

# Practical Living/Vocational Skills

# Kindergarten

GRADE LEVEL STANDARDS/DOK	PERFORMANCE INDICATORS	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

<p><b>PL-EP-1.1.1</b>  <b>Students will identify 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.</b>  <b>DOK 1</b></p>	<p>Able to share ideas and feelings</p> <p>Speak loud enough to be heard, not too loud</p> <p>Wait turn to talk, not distract others</p> <p>Able to listen for information</p> <p>Able to look at speaker</p> <p>Able to be quiet when someone is speaking</p> <p>Listen and follow directions</p>	<p>Explain how others feel when friends don't share.</p> <p>Cooperation, sharing, emotions, turn-taking, manners, responsibility</p>		1
<p><b>PL-EP-1.1.2</b>  <b>Students will identify strategies for stress management, problem solving, conflict resolution, and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening).</b>  <b>DOK 1</b></p>	<p>Understand your responsibilities</p> <p>Know how to be respectful</p> <p>Know how to be responsible</p> <p>Able to keep feet and</p>	<p>Describe positive ways to express anger or frustration.</p> <p>Problem-solve, conflict-resolution, self-control.</p>		1,2

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<i>PL-EP-1.13</i> <i>Students will identify ways that growth and development are unique to each person.</i>	hands to yourself	Describe what ways each person is special.  Responsibility, empathy, sympathy		
<b>PL-EP-1.1.6</b> <b>Students will describe how an individual's behavior and choices of diet, exercise, and rest affect the body.</b> <b>DOK 1</b>	Students will be able to identify ways to keep their teeth healthy.  Students will be able to implement strategies to improve health, nutrition, safety & physical fitness.  Know why rest, sleep, and play are important to good health.  Know good rest, sleep, and play habits.  Know what we eat helps or hurts our health.  Know exercise is important.  Know benefits of being clean.  Know some habits are not healthy (drugs,	Name two healthy breakfast foods; and explain how they effect our morning.  Energy, focus, health	<a href="#">Kentucky Learns Links</a> (Wellness-Exercise –Nutrition)  <a href="#">Nutrition</a>	3

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<b>PL-EP-1.1.7</b> <b>Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues) that promote good health and prevent diseases.</b> <b>DOK 1</b>	tobacco, etc.) Students will be able to identify healthy food choices	Explain how germs can spread and why it's important to prevent germs from spreading.  Sanitary, infection, disease	<a href="#">Kentucky Learns Links</a> (Hygiene & Dental Care)	3
<b>PL-EP-1.1.8</b> <b>Students will identify behavior choices (tobacco, alcohol) that result in negative consequences.</b> <b>DOK 1</b>		Explain how tobacco and alcohol affect our health.  Lungs, teeth, impairment, addition		
<b>PL-EP-1.1.9</b> <b>Students will describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health.</b> <b>DOK 1</b>		Describe characteristics of a good friend.  Friendship, cooperation, emotions		
<b>Nutrition</b>				
<i>PL-EP-1.2.1</i> <i>Students will identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.</i>				
<b>PL-EP-1.2.2</b> <b>Students will describe the overall purpose of the Dietary Guidelines for Americans.</b> <b>DOK 1</b>		Explain the importance of healthy food choices.  Food pyramid, nutrients, diet		
<b>Safety</b>				
<i>PL-EP-1.3.1</i> <i>Students will identify safety practices (e.g., use of</i>	Be able to play safely and by the rules.	Discuss possible outcomes of talking to	<a href="#">Kentucky Learns Links</a>	1

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<i>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.</i>	<p>Know and obey rules for riding in a car and bus.</p> <p>Know and obey rules for walking on streets and sidewalks.</p> <p>Know what to do in case of a fire or tornado.</p> <p>Know and obey fire prevention rules.</p>	<p>strangers.</p> <p>School safety Bus safety Fire safety Transportation safety 911, safety, seat belts, helmets, life vests, stranger</p>	(Safety Rules & Skills)	
<p><b>PL-EP-1.3.2</b>  <b>Students will identify proper procedures to access emergency assistance (calling 911).</b>  <b>DOK 1</b></p>		Describe the steps you take in an emergency.		
<p><b>Physical Education</b>            Addresses both health-related and skill-related components that promote enhanced health behaviors and increase responsible decision-making. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.</p>				
<p><b>Psychomotor Skills</b></p>				
<p><i>PL-EP-2.1.1</i>  <i>Students will apply fundamental motor skills:</i>  <i>Locomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Walking</i></li> <li>• <i>Running</i></li> <li>• <i>Skipping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Galloping</i></li> <li>• <i>Sliding</i></li> <li>• <i>Leaping</i></li> <li>• <i>Jumping</i></li> </ul>				1

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<p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> <li>• Turning</li> <li>• Twisting</li> <li>• Bending</li> <li>• Stretching</li> <li>• Swinging</li> <li>• Swaying</li> <li>• Balancing</li> </ul> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Kicking</li> <li>• Throwing</li> <li>• Catching</li> <li>• Striking</li> <li>• Dribbling</li> </ul>				
<p><i>PL-EP-2.1.2</i>  <i>Students will identify the fundamental movement concepts:</i></p> <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>			<p><a href="#">Kentucky Learns Links</a>            (Parts of My Body)</p>	1
<b>Lifetime Physical Wellness</b>				
<p><b>PL-EP-2.2.1</b>  <b>Students will identify physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance,</b></li> </ul>	<p>Know parts of the body.</p> <p>Be able to balance on one foot, hop, skip, walk, run, and do the standing broad jump.</p> <p>Be able to use body</p>	<p>Discuss the benefits of active participation in physical fitness.</p> <p>Locomotor, non-locomotor</p>	<p><a href="#">Kentucky Learns Links</a>            (Wellness- Exercise –Nutrition)</p>	1,3

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<p><b>control of body movements)</b></p> <ul style="list-style-type: none"> <li><b>social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</b></li> </ul> <p><b>DOK 1</b></p>	<p>move balls, scarves, sticks, and other things.</p> <p>Be able to move individual parts of your body when asked.</p>			
<p><i>PL-EP-2.2.2</i> <i>Students will explain the importance of practice for improving performance in games and sports.</i></p>		<p>Explain why it's important to practice playing games.</p>		3
<p><b>PL-EP-2.2.3</b> <b>Students will identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</b></p> <p><b>DOK 1</b></p>				
<p><i>PL-EP-2.2.4</i> <i>Students will identify basic rules for participating in simple games and activities needed to make games fair.</i></p>				
<p><i>PL-EP-2.2.5</i> <i>Students will identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</i></p>		<p>Explain how individual's attitudes effect members of a team.</p> <p>Sportsmanship, attitude, cooperation</p>		2
<p><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.</p>				
<p><b>Consumer Decisions</b></p>				
<p><i>PL-EP-3.1.1</i></p>				

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<i>Students will identify the difference between wants and needs as it relates to consumer decisions.</i>				
<b>PL-EP-3.1.2</b> Students will identify major factors (price, quality, features) to consider when making consumer decisions. <b>DOK 1</b>				
<b>PL-EP-3.1.3</b> Students will identify ways consumer’s buying practices are influenced by peer pressure. <b>DOK 1</b>				
<b>PL- EP-3.1.4</b> Students will identify consumer actions (reusing, reducing, recycling) that impact the environment. <b>DOK 1</b>				
<i>PL-EP-3.1.5</i> <i>Students will identify 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>				

**Financial Literacy.**

<b>PL-EP-3.2.1</b> Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds). <b>DOK 1</b>				
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**Vocational Studies**  
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

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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.

## Career Awareness, Exploration and Planning

<i>PL-EP-4.1.1</i> Students will identify reasons why people work (food, clothing, shelter).		Explain why your parents have to work.		2
<i>PL-EP-4.1.2</i> Students will identify jobs (e.g., teacher, police officer) relating to Kentucky's Career Clusters and describe these jobs/careers.		Describe how community helpers impact our lives.  Community helpers, assistance		2
<b>PL-EP-4.1.3</b> Students will identify how academic classes (e.g., reading and writing) relate to various jobs. <b>DOK 1</b>		Describe how habits in the classroom can effort your future.  Careers, employment, college		3,4

## Employability Skills

<b>PL-EP-4.2.1</b> Students will identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work. <b>DOK 1</b>		Explain why it is important to follow directions.  Directions, attendance		1,2,3,4
<b>PL-EP-4.2.2</b> Students will describe team skills (e.g., cooperation, communication) used to complete tasks more efficiently at home, school, and work.		Describe the characteristics of a team player.  Collaboration,		3,4

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DOK 1		cooperation, communication		
<b>Communication/Technology</b>				
<b>PL-EP-4.3.1</b> <b>Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools.</b> <b>DOK 1</b>		Explain ways to use the computer to help us in the classroom.  Technology, computers		4

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