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| **Month(s)** | **C.C. 4.1** |  | | **Grade Level/Course: Practical Living** |
| **August**  *(page 1 of 2)* | **SUBDOMAIN** | **Health Education/Vocational Studies** | | |
| **BIG IDEA** | Personal Wellness/Communication Skills | | |
| **Core Content** | **PL-1.1.1**  **Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 2**  **PL-1.1.2**  **Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one’s rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication). DOK 2**  **PL-1.1.9**  **Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2**  **PL-1.1.11**  **Students will recommend self-management and coping strategies (goal setting, decision making and time management) for maintaining mental and emotional health. DOK 2**  **PL-4.2.1**  **Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school and work. DOK 2**    **PL-4.2.2**  **Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work. DOK 2** | | |
| **August**  *(page 2 of 2)*  **Lesson Topic:**  **Responsibility/**  **Behavior Expectations** | **I Can… Statements K-2:**   * **I can demonstrate how be a team player in all settings. *(home, school, community)*** * **I can show respect for myself and others: (*actions, communications*)** * **I can get along with others. (*listening, cooperation, making friends, empathy & work habits/ study skills)* in all settings.**   **I Can… Statements 3-5:**   * **I can be a good citizen and team player in all settings. *(home, school and community)*** * **I can show respect for myself and others in my actions and communications.** * **I can demonstrate social skills. *(listening, cooperation, making friends, empathy &work habits/ study skills)* in all settings.** | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | **Activity**: Review School and District Behavior Expectations **Resources**: District Handbook and School Expectations  *Refer to Lesson Plans* | |
| **Vocabulary** | **Social Skill, Emotion, Listening, Sharing, Empathy, Following Directions, Responsible, Respectful, Expectations, Cooperation, Team Player, Good Work Habit, Attitude, Success, Attendance** | |
| **Months(s)** | **C.C. 4.1** |  | | **Grade Level/Course: Practical Living** |
| **September** | **SUBDOMAIN** | **Health Education/Vocational Studies** | | |
| **BIG IDEA** | Social Skills | | |
| **Core Content** | **PL-1.1.2**  **Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one’s rights, anger management, problem-solving, refusal skills, verbal /nonverbal communication). DOK 2**  **PL-1.1.9**  **Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2**  **PL-1.1.11**  **Students will recommend self-management and coping strategies (goal setting, decision making and time management) for maintaining mental and emotional health. DOK 2** | | |
| **Lesson Topic:**  **Bullying Awareness/**  **Relational Aggression** | **I Can… Statements K-2:**   * **I can describe bullying behavior.** * **I can list people who can help me with bullying issues.**   **I Can… Statements 3-5:**   * **I can identify and describe bullying behavior.** * **I can name people who can help me with bullying issues.** * **I can be an empowered person.** * **I can discuss appropriate ways to deal with bullies.** | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | *Refer to Lesson Plans* | |
| **Vocabulary** | **Bully, Aggression, Victim, Bystander, Empowered, Peer Pressure, Relational Aggression, Verbal, Non-Verbal, Physical, Mental. Cyber-Bulling, Technology,**  **Social Media** | |

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| **Month(s)** | **C.C. 4.1** |  | | **Grade Level/Course: Practical Living** |
| **October** | **SUBDOMAIN** | **Health Education** | | |
| **BIG IDEA** | **Personal Wellness** | | |
| **Core Content** | **PL-1.1.6**  **Students will describe how a individual’s behavior choices and habits related to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive) DOK 2**  **PL-1.1.8**  **Students will identify /explain behavior choices (tobacco, alcohol, illegal drug use) that**  **result in negative consequences. DOK 2** | | |
| **Lesson Topic:**  **Drug Abuse Prevention** | **I Can… Statements K-2:**   * **I can make healthy choices.** * **I can identify drugs, tobacco and alcohol.** * **I can list ways to “Say No” to drugs and alcohol.**   **I Can… Statements 3-5:**   * **I can make healthy choices.** * **Compare and contrast behavior choices and their consequences.** * **I can identify drugs, tobacco and alcohol and their effects on the body.** * **I can understand that maintaining a healthy lifestyle is an individual’s responsibility.** * **I can demonstrate ways to “Say No” to drugs and alcohol.** | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | *Refer to Lesson Plans / Too Good For Drugs Unit* | |
| **Vocabulary** | **Illegal Drugs, Over the Counter, Prescription, Alcohol, Tobacco, Choice,**  **Consequence, Risk, Peer Pressure, Abuse, Addiction, Dependency, Refuse** | |
| **Month(s)** | **C.C. 4.1** |  | | **Grade Level/Course: Practical Living** |
| **November**  *(page 1 of 2)* | **SUBDOMAIN** | **Vocational Studies** | | |
| **BIG IDEA** | Career Awareness | | |
| **Core Content** | **PL-04-4.1.2**  **Students will identify jobs (e.g., farmer, nurse, truck driver) relating to Kentucky’s Career Clusters and describe these jobs/careers. DOK 2**  **PL-04-4.1.3**  **Students will describe how academic classes (e.g., reading and writing) relate to various jobs/careers. DOK 2**  **PL-04.1.4**  **Students will explain why people need to work. e.g., chores, jobs, employment) to meet basic needs(food, clothing, shelter). DOK 2**  **PL-04.2.1**  **Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school and work. DOK 2**  **PL-04-4.2.2**  **Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work. DOK 2**  **PL-P-4.3.1**  **Students will identify technology tools (e.g.,electronic games, phones, computers) that are used in homes and schools. DOK 2** | | |
| **November**  *(page 2 of 2)*  **Lesson Topic:**  **Career Exploration** | **I Can… Statements K-2:**   * **I can explain why people need to work. *(basic needs, food, clothing, shelter)*** * **I can name a variety of career choices.**   **I Can… Statements 3-5:**   * **I can explain why people need to work. to meet basic needs, *(food, clothing, shelter),* provide self-satisfaction and enjoyment.** * **I can understand the connection between work and academics can impact future career opportunities.** * **I can identify various job opportunities in the home, school and community.** * **I can research career choices through the use of technology.** | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | *Career Day*  *Refer to Lesson Plans* | |
| **Vocabulary** | **Career, Job, Chores, Work, Choices, Academics, Future, Technology, Skills, Basic Needs, Opportunities, Education** | |

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| **Month(s)** | **C.C. 4.1** | |  | | | | **Grade Level/Course: Practical Living** |
| **December** | **SUBDOMAIN** | | **Health Education** | | | | |
| **BIG IDEA** | | **Personal Wellness** | | | | |
| **Core Content** | | **PL-1.1.1**  **Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 2**  **PL-1.1.2**  **Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one’s rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication). DOK 2**  **PL-1.1.9**  **Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2**  **PL-1.1.11**  **Students will recommend self-management and coping strategies (goal setting, decision making and time management) for maintaining mental and emotional health. DOK 2** | | | | |
| **Lesson Topic:**  **Emotions** | | **I Can… Statements K-2:**   * **I can identify feelings (happy, sad, mad, excited, afraid, etc.)** * **I can appropriately express needs, wants and feelings.**   **I Can… Statements 3-5:**   * **I can identify and show emotions .** * **I can use appropriate means to express needs, wants and feelings.** * **I can use effective social interaction skills.** | | | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks** | |
| **Activities/ Resources** | | *Refer to Lesson Plans* | | |
| **Vocabulary** | | **Emotions, Feelings, Emotional Health, Expression** | | |
| **Week(s)** | **C.C. 4.1** | |  | | | | **Grade Level/Course: Practical Living** |
| **January** | **SUBDOMAIN** | | **Health Education** | | | | |
| **BIG IDEA** | | Personal Wellness | | | | |
| **Core Content** | | **PL-1.1.1**  **Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 2**  **PL-1.1.2**  **Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one’s rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication). DOK 2**  **PL-1.1.9**  **Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2**  **PL-1.1.11**  **Students will recommend self-management and coping strategies (goal setting, decision making and time management) for maintaining mental and emotional health. DOK 2** | | | | |
| **Lesson Topic:**  **Anger Management** | | **I Can… Statements K-2:**   * **I can identify angry feelings.** * **I can appropriately express anger.**   **I Can… Statements 3-5:**   * **I can identify and show appropriate ways to express anger.** | | | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** | |
| **Activities/ Resources** | | *Refer to Lesson Plans* | | |
| **Vocabulary** | | **Anger, Stress, Emotions, Feelings, Emotional Health, Expression** | | |
| **Week(s)** | **C.C. 4.1** |  | | | | **Grade Level/Course: Practical Living** | |
| **February** | **SUBDOMAIN** | **Health Education** | | | | | |
| **BIG IDEA** | **Personal Wellness** | | | | | |
| **Core Content** | **PL-1.1.1**  **Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 2**  **PL-1.1.2**  **Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one’s rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication). DOK 2**  **PL-1.1.9**  **Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2**  **PL-4.2.2**  **Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work. DOK 2** | | | | | |
| **Lesson Topic:**  **Bullying Awareness/**  **Relational**  **Aggression** | **I Can… Statements K-2:**   * **I can get along with others/ be a good friend: *(listening, cooperation, making friends, empathy and work habits)* at home, school and work.**   **I Can… Statements 3-5:**   * **I can get along with others/ be a good friend: (*listening, cooperation, making friends, empathy and work habits*) at home, school and work.** * **I can understand how social interaction affect relationships. *(physical health, mental health, emotional health)*** | | | | | |
| **Appropriate**  **Assessment**  **Method/ Formative – Summative Assessment Tasks** |
| **Activities/ Resources** | | *Refer to Lesson Plans* | | | |
| **Vocabulary** | | **Social Skill, Emotion, Listening, Sharing, Empathy, Following Directions, Responsible, Respectful, Cooperation, Team Player, Attitude** | | | |
| **Month(s)** | **C.C. 4.1** |  | | | | **Grade Level/Course: Practical Living** | |
| **March** | **SUBDOMAIN** | **Health Education** | | | | | |
| **BIG IDEA** | Personal Wellness | | | | | |
| **Core Content** | **PL-1.1.1**  **Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior. DOK 2**  **PL-1.1.2**  **Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one’s rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication). DOK 2**  **PL-1.1.9**  **Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). DOK 2**  **PL-4.2.2**  **Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work. DOK 2** | | | | | |
| **Lesson Topic:**  **Conflict**  **Resolution** | **I Can… Statements K-2:**   * **I can discuss ways to resolve conflicts peacefully.**   **I Can… Statements 3-5:**   * **I can use effective social interaction skills. (*listening, cooperation, compromise)*** * **I can define what conflict is and give examples.** * **I can talk about why conflict is a normal part of life.** | | | | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | | *Refer to Lesson Plans* | | | |
| **Vocabulary** | | **Conflict, Mediation, Cooperation, Resolution, Compromise** | | | |

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| **Month(s)** | **C.C. 4.1** |  | | **Grade Level/Course: Practical Living** |
| **April** | **SUBDOMAIN** | **Health Education** | | |
| **BIG IDEA** | Personal Wellness/Communication Skills | | |
| **Core Content** | **PL-1.3.1**  **Students will describe safety practices for dealing with a variety of health hazards (talking to strangers, dealing with threatening situations) while at home, school and play. DOK 2** | | |
| **Lesson Topic:**  **Safety Procedures/**  **Child Abuse** | **I Can… Statements K-2:**   * **I can describe safety practices. I can provide a safe environment.** * **I can recognize child abuse and seek adult help.**   **I Can… Statements 3-5:**   * **I can describe safety practices. I can provide a safe environment.** * **I can recognize child abuse and seek adult help.** | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | **Activity**  **Resources** *Refer to Lesson Plans* | |
| **Vocabulary** | **Physical/Verbal Abuse, Stranger, Child Abuse, Good Touches, Bad Touches** | |
| **Months(s)** | **C.C. 4.1** |  | | **Grade Level/Course: Practical Living** |
| **May** | **SUBDOMAIN** | **Health Education/Vocational Studies** | | |
| **BIG IDEA** | Social Skills | | |
| **Core Content** | **Kentucky State Testing** | | |
| **Lesson Topic:**  **Getting Along With Others** | **Kentucky State Testing**  Review Practical Living and Vocational Studies Guidance Curriculum Content | | |
| **Appropriate Assessment**  **Method/ Formative – Summative Assessment Tasks:** |
| **Activities/ Resources** | *Guidance Lesson Plans* | |
| **Vocabulary** | **Practical Living/Vocational Studies: Guidance Curriculum** | |