

PRIMARY VOCATIONAL STUDIES

Kentucky Core Academic Standards – Vocational Studies – Primary

The vocational studies program in the primary level develops an awareness of careers. This awareness includes the purpose of having a job, concepts of consumer decision-making, saving money, and connections between work and learning. The challenge is to empower students to make a connection between school and the world of work and to be productive citizens.

The primary level provides appropriate opportunities for students to be involved in activities designed to develop an appreciation of work and an awareness of self and jobs/careers. They should examine the relationship between school studies and work; this will enable them to make vital connections that will give meaning to their learning. Elementary students should begin to develop work habits, study skills, team skills and set short-term goals.

The vocational studies program at the primary level includes active, hands-on work with concrete materials and appropriate technologies. Although the vocational studies program for primary level is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in vocational studies. All content teachers are responsible for providing instruction in the Vocational Studies area.

The vocational studies content standards at the primary level are directly aligned with Kentucky's **Academic Expectations**. The vocational studies standards are organized around five "Big Ideas" that are important to the discipline of vocational studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school career to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for vocational studies are fundamental to career awareness and builds on prior learning.

Academic Expectations 2.36 and 2.37 bring forward the career awareness in Vocational Studies. Vocational Studies provide a connection to Kentucky Learning Goal 3 (become self-sufficient individual) and Learning Goal 4 (become a responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- basic economic concepts are important for consumer decision-making.
- consumer decisions are influenced by economic and social factors.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

Primary Skills and Concepts

Students will

- develop an understanding of how consumer decisions are influenced by economic and social factors by:
 - recognizing that consumers are people whose wants are satisfied by using goods and services
 - recognizing that producers are people who make goods and provide services
 - describing the steps in making consumer decisions
 - identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
 - describing major factors (e.g., price, quality, features) to consider when making consumer decisions
 - defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
 - recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs
 - identifying the ways friends may influence your decisions when making purchases
 - recognizing how media and advertising affect consumer decisions
- investigate media advertisements and newspaper stories that influence consumer decisions
- explore and use technology to access information as a consumer
- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
 - describing some community activities that promote healthy environments

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- financial decisions impact the achievement of short and long-term goals.
- saving money is a component of financial decision-making.

Primary Skills and Concepts

Students will

- identify goals pertaining to money that might affect individuals and families
- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers. The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

5.4 Students use a decision-making process to make informed decision among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- people need to work to meet basic needs.
- the connection between work and learning can influence one’s future job/career.

Primary Skills and Concepts

Students will

- communicate the concepts of work and career
- examine and group careers found in the community
- identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- describe the different job opportunities are available in the community
- explain different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 3.6** Students demonstrate the ability to make decisions based on ethical values.
- 4.1** Students effectively use interpersonal skills.
- 4.2** Students use productive team membership skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.

Primary Skills and Concepts

Students will

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
 - learning the importance of working with others in groups
 - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts
- describe how attitudes and work habits contribute to success at home, school and work by:
 - describing study skills needed in the school
 - describing how attitude can impact an individual's performance at school
 - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision
- describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task)
- examine potential job/careers in the community

Big Idea: Communication/Technology

Special communication/technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

Primary Enduring Knowledge – Understandings

Students will understand that

- technology in school and the workplace can enhance learning and provide access to information and resources.
- communication skills are essential for jobs/careers.

Primary Skills and Concepts

Students will

- explore how technology is used in different jobs/careers
- investigate how technology in school and at work enhances learning and provide access to information and resources by:
 - identifying technology tools (e.g., electronic games, phones, computers) that are used in homes and schools
- identify ways written communication skills are used at school and in the workplace

INTERMEDIATE PRACTICAL LIVING (HEALTH AND PHYSICAL EDUCATION)

Kentucky Core Academic Standards – Practical Living – Fourth Grade

The health program in the 4th grade should provide opportunities for students to build upon the knowledge, skills and practices learned in the primary health education program. Continued acquisition of health knowledge enables students to make a smooth transition to the middle grades and prepares them to assume more responsibility for their own health.

Health literacy in the 4th grade program further develops an understanding of the body functions as well as behaviors and decisions that foster life-long health. Students in 4th grade health education focus on responsibility for personal health throughout the life cycle as related to good nutritional health and safety practices, decision-making skills, disease prevention and benefits of exercise. Other topics included are community resources, prevention of violence and substance abuse.

Physical Education 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.

The 4th grade physical education program continues the development and refinement of motor skills and their application to various games, sports and other physical activities. Defining fitness skills and building positive attitudes toward lifetime physical fitness are some benefits derived from participation in the 4th grade physical education program. Students in intermediate level physical education develop and refine movement patterns, socially acceptable behavior and sportsmanship through participation in activities and games. They also learn the relationship between exercise, rest and nutrition to growth and development

The Health and Physical Education content standards at the 4th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (Think and Solve Problems) and Learning Goal 6 (Connect and Integrate Knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being, or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- responsibility to oneself promotes health enhancing behaviors.
- physical, emotional and social changes are normal and each individual is unique in the growth and development process.
- interpersonal skills and strategies can influence social, mental and emotional well-being and affect an individual's relationships.
- culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits prevent the spreading of diseases and injuries to self and others.
- self-management and coping strategies can enhance mental and emotional health.

Grade 4 Skills and Concepts – Personal and Physical Health

Students will

- describe the relationship between personal health behaviors and individual well-being
- explain the characteristics of mental/emotional, social and physical health
- explain and exhibit responsibility to oneself and others
- describe how individual behaviors and choices of diet, exercise and rest affect the body

Grade 4 Skills and Concepts – Growth and Development

Students will

- explain why growth and development are unique to each individual
- develop an awareness of the interrelatedness of body functions and the impact lifestyle choices has on body systems
- describe physical, social and emotional changes that occur during preadolescence

Big Idea: Personal Wellness (Health Education) – Continued

Grade 4 Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - using etiquette, politeness, sharing and other social interaction skills
 - working and playing collaboratively in large and small groups
 - using appropriate means to express needs, wants and feelings
 - distinguishing between verbal and nonverbal communication
 - describing characteristics needed to be a responsible friend and family member
 - identifying social interaction skills that enhance individual health
- describe how goal setting can lead to personal achievement
- identify and describe common social and emotional problems (aggression, anxiety, depression)
- demonstrate the ability to apply a decision-making process to solve health issues and health problems
- identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health

Grade 4 Skills and Concepts – Family Health

Students will

- describe how culture influences personal health behaviors
- describe ways technology and media influences thoughts, feelings and personal health
- explain how family traditions/values impact personal health practices
- explain how information from school and family influences health

Grade 4 Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

- describe symptoms and treatments of:
 - communicable diseases (cold, strep throat and chicken pox)
 - non-communicable diseases (asthma, heart disease, diabetes, skin cancer)
- demonstrate an understanding of how to maintain a healthy body by:
 - explaining how body systems work together (e.g., digestive, circulatory and respiratory systems)
 - listing body defenses that fight pathogens
 - describing ways pathogens from the environment enter the body
 - identifying and explaining behaviors that promote personal hygiene (e.g., the use of grooming products) or can affect self and others in the prevention and spread of disease (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection)
 - describing reasons for regular visits to health care providers

Grade 4 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs:
 - distinguish between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body
 - describe their effects on physical, mental, emotional and social health (e.g., effects on family life)

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

Grade 4 Skills and Concepts

Students will

- explain the role of the digestive system in nutrition
- describe the relationship between food choices in staying healthy
- explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
- identify nutrients which are important to growth and development of healthy bodies
- identify and explain the nutritional information provided on food labels

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community resources are available to assist in hazardous situations.

Grade 4 Skills and Concepts

Students will

- practice safety rules/procedures for crossing streets/highway, riding in cars and on buses and using playground equipment
- identify and explain ways to prevent injuries at home and at school (e.g., seat belts, helmets, knee pads, falls, poisonings) in a variety of situations
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- identify the effects injuries have on the body (e.g., skeletal system, skin, eyes)
- identify proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers) (e.g., through role plays, discussions, drawing)
- identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services)

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movement's skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 4.1** Students effectively use interpersonal skills.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

Grade 4 Skills and Concepts

Students will

- demonstrate a variety of locomotor and combination skills in a movement pattern
- use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities
- demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports
- develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., basketball, volleyball, soccer, softball)
- demonstrate and explain how movement patterns are influenced by space, force and time
- willingly try new movement and skills

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. 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. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movement's skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- physical activity provides opportunities for social interaction, challenges and fun.
- participation in regular physical activity has physical, mental and social benefits.
- practice is a basic component for improving sport skills.
- rules impact the effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
- principles and techniques are used to improve physical fitness.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 4 Skills and Concepts

Students will

- identify likes and dislikes connected with participating in sports and physical activities; explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- identify and engage in physical activities that promote physical fitness and health
- describe the potential positive and negative (e.g., injury) effects of regular participation in moderate to vigorous physical activities
- participate in daily physical activity during and after school
- relate the concept of practice to the importance of learning new skills; explain why repeated appropriate practice contributes to increased skill development
- when participating in a variety of physical activities and games:
 - explain basic rules needed to make games fair
 - identify the need for rules in social settings and choose appropriate behaviors
 - demonstrate cooperation with partners and small groups
- demonstrate and apply the concept of sportsmanship (e.g., complying with rules, responding appropriately) in games, sports and physical activities
- explain how rules of play and sportsmanship for spectators and participants during games or activities can make them safe and enjoyable
- identify and participate in activities to enhance the health related fitness components (e.g., aerobic capacity/cardio-respiratory endurance, muscular endurance, muscular strength and flexibility)
- identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance); describe the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time)

Kentucky Core Academic Standards – Practical Living – Fifth Grade

The health program in the 5th grade should provide opportunities for students to build upon the knowledge, skills and practices learned in the fourth grade health education program. Continued acquisition of health knowledge enables students to make a smooth transition to the middle grades and prepares them to assume more responsibility for their own health.

Health literacy in the 5th grade program further develops an understanding of the body functions as well as behaviors and decisions that foster life-long health. Students in 5th grade health education focus on responsibility for personal health throughout the life cycle as related to good nutritional health and safety practices, decision-making skills, disease prevention and benefits of exercise. Other topics included are community resources, prevention of violence and substance abuse.

Students in 5th grade apply movement principles and concepts to enhance their movement performance, personal fitness and game strategy and tactics. They develop proficiency in games and dance. Students demonstrate specialized skills alone, with a partner or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

Students in the 5th grade program are actively engaged in physical activity with developmentally appropriate instruction for effective learning to take place. The major goal for physical education at this level is to inspire children to be active for life.

The Health and Physical Education content standards at the 5th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- maintaining a healthy lifestyle is an individual's responsibility.
- physical, emotional and social changes are normal in the growth and development process.
- social interaction skills can influence an individual's physical, mental and emotional health and affect relationships.
- physical, social, mental and emotional health are impacted by the environment, lifestyle, family history, peers and other factors.
- culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits prevent the spreading of diseases and injuries to self and others.
- self-management and coping strategies can enhance mental and emotional health.
- a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Grade 5 Skills and Concepts – Personal and Physical Health

Students will

- explain the importance of assuming responsibility for personal health behaviors
- determine health goals by identifying personal strengths and weakness
- describe how individual behaviors and choices of diet, exercise and rest affect the body

Grade 5 Skills and Concepts – Growth and Development

Students will

- explain the concept of maturity as it relates to physical, social and emotional development
- describe physical, social and emotional changes that occur during preadolescence

Big Idea: Personal Wellness (Health Education) – Continued

Grade 5 Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - using appropriate means to express needs, wants and feelings
 - using effective social interaction skills (e.g., listening, cooperation, making friends, empathy)
 - recommending ways to avoid or reduce stressful situations/harmful behaviors in relationships (e.g. bullying, peer pressure, conflict)
- demonstrate the ability to apply a decision-making process to solve health issues and health problems
- identify common social and emotional problems (aggression, anxiety, depression)
- identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health

Grade 5 Skills and Concepts – Family and Community Health

Students will

- analyze how personal health, health behaviors and use of health services can be influenced by:
 - family traditions/values
 - technology and media messages
 - cultural beliefs
 - physical and social environments
 - information from peers

Grade 5 Skills and Concepts – Communicable, Non-Communicable and Chronic Disease Prevention

Students will

- demonstrate an understanding of diseases by:
 - describing symptoms and treatments of communicable diseases (cold, strep throat, chicken pox)
 - describing symptoms and treatments of non-communicable diseases (asthma, heart disease, diabetes, skin cancer)
- investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
- demonstrate an understanding of how to maintain a healthy body by:
 - explaining how body systems work together (e.g., digestive, circulatory and respiratory systems)
 - describing ways pathogens from the environment enter the body and body defenses that fight pathogens
 - identifying and explaining behaviors that promote personal hygiene (e.g., the use of grooming products) or can affect self and others in the prevention and spread of disease (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection)
 - describing reasons for regular visits to health care providers

Grade 5 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
 - distinguishing between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body
 - describing their effects on physical, mental, emotional and social health (e.g., effects on family life)
 - identifying illegal drugs (inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
 - identifying resources available to individuals seeking treatment or counseling for negative behaviors or addictions

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

Grade 5 Skills and Concepts

Students will

- provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
- identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
- interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
- explain the role of the digestive system in nutrition
- explain how the nutritional information provided on food labels impacts dietary choices

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle
- 4.3** Students individually demonstrate consistent, responsive and caring behavior
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations
- 5.4** Students use a decision-making process to make informed decisions among-options

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community and state resources are available to assist in hazardous situations.
- proper procedures must be used in emergency situations.

Grade 5 Skills and Concepts

Students will

- explain and practice safety rules/procedures for crossing streets/highway, riding in cars and on buses and using playground equipment
- identify and explain ways to prevent injuries at home and at school (e.g., seat belts, helmets, knee pads, falls, poisonings) for a variety of situations
- demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- explain and demonstrate the effects injuries have on the body (e.g., skeletal system, skin, eyes)
- describe proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns and broken bones)
- explain 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
- describe how to avoid dangerous situations involving strangers, fires and internet safety
- identify the available community and state health and safety agencies and the services they provide (e.g., health department, fire department, state police, hospital transport services)
- access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movement's skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 4.1** Students effectively use interpersonal skills.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

Grade 5 Skills and Concepts

Students will

- demonstrate a variety of locomotor and combination skills in a movement pattern
- use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities
- demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports
- develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., football, volleyball, soccer, softball)
- demonstrate and explain how movement patterns are influenced by space, force and time

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. 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. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movement's skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- physical activity provides opportunities for social interaction, challenges, and fun.
- participation in regular physical activity has physical, mental and social benefits.
- practice is a basic component for improving sport skills.
- rules impact the effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
- fitness principles and techniques are used to improve/maintain physical health.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 5 Skills and Concepts

Students will

- explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- explore a variety of physical activities in order to determine like and dislikes of games, sports and other activities
- identify and explain health benefits that result from regular participation in physical activity
- describe how physical activity is related to emotion/mental health
- participate in daily physical activity during and after school
- investigate the role of practice for successful participation in physical activity; explain why repeated appropriate practice contributes to increased skill development
- investigate personal skill proficiency through a variety of tasks and explain why some skills are more developed than others
- when participating in a variety of physical activities and games:
 - explain the need for rules in social settings
 - recognize and use appropriate safety principles, rules, procedures and etiquette
- demonstrate appropriate behaviors of sportsmanship, cooperation, teamwork and conflict resolution in physical activity settings
- explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable
- describe and demonstrate the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio respiratory endurance)
- explain the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time) as it relates to fitness
- identify lifetime physical activities (e.g., biking, swimming) that meet requirements for improving fitness