FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Last Updated Summer 2013

Subject Content: Practical Living **Grade: 5th 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 **CORE CONTENT 4.1** **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** **CORE CONTENT 4.1** **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 **Technology**	**Identify Sub-Topics** **Communication**	**Identify Sub-Topics** **Communication**	**Identify Sub-Topics** **Career Awareness**	**Identify Sub-Topics** **Exploration**	**Identify Sub-Topics** **Planning**

I CAN STATEMENTS: **I can explain why technology is important at school and home.**	**I CAN STATEMENTS:** **I can explain that good communication skills are needed at school and work.**	**I CAN STATEMENTS:** **I can explain that good communication skills are needed at school and work.**	**I CAN STATEMENTS:** **I can explain that people need to work to meet basic needs.**	**I CAN STATEMENTS:** **I can identify the different job opportunities in the community.**	**I CAN STATEMENTS:** **I can explain why it is important to have good work habits at home and at school.**
Critical Vocabulary **Technology** **Communication** **Internet** **Electronic Mail (E-Mail)** **Productivity** **Cellular Phones** **IPADS**	**Critical Vocabulary** **Technology** **Communication** **Internet** **Electronic Mail (E-Mail)** **Productivity** **Cellular Phones** **IPADS**	**Critical Vocabulary** **Technology** **Communication** **Internet** **Electronic Mail (E-Mail)** **Productivity** **Cellular Phones** **IPADS**	**Critical Vocabulary** **Chores** **Jobs** **Employment**	**Critical Vocabulary** **Chores** **Jobs** **Employment**	**Critical Vocabulary** **Chores** **Jobs** **Employment**
Suggested Strategies/Activities **Application of Processes**	**Suggested Strategies/Activities** **Application of Processes**	**Suggested Strategies/Activities** **Application of Processes**	**Suggested Strategies/Activities** **Job Fair** **Career Bingo** **Career Research** **Career Interest Inventories**	**Suggested Strategies/Activities** **Job Fair** **Career Bingo** **Career Research** **Career Interest Inventories**	**Suggested Strategies/Activities** **Job Fair** **Career Bingo** **Career Research** **Career Interest Inventories**
Balanced Assessment:	**Balanced Assessment:**	**Balanced Assessment:**	**Balanced Assessment:**	**Balanced Assessment:**	**Balanced Assessment:**

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

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**
In this section IDENTIFY **CORE CONTENT 4.1** **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.**	**In this section IDENTIFY** **CORE CONTENT 4.1** **2.3** 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.		
CURRICULUM			**CURRICULUM**		
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
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**
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.**
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**

Suggested Strategies/Activities **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested 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)** **Written Assessment Projects** **Common (PLC Teams**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common**

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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	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Define integrity.	Why is personal honesty important at home, school, and work?	How can being a good “team player” be important in a job? Why?	Why is wearing a seat belt, life vest, or helmet important safety practices?	Why is wearing a seat belt, life vest, or helmet important safety practices?	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
In this section IDENTIFY CORE CONTENT 4.1 PL-P-S-U-2 Students will understand that community resources are available to assist in hazardous situations.	In this section IDENTIFY CORE CONTENT 4.1 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.

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)**

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

Weeks 19-21	Weeks 22-24
Unit/Topic **Personal Wellness**	**Unit/Topic** **Personal Wellness**
In this section IDENTIFY **CORE CONTENT 4.1** **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.** **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).** **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.** **PL-04.1.1.8 Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.** **PL-04.1.1.9 Students will describe symptoms of common social and emotional problems (aggression, anxiety, and depression).** **PL-04-1.1.11 Students will identify self-management and coping strategies (goal setting, decision making, and time management).**	**In this section IDENTIFY** **CORE CONTENT 4.1** **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.** **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).** **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.** **PL-04.1.1.8 Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.** **PL-04.1.1.9 Students will describe symptoms of common social and emotional problems (aggression, anxiety, and depression).** **PL-04-1.1.11 Students will identify self-management and coping strategies (goal setting, decision making, and time management).**

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

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 **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested 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**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills**	**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)**

with immediate feedback) Written Assessment Projects Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	with immediate feedback) Written Assessment Projects Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Written Assessment Projects Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Written Assessment Projects Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Written Assessment Projects Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)	Written Assessment Projects Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts..)
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Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
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?	1. Describe social health. 2. Describe emotional health.	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?	What type of behavior will result in negative consequences?	What type of behavior will result in negative consequences?	How can you use strategies that promote good health and hygiene? Why are they important to a person's health?

Weeks 25-27			Weeks 28-30		
Unit/Topic **Financial Literacy**			**Unit/Topic** **Consumer Decisions**		
In this section IDENTIFY **CORE CONTENT 4.1** **PL-04.3.2.1 Students will explain the purpose of a budget and define the basic components (income, expenses, and savings).**			**In this section IDENTIFY** **CORE CONTENT 4.1** **PL-04.3.1.2 Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.** **PL-04-3.1.3 Students will explain ways consumers buying practices are influenced by peer pressure and desire for status.** **PL-04-3.1.4 Students will identify and describe consumer actions (reusing, reducing, recycling0 that impact the environment.**		
CURRICULUM			**CURRICULUM**		
Week 25	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**
Identify Sub-Topics	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**

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

savings **finance**	**savings** **finance**	**savings** **finance**	**Emotional appeal** **Endorsement** **Testimonial**	**Emotional appeal** **Endorsement** **Testimonial**	**Emotional appeal** **Endorsement** **Testimonial**
Suggested Strategies/Activities **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested Strategies/Activities** **Application of Processes** **Student Research Projects**	**Suggested 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)** **Written Assessment** **Projects**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment** **Projects**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment** **Projects**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment** **Projects**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment** **Projects**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment** **Projects**

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 **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	**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 **Psychomotor Skills**	**Unit/Topic** **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**

			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). **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).**		
CURRICULUM			**CURRICULUM**		
Week 31	**Week 32**	**Week 33**	**Week 34**	**Week 35**	**Week 36**
Identify Sub-Topics **Fundamental Motor Skills**	**Identify Sub-Topics** **Fundamental Motor Skills**	**Identify Sub-Topics** **Fundamental Motor Skills**	**Identify Sub-Topics** **Physical Education**	**Identify Sub-Topics** **Physical Education**	**Identify Sub-Topics** **Physical Education**
I CAN STATEMENTS: *I can identify the fundamental movement concepts:* • *Body awareness - what the body*	**I CAN STATEMENTS:** *I can identify the fundamental movement concepts:* • *Body awareness - what the body*	**I CAN STATEMENTS:** *I can identify the fundamental movement concepts:* • *Body awareness - what the body*	**I CAN STATEMENTS:** I can identify the components of fitness (muscular strength, muscular endurance, flexibility, body	**I CAN STATEMENTS:** I can identify the components of fitness (muscular strength, muscular endurance, flexibility, body	**I CAN STATEMENTS:** I can identify the components of fitness (muscular strength, muscular endurance, flexibility, body

is doing • *Space awareness - where the body moves* • *Time - how quickly the body moves* • *Effort - how the body moves* Relationship - relationships that occur while the body moves	*is doing* • *Space awareness - where the body moves* • *Time - how quickly the body moves* • *Effort - how the body moves* Relationship - relationships that occur while the body moves	*is doing* • *Space awareness - where the body moves* • *Time - how quickly the body moves* • *Effort - how the body moves* Relationship - relationships that occur while the body moves	composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). I can identify basic rules for participating in simple games and activities needed to make games fair. I can identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.	composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). I can identify basic rules for participating in simple games and activities needed to make games fair. I can identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.	composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). I can identify basic rules for participating in simple games and activities needed to make games fair. I can identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.
Critical Vocabulary **Agility** **Balance** **Motor skills** **Coordination** **Motor skills** **Reaction time** **Performance**	**Critical Vocabulary** **Agility** **Balance** **Motor skills** **Coordination** **Motor skills** **Reaction time** **Performance**	**Critical Vocabulary** **Agility** **Balance** **Motor skills** **Coordination** **Motor skills** **Reaction time** **Performance**	**Critical Vocabulary** **Muscles** **Strength** **Endurance** **Flexibility** **Cardio-respiratory** **Cardiovascular** **FITT Principle**	**Critical Vocabulary** **Muscles** **Strength** **Endurance** **Flexibility** **Cardio-respiratory** **Cardiovascular** **FITT Principle**	**Critical Vocabulary** **Muscles** **Strength** **Endurance** **Flexibility** **Cardio-respiratory** **Cardiovascular** **FITT Principle**
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 **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance Based (Students perform specific skills with immediate feedback)** **Summative** **Performance Based (Students perform skills with immediate feedback)** **Written Assessment Projects** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**
Resources Needed **Web Resources** **Internet**	**Resources Needed** **Web Resources** **Internet**	**Resources Needed** **Web Resources** **Internet**	**Resources Needed** **Web Resources** **Internet**	**Resources Needed** **Web Resources** **Internet**	**Resources Needed** **Web Resources** **Internet**

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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.**