspiration ❑ Posture ❑ Promote ❑ Circulatory System ❑ Respiratory System ❑ Benefits 	<ul style="list-style-type: none"> ❑ Identify growth and development traits through self and partner assessment (written). ❑ Demonstrate an understanding of: <ul style="list-style-type: none"> ❑ Cardio respiratory endurance ❑ Muscular strength ❑ Muscular endurance ❑ Flexibility ❑ Weight management ❑ Complete a written assessment. ❑ Complete nutrition worksheets. ❑ Identify the six nutrients the body gets from the food we eat.

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with peer pressure?	<p>consequences. DOK 1</p> <ul style="list-style-type: none"> ❑ PL-04-1.1.11 Students will identify self-management and coping strategies (goal setting, decision making, and time management). DOK 1 ❑ PL-04-1.2.01 Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies. ❑ PL-04-1.2.02 Students will describe 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-04-2.2.01 Students will describe 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-respirator/cardiovascular endurance, control of body movements, stress reduction) ❑ Social benefits: positive interaction with others, respect for self and others, enjoyment, self-expression DOK 1 ❑ PL-04-2.2.02 Students will explain the importance of practice for improving performance in games and sports. 		

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	<p><input type="checkbox"/> PL-04-2.3.01 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</p> <p><u><i>Program of Studies</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>PE-P-1 feel and hear their own heartbeat.</i> <input type="checkbox"/> <i>PE-P-2 perform simple stretching and strengthening exercises.</i> <input type="checkbox"/> <i>PE-P-3 perform a wider variety of stretching and strengthening exercises.</i> <input type="checkbox"/> <i>PE-P-4 recognize that exercise affects heart rate.</i> <input type="checkbox"/> <i>PE-P-5 perform various stretching, strengthening, and cardio-respiratory exercises and describe their benefits.</i> <input type="checkbox"/> <i>PE-P-36 describe how practice helps individuals improve.</i> <input type="checkbox"/> <i>PE-P-38 relate the concept of practice to the importance of learning new skills.</i> <input type="checkbox"/> <i>HE-P-21 identify basic food groups.</i> <input type="checkbox"/> <i>HE-P-22 identify foods in basic food groups.</i> <input type="checkbox"/> <i>HE-P-23 classify foods according to identified food groups.</i> <input type="checkbox"/> <i>HE-P-24 describe and select healthy snack foods.</i> <input type="checkbox"/> <i>HE-P-25 describe food guide pyramid and understand its significance.</i> <input type="checkbox"/> <i>HE-P-26 determine the impact of diet on growth and development.</i> 		

Grade 4 Practical Living	Unit 3: Movement		Suggested Length: 2 weeks
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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 does locomotor mean?</p> <p>2. What are the locomotor movements?</p> <p>3. What are locomotor and nonlocomotor movements?</p> <p>4. How are time and effort related to body awareness?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-04-2.1.01 Students will apply fundamental motor skills: <ul style="list-style-type: none"> ❑ Locomotor: <ul style="list-style-type: none"> ❑ Walking ❑ Running ❑ Skipping ❑ Hopping ❑ Galloping ❑ Sliding ❑ Leaping ❑ Jumping ❑ Nonlocomotor: <ul style="list-style-type: none"> ❑ Turning ❑ Twisting ❑ Bending ❑ Stretching ❑ Swinging ❑ Swaying ❑ Balancing ❑ Fundamental manipulative skills: <ul style="list-style-type: none"> ❑ Hitting ❑ Kicking ❑ Throwing ❑ Catching ❑ Striking ❑ Dribbling ❑ PL-04-2.1.02 Students will explain the fundamental movement concepts: <ul style="list-style-type: none"> ❑ 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 DOK 2 <p><u>Program of Studies</u></p>	<ul style="list-style-type: none"> ❑ Locomotor skills ❑ Movement ❑ Non-Locomotor Skills 	<ul style="list-style-type: none"> ❑ Participate in a variety of activities demonstrating knowledge of locomotor skills and their uses. Example: individual, partner, small and large group dances. Using both locomotor and non-locomotor activities. ❑ Create and perform dances for peer review.

Grade 4 Practical Living	Unit 3: Movement		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"> ❑ <i>PE-P-6 perform a variety of nonlocomotor skills (e.g., push, pull, twist, turn, curl, stretch, balance).</i> ❑ <i>PE-P-7 perform a variety of locomotor skills (e.g., walk, run, hop).</i> ❑ <i>PE-P-8 perform increasingly complex locomotor and nonlocomotor skills with balance, agility, and weight transfer.</i> ❑ <i>PE-P-9 incorporate locomotor and nonlocomotor skills in creative expression of movement, alone and with others.</i> ❑ <i>PE-P-10 perform locomotor skills to music.</i> ❑ <i>PE-P-11 demonstrate combination movements (e.g., hop and skip, gallop and leap) in playing games or creative play.</i> ❑ <i>PE-P-12 perform smooth, varied speed, stop and go, and directional change in locomotor movements.</i> ❑ <i>PE-P-19 apply concept of time to movement (e.g., from one point to another, fast, slow) and task completion (e.g., placement of objects in a square, circle, bag, box).</i> ❑ <i>PE-P-23 use movements expressing shapes and/or sizes.</i> ❑ <i>PE-P-24 identify intensity levels (e.g., low, moderate, high) of movement.</i> ❑ <i>PE-P-25 determine pathways of movements (e.g., curved,</i> ❑ <i>PE-P-26 demonstrate relationships (e.g., over, under, front and back, side-by-side, leading, following) with other people and objects.</i> ❑ <i>PE-P-28 perform a variety of balance activities.</i> ❑ <i>PE-P-29 engage in body extension activities (e.g., near, far).</i> ❑ <i>PE-P-30 exhibit body control.</i> ❑ <i>PE-P-31 become aware of movement concepts (e.g., space awareness, effort,</i> 		

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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>formations that occur between objects and people) within a specified area.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> PE-P-33 use movement patterns to demonstrate concepts of space and effort in relation to locomotor skills. <input type="checkbox"/> PE-P-35 demonstrate balance skills. 		

Grade 4 Practical Living	Unit 4: Manipulatives		Suggested Length: 3 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. How can you manipulate an object with your hands, feet, or another object?</p> <p>2. What are the steps of the underhand throw, overhand throw, catching a ball, kicking a ball, throwing a Frisbee, throwing a football, and dribbling a basketball?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-04-2.1.01 Students will apply fundamental motor skills: <ul style="list-style-type: none"> <input type="checkbox"/> Locomotor: <ul style="list-style-type: none"> <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Skipping <input type="checkbox"/> Hopping <input type="checkbox"/> Galloping <input type="checkbox"/> Sliding <input type="checkbox"/> Leaping <input type="checkbox"/> Jumping <input type="checkbox"/> Nonlocomotor: <ul style="list-style-type: none"> <input type="checkbox"/> Turning <input type="checkbox"/> Twisting <input type="checkbox"/> Bending <input type="checkbox"/> Stretching <input type="checkbox"/> Swinging <input type="checkbox"/> Swaying <input type="checkbox"/> Balancing <input type="checkbox"/> Fundamental manipulative skills: <ul style="list-style-type: none"> <input type="checkbox"/> Hitting <input type="checkbox"/> Kicking <input type="checkbox"/> Throwing <input type="checkbox"/> Catching <input type="checkbox"/> Striking 	<ul style="list-style-type: none"> <input type="checkbox"/> Manipulative Skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a variety of sports lead-up activities. <input type="checkbox"/> Demonstrate skills through skills tests and peer assessment.

Grade 4 Practical Living	Unit 4: Manipulatives		Suggested Length: 3 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>
	<input type="checkbox"/> Dribbling <u>Program of Studies</u> <input type="checkbox"/> PE-P-13 discover a variety of ways to manipulate objects (e.g., with hands, feet, elbow, head). <input type="checkbox"/> PE-P-14 develop throwing, catching, kicking, and striking skills. <input type="checkbox"/> PE-P-15 throw a ball overhand with proper hand and foot position. <input type="checkbox"/> PE-P-16 develop fundamental skills of throwing, catching, kicking, and striking while developing motor skills (e.g., dribble and shoot relay) for use in games and other activities that lead to more complex games and sports (e.g., basketball).		

Grade 4 Practical Living	Unit 5: 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>
1. What are some traffic safety rules? 2. What are some things you should do in an emergency? 3. What organizations help keep us safe?	<u>Core Content</u> <input type="checkbox"/> PL-04-1.3.01 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, dealing with threatening situations) while at home, school, and play. <input type="checkbox"/> PL-04-3.1.05 Students will identify and explain the available health and safety agencies in a community that provide services: <input type="checkbox"/> Health department <input type="checkbox"/> Fire department <input type="checkbox"/> Sanitation	<input type="checkbox"/> Hazard <input type="checkbox"/> Agency <input type="checkbox"/> Sanitation	

Grade 4 Practical Living	Unit 5: 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>
	<ul style="list-style-type: none"> <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"/> <i>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).</i> <input type="checkbox"/> <i>HE-P-15 identify and practice traffic safety rules (e.g., crossing streets, riding bikes, helmets, seat belts).</i> <input type="checkbox"/> <i>HE-P-16 describe and use personal safety strategies.</i> <input type="checkbox"/> <i>HE-P-17 determine procedures and practices for obtaining needed emergency assistance and information (e.g., fire and police departments, poison control, ambulance service, 911).</i> <input type="checkbox"/> <i>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.</i> <input type="checkbox"/> <i>HE-P-19 practice good habits of personal grooming and cleanliness.</i> <input type="checkbox"/> <i>HE-P-20 describe the importance of regular visits to health care providers.</i> <input type="checkbox"/> <i>HE-P-35 identify purposes and proper uses of medications.</i> <input type="checkbox"/> <i>HE-P-36 describe risks associated with the use of non-medicinal drugs.</i> <input type="checkbox"/> <i>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.</i> <input type="checkbox"/> <i>HE-P-38 identify community guidelines that promote healthy environments.</i> 		

Grade 4 Practical Living	Unit 5: 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>
	<ul style="list-style-type: none"> <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 4 Practical Living	Unit 6: 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-04-3.1.01 Students will explain the difference between wants and needs as it relates to consumer decisions. <input type="checkbox"/> PL-04-3.1.02 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 <input type="checkbox"/> PL-04-3.1.03 Students will explain ways consumer’s buying practices are influenced by peer pressure and desire for status. DOK 2 <input type="checkbox"/> PL-04-3.2.01 Students will explain the purpose of a budget and define the basic components (income, expenses, savings). DOK 2 <input type="checkbox"/> PL-04-3.1.04 Students will identify and describe consumer actions (reusing, reducing, recycling) that impact the environment. DOK 2 <p><i>Program of Studies</i></p>	<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"/> Gimmick <input type="checkbox"/> Advertisers <input type="checkbox"/> Peer Pressure <input type="checkbox"/> Planning & Saving <input type="checkbox"/> Income <input type="checkbox"/> Resources 	

Grade 4 Practical Living	Unit 6: 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>
	<ul style="list-style-type: none"> <input type="checkbox"/> HE-P-7 become aware of what it means to be a consumer. <input type="checkbox"/> HE-P-8 explain differences between wants and needs and provide examples. <input type="checkbox"/> HE-P-9 select products and services that meet personal needs. <input type="checkbox"/> HE-P-10 become aware of the concept of saving money. <input type="checkbox"/> HE-P-11 describe community services used by families. <input type="checkbox"/> HE-P-12 explain where products and services are available in the community. <input type="checkbox"/> HE-P-13 recognize misleading media and advertising techniques. 		

Grade 4 Practical Living	Unit 7: 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-04-4.1.01 Students will explain why people need to work (e.g., chores, jobs, employment) to meet basic needs (food, clothing, shelter). <input type="checkbox"/> PL-04-4.1.02 Students will identify jobs (e.g., farmer, nurse, truck driver) relating to 3 of the Kentucky Career Clusters (Agriculture, Health Science, Transportation) and describe these jobs/careers. <input type="checkbox"/> PL-04-4.1.03 Students will describe how academic classes (e.g., reading and writing) relate to various jobs/careers. DOK 1 <input type="checkbox"/> PL-04-4.2.01 Students will describe how personal responsibility and good work 	<ul style="list-style-type: none"> <input type="checkbox"/> Occupation <input type="checkbox"/> Income <input type="checkbox"/> Employment <input type="checkbox"/> Job Opportunity <input type="checkbox"/> Job Opportunity <input type="checkbox"/> Employment <input type="checkbox"/> Occupations <input type="checkbox"/> Academic <input type="checkbox"/> Efficient <input type="checkbox"/> Punctuality <input type="checkbox"/> Efficiently <input type="checkbox"/> Flexible <input type="checkbox"/> Responsibility 	

Grade 4 Practical Living	Unit 7: 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>
	habits (e.g., attendance, work done on time, following directions) are important at home, school, and work. DOK 2		