



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
 Last Updated Summer 2013

Subject Content: Practical Living

Grade: 4th Grade

Indicates the Curriculum Map



Weeks 1 – 3			Weeks 4 – 6		
Unit/Topic Communication / Technology			Unit/Topic Career Awareness, Exploration, Planning		
In this section IDENTIFY <p align="center">CORE CONTENT 4.1</p> 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. CCA PL-EP-4.3.1 Students will identify technology, tools that are used in home and schools.			In this section IDENTIFY <p align="center">CORE CONTENT 4.1</p> 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 decisions among options. CCA PL-EP-4.1.1 – Students will identify reasons why people work (food, clothing, shelter). PL-EP-4.1.2 – Students will identify jobs relating to Kentucky's Career Clusters and describe these jobs/careers. PL-EP-4.2.1 – 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.		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Technology	Communication	Communication	Career Awareness	Exploration	Planning

<p>Formative</p> <p>Performance Based (Students perform specific skills with immediate feedback)</p>	<p>Formative</p> <p>Performance Based (Students perform specific skills with immediate feedback)</p>	<p>Formative</p> <p>Performance Based (Students perform specific skills with immediate feedback)</p>	<p>Formative</p> <p>Performance Based (Students perform specific skills with immediate feedback)</p>	<p>Formative</p> <p>Performance Based (Students perform specific skills with immediate feedback)</p>	<p>Formative</p> <p>Performance Based (Students perform specific skills with immediate feedback)</p>
<p>Summative</p> <p>Performance Based (Students perform skills with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative</p> <p>Performance Based (Students perform skills with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative</p> <p>Performance Based (Students perform skills with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative</p> <p>Performance Based (Students perform skills with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative</p> <p>Performance Based (Students perform skills with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative</p> <p>Performance Based (Students perform skills with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <p>Web Resources IPADS Internet Cellular Phones</p>	<p>Resources Needed</p> <p>Web Resources IPADS Internet Cellular Phones</p>	<p>Resources Needed</p> <p>Web Resources IPADS Internet Cellular Phones</p>	<p>Resources Needed</p> <p>Web Resources Internet</p>	<p>Resources Needed</p> <p>Web Resources Internet</p>	<p>Resources Needed</p> <p>Web Resources Internet</p>

Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
How can we use technology at home and school to learn new skills?	Explain how good communication skills are important at school and work.	Explain how good communication skills are important at school and work.	How does having a job relate to meeting the basic needs of food, clothing and shelter?	In your community, what are some different job opportunities that are available?	Explain why having good work habits at home and school relates to jobs.

Weeks 7-9	Weeks 10-12
Unit/Topic Employability Skills	Unit/Topic Safety
<p>In this section IDENTIFY</p> <p style="text-align: center;">CORE CONTENT 4.1</p> <p>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. CCA: PL-EP-4.1.3 – Students will identify how academic classes relate to various jobs. PL-EP-4.2.2 – Students will describe team skills used to complete tasks more efficiently at home, school and work.</p>	<p>In this section IDENTIFY</p> <p style="text-align: center;">CORE CONTENT 4.1</p> <p>2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>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-</p>

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CURRICULUM	CURRICULUM
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Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Identify Sub-Topics Responsibility	Identify Sub-Topics Honesty	Identify Sub-Topics Good Work Habits/Team Skills	Identify Sub-Topics Safety Practices: (seatbelts, life vests, crossing the street etc)	Identify Sub-Topics Safety Practices:	Identify Sub-Topics Emergency Assistance
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I CAN STATEMENTS: I can identify how and why personal responsibility is important at home, school, and work.	I CAN STATEMENTS: I can identify how and why personal honesty is important at home, school, and work.	I CAN STATEMENTS: I can identify how and why good work habits and team skills are important at home, school, and work.	I CAN STATEMENTS: I can identify safety practices to prevent health hazards at school, home and play.	I CAN STATEMENTS: I can identify safety practices to prevent health hazards at school, home and play.	I CAN STATEMENTS: I can identify situations of when to call 911. I can call 911.
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Critical Vocabulary Responsibility consequences assertive decision making	Critical Vocabulary Truthfulness Sincerity Integrity trustworthiness	Critical Vocabulary Roles Manager Messenger Tracker	Critical Vocabulary Safety Injuries Hazard Prevent Seatbelts Helmets Life Vests Strangers	Critical Vocabulary Safety Injuries Hazard Prevent Seatbelts Helmets Life Vests Strangers	Critical Vocabulary Emergency Assistance
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Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Students perform skills with immediate feedback) Written Assessment Projects	Performance Based (Students perform skills with immediate feedback) Written Assessment Projects	Performance Based (Students perform skills with immediate feedback) Written Assessment Projects	Performance Based (Students perform skills with immediate feedback) Written Assessment Projects	Performance Based (Students perform skills with immediate feedback) Written Assessment Projects	Performance Based (Students perform skills with immediate feedback) Written Assessment Projects
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will design the common

will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)
Resources Needed Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Resources Needed Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Resources Needed Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Resources Needed Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Resources Needed Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Resources Needed Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org
Higher Order Questions Define integrity.	Higher Order Questions Why is personal honesty important at home, school, and work?	Higher Order Questions How can being a good “team player” be important in a job? Why?	Higher Order Questions Why is wearing a seat belt, life vest, or helmet important safety practices?	Higher Order Questions Why is wearing a seat belt, life vest, or helmet important safety practices?	Higher Order Questions Why is it important to have 911 availability? When is it necessary to call 911?

Weeks 13-15	Weeks 16-18
Unit/Topic Safety	Unit/Topic Nutrition
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1</p> <p>PL-P-S-U-2 Students will understand that community resources are available to assist in hazardous situations.</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1</p> <p>PL-04-1.2.2 Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.</p>

PL-P-S-S-5 Students will identify procedures and practices for obtaining emergency assistance and information (e.g. fire department, police department, poison control, and ambulance service, when to call 911).

PL-P-S-S-6 Students will identify the available health and safety agencies in the community and the services they provide (e.g. health department, fire department, police department, and ambulance services).

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Emergency Assistance	Identify Sub-Topics Emergency Assistance	Identify Sub-Topics Emergency Assistance	Identify Sub-Topics Nutrition/Dietary Guidelines	Identify Sub-Topics Nutrition/Dietary Guidelines	Identify Sub-Topics Nutrition/Dietary Guidelines
I CAN STATEMENTS: I can identify proper procedures to access emergency assistance (Calling 911).	I CAN STATEMENTS: I can identify situations when to call 911.	I CAN STATEMENTS: I can call 911 for help during emergency situations.	I CAN STATEMENTS: I can identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.	I CAN STATEMENTS: I can identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.	I CAN STATEMENTS: I can identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
Critical Vocabulary Emergency assistance	Critical Vocabulary Emergency assistance	Critical Vocabulary Emergency assistance	Critical Vocabulary Nutrients	Critical Vocabulary Nutrients	Critical Vocabulary Nutrients

Police Ambulance EMT Policeman Fireman	Police Ambulance EMT Policeman Fireman	Police Ambulance EMT Policeman Fireman	Protein Carbohydrates Fats Minerals Vitamins	Protein Carbohydrates Fats Minerals Vitamins	Protein Carbohydrates Fats Minerals Vitamins
Strategies/Activities Application of Processes Student Research Projects	Strategies/Activities Application of Processes Student Research Projects	Strategies/Activities Application of Processes Student Research Projects	Strategies/Activities Application of Processes Student Research Projects	Strategies/Activities Application of Processes Student Research Projects	Strategies/Activities Application of Processes Student Research Projects
Balanced Assessment: Formative Performance Based (Students perform specific skills with immediate feedback) Summative Performance Based (Students perform skills with immediate feedback)	Balanced Assessment: Formative Performance Based (Students perform specific skills with immediate feedback) Summative Performance Based (Students perform skills with immediate feedback)	Balanced Assessment: Formative Performance Based (Students perform specific skills with immediate feedback) Summative Performance Based (Students perform skills with immediate feedback)	Balanced Assessment: Formative Performance Based (Students perform specific skills with immediate feedback) Summative Performance Based (Students perform skills with immediate feedback)	Balanced Assessment: Formative Performance Based (Students perform specific skills with immediate feedback) Summative Performance Based (Students perform skills with immediate feedback)	Balanced Assessment: Formative Performance Based (Students perform specific skills with immediate feedback) Summative Performance Based (Students perform skills with immediate feedback)

<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>
<p>Higher Order Questions</p> <p>What is the correct procedure for accessing emergency assistance?</p>	<p>Higher Order Questions</p> <p>Identify a situation in which you would need to call 911. Why?</p>	<p>Higher Order Questions</p> <p>Identify a situation in which you would need to call 911. Why?</p>	<p>Higher Order Questions</p> <p>What nutrients are important in the growth and development of healthy bodies?</p>	<p>Higher Order Questions</p> <p>How do nutrients keep your body healthy?</p>	<p>Higher Order Questions</p> <p>Where can you find the Dietary Guidelines for Americans? Why is it important to follow these guidelines?</p>

Weeks 19-21	Weeks 22-24
<p style="text-align: center;">Unit/Topic</p> <p style="text-align: center;">Personal Wellness</p>	<p style="text-align: center;">Unit/Topic</p> <p style="text-align: center;">Personal Wellness</p>
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1</p> <p>PL-04-1.1.1 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.</p> <p>PL-04-1.1.2 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).</p> <p>PL-04-1.1.7 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, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.</p> <p>PL-04-1.1.8 Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.</p> <p>PL-04-1.1.9 Students will describe symptoms of common social and emotional problems (aggression, anxiety, and depression).</p> <p>PL-04-1.1.11 Students will identify self-management and coping strategies (goal setting, decision making, and time management).</p>	<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1</p> <p>PL-04-1.1.1 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.</p> <p>PL-04-1.1.2 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).</p> <p>PL-04-1.1.7 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, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.</p> <p>PL-04-1.1.8 Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.</p> <p>PL-04-1.1.9 Students will describe symptoms of common social and emotional problems (aggression, anxiety, and depression).</p> <p>PL-04-1.1.11 Students will identify self-management and coping strategies (goal setting, decision making, and time management).</p>

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics</p> <p>Social Interaction Skills</p>	<p>Identify Sub-Topics</p> <p>Stress Management</p>	<p>Identify Sub-Topics</p> <p>Self-Management/Coping Strategies</p>	<p>Identify Sub-Topics</p> <p>Drug Prevention/Alcohol Awareness/Tobacco Prevention</p>	<p>Identify Sub-Topics</p> <p>Drug Prevention/Alcohol Awareness/Tobacco Prevention</p>	<p>Identify Sub-Topics</p> <p>Hygiene/Diseases</p>
<p>I CAN STATEMENTS:</p> <p>I can identify basic rules for participating in simple games and activities needed to make games fair.</p> <p>Students will identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health.</p>	<p>I CAN STATEMENTS:</p> <p>Students will describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify behavior choices (tobacco, alcohol) that result in negative consequences.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify behavior choices (tobacco, alcohol) that result in negative consequences.</p>	<p>I CAN STATEMENTS:</p> <p>I can 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.</p>
<p>Critical Vocabulary</p> <p>Rules</p>	<p>Critical Vocabulary</p> <p>Feelings</p>	<p>Critical Vocabulary</p> <p>Feelings</p>	<p>Critical Vocabulary</p> <p>Drugs</p>	<p>Critical Vocabulary</p> <p>Drugs</p>	<p>Critical Vocabulary</p> <p>Hygiene</p>

Sportsmanship Spectators Participants	Emotions Team members Friends	Emotions Team members Friends	Addiction Drug Use Depressant Enabling Gateway Intoxication	Addiction Drug Use Depressant Enabling Gateway Intoxication	Hand washing Brushing teeth Prevention Disease Good Health
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects	Application of Processes Student Research Projects
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)	Performance Based (Students perform specific skills with immediate feedback)
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Students perform skills	Performance Based (Students perform skills	Performance Based (Students perform skills with immediate feedback)	Performance Based (Students perform skills with immediate feedback)	Performance Based (Students perform skills with immediate feedback)	Performance Based (Students perform skills with immediate feedback)

<p>with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)</p>	<p>with immediate feedback) Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)</p>	<p>Written Assessment Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)</p>
<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>	<p>Resources Needed</p> <p>Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org</p>
<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. When playing games, why is it important to have rules? 2. What is good sportsmanship? Why is it important? 3. Who are the participants of a game? Who are the spectators? 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Describe social health. 2. Describe emotional health. 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Why is it important to get along with others at home and at school or work? 2. What are ways to express your feelings when you are concerned about something? 	<p>Higher Order Questions</p> <p>What type of behavior will result in negative consequences?</p>	<p>Higher Order Questions</p> <p>What type of behavior will result in negative consequences?</p>	<p>Higher Order Questions</p> <p>How can you use strategies that promote good health and hygiene? Why are they important to a person's health?</p>

<p>Basic Components (budget, income, expenses, and savings)</p>	<p>Basic Components (budget, income, expenses, and savings)</p>	<p>Basic Components (budget, income, expenses, and savings)</p>	<p>Consumer Decisions/Economics</p>	<p>Consumer Decisions/Economics</p>	<p>Needs and Wants</p>
<p>I CAN STATEMENTS:</p> <p>I can describe different ways to save money (e.g., piggy bank, local bank, savings bonds).</p>	<p>I CAN STATEMENTS:</p> <p>I can describe different ways to save money (e.g., piggy bank, local bank, savings bonds).</p>	<p>I CAN STATEMENTS:</p> <p>I can describe different ways to save money (e.g., piggy bank, local bank, savings bonds).</p>	<p>I CAN STATEMENTS:</p> <p>I can identify the difference between wants and needs as it relates to consumer decisions.</p> <p>I can identify major factors (price, quality, features) to consider when making consumer decisions.</p> <p>I can identify ways consumer’s buying practices are influenced by peer pressure.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify the difference between wants and needs as it relates to consumer decisions.</p> <p>I can identify major factors (price, quality, features) to consider when making consumer decisions.</p> <p>I can identify ways consumer’s buying practices are influenced by peer pressure</p>	<p>I CAN STATEMENTS:</p> <p>I can identify the difference between wants and needs as it relates to consumer decisions.</p> <p>I can identify major factors (price, quality, features) to consider when making consumer decisions.</p> <p>I can identify ways consumer’s buying practices are influenced by peer pressure</p>
<p>Critical Vocabulary</p> <p>Expenses food clothing entertainment savings bank bank account</p>	<p>Critical Vocabulary</p> <p>Expenses food clothing entertainment savings bank bank account</p>	<p>Critical Vocabulary</p> <p>Expenses food clothing entertainment savings bank bank account</p>	<p>Critical Vocabulary</p> <p>Expenses Price Quality Consumer Advertising Bandwagon Facts and figures</p>	<p>Critical Vocabulary</p> <p>Expenses Price Quality Consumer Advertising Bandwagon Facts and figures</p>	<p>Critical Vocabulary</p> <p>Expenses Price Quality Consumer Advertising Bandwagon Facts and figures</p>

Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Web Resources Internet Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Describe different ways to save money.	Describe different ways to save money.	Why is money important? Why is it needed?	When deciding to purchase a product, what are some major factors to consider?	What is peer pressure in relation to consumers? How are consumers influenced by peer pressure?	What is the difference between a want and a need as related to consumer decisions?

Weeks 31-33	Weeks 34-36
Unit/Topic	Unit/Topic
Psychomotor Skills	Lifetime Physical Wellness
In this section IDENTIFY CORE CONTENT 4.1 PL-04.2.1.1 Students will apply fundamental motor skills: locomotor, nonlocomotor, and fundamental manipulative skills.	In this section IDENTIFY CORE CONTENT 4.1 PL-04.2.2.1 Students will describe physical and social benefits that result from

	<p>regular and appropriate participation in physical activities: physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movement, stress reduction) and social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression).</p> <p>PL-04.2.2.3 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, and Time).</p>
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CURRICULUM	CURRICULUM
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Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
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Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Fundamental Motor Skills	Fundamental Motor Skills	Fundamental Motor Skills	Physical Education	Physical Education	Physical Education

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<i>I can identify the fundamental movement concepts:</i>	<i>I can identify the fundamental movement concepts:</i>	<i>I can identify the fundamental movement concepts:</i>	I can identify the components of fitness (muscular strength, muscular endurance, flexibility, body	I can identify the components of fitness (muscular strength, muscular endurance, flexibility, body	I can identify the components of fitness (muscular strength, muscular endurance, flexibility, body
<ul style="list-style-type: none"> • <i>Body awareness - what the body</i> 	<ul style="list-style-type: none"> • <i>Body awareness - what the body</i> 	<ul style="list-style-type: none"> • <i>Body awareness - what the body</i> 			

<p><i>is doing</i></p> <ul style="list-style-type: none"> • Space awareness - where the body moves • Time - how quickly the body moves • Effort - how the body moves <p>Relationship - relationships that occur while the body moves</p>	<p><i>is doing</i></p> <ul style="list-style-type: none"> • Space awareness - where the body moves • Time - how quickly the body moves • Effort - how the body moves <p>Relationship - relationships that occur while the body moves</p>	<p><i>is doing</i></p> <ul style="list-style-type: none"> • Space awareness - where the body moves • Time - how quickly the body moves • Effort - how the body moves <p>Relationship - relationships that occur while the body moves</p>	<p>composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</p> <p>I can identify basic rules for participating in simple games and activities needed to make games fair.</p> <p>I can identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</p>	<p>composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</p> <p>I can identify basic rules for participating in simple games and activities needed to make games fair.</p> <p>I can identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</p>	<p>composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</p> <p>I can identify basic rules for participating in simple games and activities needed to make games fair.</p> <p>I can identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</p>
<p>Critical Vocabulary</p> <p>Agility Balance Motor skills Coordination Motor skills Reaction time Performance</p>	<p>Critical Vocabulary</p> <p>Agility Balance Motor skills Coordination Motor skills Reaction time Performance</p>	<p>Critical Vocabulary</p> <p>Agility Balance Motor skills Coordination Motor skills Reaction time Performance</p>	<p>Critical Vocabulary</p> <p>Muscles Strength Endurance Flexibility Cardio-respiratory Cardiovascular FITT Principle</p>	<p>Critical Vocabulary</p> <p>Muscles Strength Endurance Flexibility Cardio-respiratory Cardiovascular FITT Principle</p>	<p>Critical Vocabulary</p> <p>Muscles Strength Endurance Flexibility Cardio-respiratory Cardiovascular FITT Principle</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org	Brain Pop Discovery Education Internet4classrooms.com Kidshealth.org
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Describe the fundamental movement concepts. Why are these movements important?	Describe the fundamental movement concepts. Why are these movements important?	Describe the fundamental movement concepts. Why are these movements important?	Describe muscular strength and endurance.	How are muscular strength and endurance used to improve your health?	Define the FIIT Principle. Why is it important to your health.