

# Practical Living/Vocational Skills

## 5th Grade

GRADE LEVEL STANDARDS/DOK	ESSENTIAL QUESTIONS/ CONTENT/TERMS	SUGGESTED ACTIVITIES/ ASSESSMENTS	GRADING PERIOD
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### Health Education

Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Health literacy includes an understanding of how the body functions as well as behaviors and decisions that will foster life-long health. It is assuming responsibility for personal health throughout the life cycle and fostering behaviors and practices that will enhance family health.

### Personal Wellness

<b>PL-05-1.1.1</b> <b>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</b>	Emotions, cooperation, communication, empathy, responsible, respectful, behavior, etiquette, fairness, politeness  Describe effective social interaction skills that promote responsible and respectful behavior.		1
<b>PL-05-1.1.2</b> <b>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</b>	Stress, conflict, peer pressure, bullying, fairness, compromise, anger management, refusal skills, verbal communication, non verbal communication, conflict resolution  Explain ways to reduce stress and explain how these strategies work.  Describe things you could do if you were being bullied and justify why these things would solve a conflict.  Recommend and support a strategy you could use to settle a conflict with a friend, parent, and employer.		1
<i>PL-05-1.1.3</i> <i>Students will describe how physical, social, and emotional changes occur during preadolescence.</i>	Physical, social, emotional, preadolescence, adolescence  Describe 1 physical, 1 social, and 1 emotional change that occur during preadolescence.		1

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<b>PL-05-1.1.6</b> <b>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).</b> <b>DOK 2</b>	<p>Describe the importance of nutrients. Plan a healthy menu.</p> <p>Describe the function of the circulatory, respiratory, and digestive system.</p> <p>Describe how diet, rest, and exercise affect the circulatory, respiratory, and digestive system.</p> <p>Identify an exercise that improves the circulatory, respiratory, and digestive system.</p> <p>Describe the effects that drugs, alcohol, and tobacco have on body systems.</p> <p>Diet, exercise, rest, circulatory system, respiratory system, digestive system, behavior, habit, nutrients, food guide pyramid</p>	<a href="#">Kentucky Learns Links</a> (Exercise & Fitness)	2,3
<b>PL-05-1.1.7</b> <b>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/influenza, measles, strep throat) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.</b> <b>DOK 2</b>	<p>Describe ways to reduce the spread of diseases.</p> <p>Describe ways that schools reduce the spread of diseases and other strategies that schools could implement.</p> <p>Immunization, hygiene, communicable, sun protections, bathing, flossing teeth</p>		3
<b>PL-05-1.1.8</b> <b>Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use).</b> <b>DOK 2</b>	<p>Develop a plan to convince your friend that it is unhealthy to use tobacco and/or consume alcohol.</p> <p>Risks, addictive, nicotine</p>		3

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<b>PL-05-1.1.9</b> <b>Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, and depression).</b> <b>DOK 2</b>	<p>Describe a situation when a person might become aggressive, depressed, or have anxiety.</p> <p>Identify physical, emotional, and social changes that you might see in a person who is depressed, aggressive, or is depressed.</p> <p>Explain how a person social health affects their physical and emotional health (and vice versa).</p> <p>Identify ways to reduce or eliminate aggression, depression, and/or anxiety.</p> <p>Social health, emotional health, physical health, aggression, anxiety, depression</p>		1
<i>PL-05-1.1.10</i> <i>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).</i>	<p>Explain why discussing problems (counseling) and treatment is healthful/helpful.</p> <p>Addiction, eating disorders, bulimia, anorexia</p>		3
<b>PL-05-1.1.11</b> <b>Students will recommend self-management and coping strategies (goal setting, decision making, and time management) for maintaining mental and emotional health.</b> <b>DOK 2.</b>	<p>Describe 3 self-management and coping strategies for maintaining mental and emotional health.</p> <p>Coping, time management, mental health, emotional health</p>		1
<b>Nutrition</b>			
<i>PL-05-1.2.1</i> <i>Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development</i>	<p>Describe the importance of eating a variety of nutrients.</p> <p>Identify benefits for each nutrient.</p>	<p><a href="#">Healthy Eating</a></p> <p><a href="#">Kentucky Learns Links</a> (Food &amp; Nutrition)</p>	2

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<i>of healthy bodies (e.g., strong bones and muscles, energy).</i>	Plan a menu for a week that is balanced with the Food Guide Pyramid.		
<b>PL-05-1.2.2</b> <b>Students will explain 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.</b> <b>DOK 2</b>	Identify foods for each nutrient.  Describe how different nutrients affect the digestive and circulatory system.  Nutrients, protein, fats, water, vitamins, minerals, carbohydrates, food groups, food	<a href="#">Healthy Eating</a>  <a href="#">Kentucky Learns Links</a> (Food & Nutrition)	2
<b>Safety</b>			
<i>PL-05-1.3.1</i> <i>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.</i>	Identify the importance of rules.  Describe the possible results if a game (basketball, football, etc.) was played without rules.  Identify safe rules for crossing the street, riding bikes, talking with strangers.  Identify safety rules for a fire, tornado, and earthquake.  Hazards, threatening, catastrophe, disaster	<a href="#">Kentucky Learns Links</a> (Identify Emergency Situations)  <a href="#">ORQ – Fire Safety</a>  <a href="#">Kentucky Learns Links</a> (Respond to Emergencies)	4
<b>PL-05-1.3.2</b> <b>Students will identify proper procedures (e.g., calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones).</b> <b>DOK 1</b>	Describe the role of 911 in an emergency situation.  Explain the steps to follow if someone is bleeding, choking, has a burn, or has a broken bone.  Explain safety precautions that you must follow when helping a person that is bleeding, choking, has a burn, or has a broken bone.	<a href="#">Kentucky Learns Links</a> (Identify Emergency Situations)	3

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<b>PL-05-2.1.2</b> Students will apply fundamental movement concepts: <ul style="list-style-type: none"> <li>• <i>Body awareness - What the body is doing</i></li> <li>• <i>Space awareness - Where the body moves</i></li> <li>• <i>Time - How quickly the body moves</i></li> <li>• <i>Effort - How the body moves</i></li> <li>• <i>Relationship - Relationships that occur while the body moves</i></li> </ul>	Time, effort, body awareness, space awareness		1
<b>Lifetime Physical Wellness</b>			
<b>PL-05-2.2.1</b> Students will explain how physical and social benefits that result from regular and appropriate participation in physical activities: <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction)</b></li> <li>• <b>social benefits: (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</b></li> </ul> <b>DOK 2</b>	Explain physical and social benefits of exercise.  Describe how a person's physical fitness affects them socially.  Physical, social, benefits, weight management, muscular strength, muscular endurance		2
<b>PL-05-2.2.2</b> <i>Students will explain the importance of practice for improving performance in games and sports.</i>	Describe how practice improves performance.  Describe the fraise, "Practice makes Perfect."  Describe why it is important to practice a new skill more than once or twice.		1
<b>PL-05-2.2.3</b> Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the	Create an exercise plan using the FITT Principal.  List an exercise that will increase my flexibility, change body composition,	<a href="#">Kentucky Learns Links</a> (Exercise & Fitness)  <a href="#">ORQ – Physical Activity</a>	2

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<b>FITT Principle (Frequency, Intensity, Type, Time). DOK 1</b>	muscular endurance, and cardio-respiratory endurance.  Physical fitness, development, agility, endurance, flexibility, composition, strength, cardio-respiratory, frequency, intensity	<a href="#">Components of Fitness</a>	
<i>PL-05-2.2.4 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.</i>	Describe the importance of rules.  Describe possible situations that could arise if recreational games (table tennis, horseshoes) were played without rules.		4
<i>PL-05-2.2.5 Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</i>	Describe the basic rules and responsibilities of different football positions.  Identify strategies I can use to score a goal?  Describe how a person would field fly balls and ground balls properly while using the correct positions and knowing the responsibilities of each player.  Describe how to properly serve a volleyball.  Fielding, modification, arc of pitch, line of scrimmage, boundaries, underhand Describe examples good sportsmanship.		1,2,3,4
<b>Consumerism</b> Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.			
<b>Consumer Decisions</b>			

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<i>PL-05-3.1.1</i> <i>Students will explain the difference between wants and needs as it relates to consumer decisions.</i>	<p>Explain the differences between a need and a want and provide an example of each.</p> <p>Contrast a want and a need.</p> <p>Describe how needs change depending on the situation.</p> <p>Want, need, consumer</p>	<a href="#">Kentucky Learns Links</a> (Personal Economics)	3
<b>PL-05-3.1.2</b> <b>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.</b> <b>DOK 2</b>	<p>Comparison shopping, evaluate, product, service</p> <p>Contrast a product and a service.</p> <p>List a product and a service.</p> <p>Identify things to consider when purchasing a product (shoes) or service (haircut).</p>	<a href="#">Kentucky Learns Links</a> (Personal Economics)	3
<b>PL-05-3.1.3</b> <b>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).</b> <b>DOK 2</b>	<p>Describe how you influence your friends to buy an item.</p> <p>Describe how buying practice affects a person's status.</p> <p>List ways that producers get information about their products/services to consumers.</p> <p>Develop an advertisement for a product that uses a gimmick, misleading information, or exaggerated information.</p> <p>Peer pressure, status, advertising, bandwagon, endorsement, testimonial, media, gimmicks, misleading, exaggerated</p>		3

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<b>PL-05-3.1.4</b> <b>Students will describe consumer actions (reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste).</b> <b>DOK 2</b>	<p>List examples of ways that consumers can reduce, reuse, recycle.</p> <p>Describe the effects on the environment if we don't recycle.</p> <p>Develop a plan of action a school can take to help the environment.</p> <p>Reduce, reuse, recycle, sanitation, pollution, conserve</p>	<a href="#">Kentucky Learns Links</a> (Recycling)	3
<i>PL-05-3.1.5</i> <i>Students will identify and describe the available health and safety agencies in a community that provide services:</i> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i></li> </ul>	<p>Describe ways that the health, fire, police, and sanitation department and an ambulance service keep a community safe.</p> <p>Describe problems within a community that did not have a health, fire, police, and sanitation department and an ambulance service.</p> <p>Explain the importance of animal control and the risk of a community without an animal control center.</p> <p>Describe the benefits of immunizations, school inspections and trash collection.</p>		3
<b>Financial Literacy</b>			
<b>PL-05-3.2.1</b> <b>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.</b> <b>DOK 3</b>	<p>Expenses, income, additional income, budget, savings</p> <p>List expenses that a 5<sup>th</sup> grade student might have.</p> <p>List expenses that a mother/father might have.</p> <p>Describe ways to save and/or earn additional money</p>	<a href="#">Kentucky Learns Links</a> (Personal Economics)	3

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	<p>Explain how to create a budget.</p> <p>Develop a monthly budget.</p> <p>Develop a savings plan (short and long term).</p>		
<b>Vocational Studies</b> Awareness of careers starts in the primary grades and progresses at the middle level to more specific exploration of careers. The total experience through high school allows students to determine a career path that matches their interests, aptitude and abilities, while providing strategies to prepare for a career. The basic skills, knowledge and positive work habits for successful transition from school to postsecondary experiences and to life are addressed throughout a student's educational experience.			
<b>Career Awareness, Exploration and Planning</b>			
<b>PL-05-4.1.1</b> <i>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.</i>	<p>List reasons people work.</p> <p>Describe what it would be like if a family had no income.</p> <p>Wants, needs</p>		2
<b>PL-05-4.1.2</b> <i>Students will identify jobs (e.g., art/music teacher, carpenter, factory worker, engineer) relating to Kentucky's Career Clusters and describe these jobs/careers.</i>	<p>Identify a career that fits into the 14 career clusters and describe why this career fit into the cluster.</p>		2
<b>PL-05-4.1.3</b> <b>Students will identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace.</b> <b>DOK 2</b>	<p>Describe how what students learn in school will help them in the workplace.</p> <p>Academic skills</p>		3,4
<b>PL-05-4.1.4</b> <b>Students will describe how knowing one's own interests and abilities are helpful when selecting and preparing for a career path.</b> <b>DOK 2</b>	<p>Explain interests and abilities that are necessary for different careers (veterinarian, teacher).</p> <p>Interest, abilities, career</p>		3

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<i>PL-05-4.1.5</i> <i>Students will identify resources (e.g., Career Day, guest speakers, field trips, informal personal surveys) that can be used to obtain career information.</i>	Identify ways to find out information about a career of interest.		
<i>PL-05-4.1.6</i> <i>Students will identify information that is important to include in the Individual Learning Plan (ILP):</i> <ul style="list-style-type: none"> <li>• Club/organizations</li> <li>• Recognition /honors</li> <li>• Interest /hobbies</li> </ul>	Identify information that should be included on an IGP.  Describe the importance of belong to clubs/organizations, receiving honors, and having hobbies.  Club, organizations, recognition, honors, interest, hobbies		
<b>Employability Skills</b>			
<b>PL-05-4.2.1</b> <b>Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school, and work.</b> <b>DOK 2</b>	Identify good work habits and explain why these habits are important for success.  Responsibility, habits, attendance, punctual, honesty, cooperation		1,2,3,4
<b>PL-05-4.2.2</b> <b>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.</b> <b>DOK 2</b>	Describe the benefits of cooperation and communication when completing a task.  Discuss how individuals and groups are interdependent and how team/group skills are used to complete tasks effectively.  Cooperation, communication		3,4
<b>Communication/Technology</b>			
<b>PL-05-4.3.1</b> <b>Students will explain the purposes of technology tools (e.g., computer programs, Internet, email, cell phones) and how these impact productivity</b>	Identify jobs that use technology and explain how technology is used within the job.  Describe how technology changes the way		2

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<b>in homes, schools, and jobs.</b> <b>DOK 2</b>	jobs/tasks are completed.  Describe how the use of technology impacts time and money.  Technology, productivity		