

Practical Living Curriculum Guide

Diocese of Owensboro

Revised 2009



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DIOCESE OF OWENSBORO

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*Special Appreciation to Karen Jarboe for her talent and effort
in designing and editing this document.*

The curriculum in the Catholic School should reflect the six interrelated purposes of catechesis: “to proclaim the mysteries of the faith, to promote community, to encourage worship and prayer, to foster moral formation and to motivate service to others. (GDC #85 & #86) *Indeed this IS the mission of the Catholic Schools in the Diocese of Owensboro.*

**The mission of the Catholic Schools of the
Diocese of Owensboro is to share in the Church's
mission, to proclaim the message of Jesus Christ as
lived out in the Catholic Church which creates a
worshiping community of believers whose service is
a witness of their Christian love.**

CURRICULUM PLAN FOR THE DIOCESE OF OWENSBORO

The Curriculum Committee for Schools of the Diocese of Owensboro, Kentucky was established in April 1994 to provide direction in developing the curricula for all subject areas. In the flux of national reform in education and the Kentucky Education Reform Act (KERA), the committee established the need for assessing the curriculum that is presently in use. In order to provide direction, there was also a need for a long term, comprehensive curriculum plan. A time line was established for assessing and developing a curriculum that would be consistent with the teachings of the Catholic Church, would address educational reform, and would include the requirements for the Kentucky Non-Public School Certification Process.

Diocese of Owensboro Textbook Adoption Process

Subject Area	Curriculum Revision	Textbook Selection	Approval by Diocesan Curriculum Committee	Approval by PACESS	Approval by Committee for Total Catholic Education	Purchase Textbooks
Group I - Language Arts, Reading and Literature	2011 - 2012 Complete by 4/30/12	2012 - 2013 Complete by 4/30/13	May, 2012	May, 2012	May, 2012	July, 2013
Group II - Social Studies	2012 - 2013 Complete by 4/30/13	2013 - 2014 Complete by 4/30/14	May, 2013	May, 2013	May, 2013	July, 2014
Group III - Science	2013 - 2014 Complete by 4/30/14	2014 - 2015 Complete by 4/30/15	May, 2014	May, 2014	May, 2014	July, 2015
Group IV - Mathematics	2014 - 2015 Complete by 4/30/15	2015 - 2016 Complete by 4/30/16	May, 2015	May, 2015	May, 2015	July, 2016
Group V - Vocational Studies and Practical Living	2008 - 2009 Complete by 4/30/09	2009 - 2010 Complete by 4/30/11	May, 2009	May, 2009	May, 2009	July, 2011
Group VI - Arts & Humanities, Religion, Foreign Language	2009 - 2010 Complete by 4/30/10	2010 - 2011 Complete by 4/30/12	May, 2010	May, 2010	May, 2010	July, 2012

Subject area committee efforts will focus on student learning. It is recommended to teachers that planning, written curriculum guides, textbooks, assessments, etc. be seen as means for student learning. All processes should be developed to ensure continuous improvement of the curriculum.

The Diocesan Curriculum Committee consensually agreed that the curriculum for each subject area would be developed and completed according to the curriculum plan. Textbooks and/or materials would be chosen to support the Curriculum Guide.

It was also agreed that a Curriculum Committee would be established for each subject. Each committee needs to explore the present status, refer to all available resources, and develop content guidelines for Grades K-12.

PRACTICAL LIVING

Several subjects are combined in the area of Practical Living. This area of the curriculum focuses on the needs of healthy productive individuals in today's society. It is important that these subjects be addressed in the development of students. Practical Living encompasses five (5) areas that must be addressed in the curriculum. These areas are Health Education, Physical Education, Vocational Education, Communication/Technology Education, and Driver Education. Concepts for each of these areas have been developed for this document.

During the study of Practical Living, it is recognized that the Catholic Schools in the Diocese of Owensboro are limited in the equipment and minutes in the day. **With this in mind, schools should make a local decision as to how the concepts in this guide are implemented.** Many topics/concepts included in this document are also addressed in other curriculum areas. Teachers are encouraged to address these areas across the curriculum. It was found that much of the Nutrition concepts are being taught in Science. Some safety concepts are being taught through the DARE, OFFICER FRIENDLY, and SMART MOVES. Many vocational concepts are being taught in the JA PROGRAMS. If these programs are not incorporated in the school, faculty and staff must determine how these concepts will be integrated into the curriculum

National Standards have been developed for Health Education, Physical Education, and Technology Education. These standards have been the guiding principle for establishing concepts to be taught and for developing the curriculum. The Kentucky Combined Document of Core Content of Assessment and Program of Studies Standards and Indicators have also been incorporated in this document

HEALTH EDUCATION

Kentucky Combined Document of Core Content of Assessment and Program of Studies

To help students adopt and maintain healthy behaviors, health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Health Education addresses Personal Wellness, Nutrition, and Safety.

- **Personal Wellness** is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.
- **Nutrition** is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.
- **Safety** practices and procedures help prevent injuries and provide a safe environment. Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school, and work.

NATIONAL HEALTH EDUCATION STANDARDS

Developed by the Joint Committee on National Health Education Standards, 2007

The eight standards broadly and collectively articulate what students should know and be able to do to adopt or maintain health-enhancing behaviors.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

PHYSICAL EDUCATION

Kentucky Combined Document of Core Content of Assessment and Program of Studies

Physical Education addresses the Psychomotor Skills and Lifetime Physical Wellness.

- **Psychomotor Skills** - Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.
- **Lifetime Wellness** is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

Developed by the National Association for Sport and Physical Education, 2004

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

VOCATIONAL EDUCATION

Kentucky Combine Document of Core Content of Assessment and Program of Studies

Vocational Education addresses Consumer Decisions, Financial Decisions, Career Awareness/Vocations, and Employability Skills. Educators must do everything in their power to encourage and assist all students to be the best they can be. By integrating the vocational studies into the curriculum, teachers help students create visions for their

futures and to realize their full potential. In order to do that, students must lay the foundations through early exploration, planning, and periodic revisions of the goals they set for themselves.

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

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

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

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

National Standards for Vocational Education, K-12 have not been developed. Performance Standards for Vocational Education for High Schools have been developed for the individual areas (e.g., Business Education, Mechanics, etc.)

COMMUNICATION/TECHNOLOGY

Kentucky Combined Document of Core Content of Assessment and Program of Studies

Communication/Technology addresses skills that are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Communication/Technology – Students will use computers and other kinds of technology to collect, organize and communicate information and ideas.

Reference: Kentucky Combined Document of Core Content of Assessment and Program of Studies.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS

Developed by the International Society for Technology in Education, 2007

- Standard 1: Creativity and innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Standard 2: Communication and collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Standard 3: Research and information fluency – Students apply digital tools to gather, evaluate, and use information.
- Standard 4: Critical thinking, problem solving, and decision making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Standard 5: Digital citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Standard 6: Technology operations and concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.

PRIMARY

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.P.1 Identify that healthy behaviors affect personal health.
- 1.P.2 Recognize that there are multiple dimensions of health.
- 1.P.3 Describe ways to prevent communicable diseases.
- 1.P.4 List ways to prevent common childhood injuries.
- 1.P.5 Describe why it is important to seek health care.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media technology, and other factors on health behaviors.

- 2.P.1 Identify how the family influences personal health practices, and behaviors
- 2.P.2 Identify what the school can do to support personal health practices and behaviors.
- 2.P.3 Describe how the media can influence health behaviors.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.P.1 Identify trusted adults and professionals who can help promote health.
- 3.P.2 Identify ways to locate school and community health helpers.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.P.1 Demonstrate healthy ways to express needs, wants, and feelings
- 4.P.2 Demonstrate listening skills to enhance health
- 4.P.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.
- 4.P.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.P.1 Identify situations when a health-related decision is needed
- 5.P.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.P.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.P.2 Identify who can help when assistance is needed to achieve a personal health goal.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.P.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.
- 7.P.2 Demonstrate behaviors that avoid or reduce health risks.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.P.1 Make requests to promote personal health.
- 8.P.2 Encourage peers to make positive health choices.

Kentucky Standards for Health Education

Personal Wellness

Students will:

1. Explain why growth and development are unique to each individual. POS
2. Describe how diet, exercise, and rest affect the body. POS
3. Identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, making friends) that promote responsible and respectful behavior. CCA
4. Identify strategies for stress management, problem solving, conflict resolution and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening). CCA
5. Explain how an individual's attitude can affect one's personal health:
 - a) social health: getting along with others, serving as team members, and
 - b) emotional health: expressing feelings, self-concept. POS
6. Define and identify ways to manage stress (e.g., exercise, drawing/writing/talking about feelings). POS
7. Describe ways technology and media influence: a) family, b) feelings, and thoughts, c) physical, social, and emotional health. POS
8. Identify the differences between the use/misuse of alcohol, tobacco and other drugs and the effects they have on the body. POS
9. Identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection), which affect self and others in the prevention and spread of disease. POS
10. Identify strategies (e.g., diet, exercise, rest, immunizations). CCA
11. Describe the reasons for regular visits to health care providers. POS

Nutrition

Students will:

1. Explain why foods are needed by the body (growth, energy). POS
2. Investigate the role of the digestive system in nutrition. POS
3. Identify the six (6) nutrients. POS
4. Describe the reasons why an individual needs to eat breakfast. POS
5. Identify the food groups and the recommended number of daily servings to be eaten from each group. POS
6. Apply the decision-making process in making healthful food choices. POS

Safety

Students will:

1. Explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment. POS
2. Identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, kneepads). POS
3. Explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills). POS
4. Demonstrate awareness of how to avoid danger (e.g., fires, strangers). POS
5. Identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911.) POS
6. Identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services). POS

PHYSICAL EDUCATION

National Standards for Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.P.1 Skip (or hop, gallop, slide, etc) using mature form (e.g., step-hop, swing arm, swing knee, show smooth and continuous motion, show rhythmical weight transfer and use of arms.
- 1.P.2 Perform a simple dance step in keeping with a specific tempo (e.g., slow-slow fast-fast-fast).
- 1.P.3 Demonstrate clear contrasts between slow and fast movement when skipping (or hopping, galloping, sliding, etc).
- 1.P.4 Travel forward and sideways, changing directions quickly in response to a signal or obstacle using a variety of locomotor skills.
- 1.P.5 Demonstrate a smooth transition between locomotor skills in time to music.
- 1.P.6 Tap the ball from foot to foot, shifting weight and balancing the body on the non-dribbling foot, while in one location (i.e., not moving).
- 1.P.7 Drop a ball and catches it at the peak of the bounce.
- 1.P.8 Throw a ball underhand using mature form (e.g., place feet together and shoulders square to target, swing throwing arm straight back, shift weight forward by stepping forward onto opposite foot, roll ball off fingers, and finish with throwing arm outstretched toward target).
- 1.P.9 Discover how to balance on different body parts, at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes.

National Standards for Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.P.1 Identify correctly body planes (i.e., front, back, side).
- 2.P.2 Identify correctly various body parts (e.g., knee, foot, arm, palm).
- 2.P.3 Explain that warm-up prepares the body for physical activity.
- 2.P.4 Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw.
- 2.P.5 State that best effort is shown by trying new or hard tasks.
- 2.P.6 Repeat cue words for jumping vertically (crouch, straighten, land on both feet and bend knees) and demonstrate/explain what is meant by each.
- 2.P.7 State the short-term effects of physical activity on the heart and lungs.
- 2.P.8 Explain that appropriate practice improves performance.
- 2.P.9 Correct movement errors in response to corrective feedback (e.g., remember to twist your tummy when throwing the ball.)

National Standards for Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.P.1 Engage in moderate to vigorous physical activity on an intermittent basis.
- 3.P.2 Engage in a variety of locomotor activities (e.g., hopping, walking, jumping galloping, and running) during leisure time.
- 3.P.3 Participate in a variety of activities that involve manipulation of objects in and outside of physical education class (e.g., tossing ball, juggling).
- 3.P.4 Participate regularly in a variety of non-structured and minimally organized physical activities outside of physical education class (e.g., tag, hide-and-seek).

National Standards for Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.P.1 Demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hands.
- 4.P.2 Engage in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping galloping, and running) without tiring easily.
- 4.P.3 Participate in a variety of games that increase breathing and heart rate.
- 4.P.4 Increase arm and shoulder strength by traveling hand-over-hand along a horizontal ladder (i.e., monkey bars)
- 4.P.5 Sustain activity for increasingly longer periods of time while participating in various activities in Physical Education.
- 4.P.6 Move transversely along a rock wall with little teacher assistance.
- 4.P.7 Recognize that health-related physical fitness consists of several different components.

National Standards for Physical Education, Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.P.1 Practice specific skills as assigned until the teacher signals the end of practice.
- 5.P.2 Follow directions given to the class for an all-class activity.
- 5.P.3 Show compassion for others by helping them.
- 5.P.4 Handle equipment safely by putting it away when not in use.
- 5.P.5 Use equipment and space safely and properly.
- 5.P.6 Honestly report the results of work.
- 5.P.7 Work in a diverse group setting without interfering with others.
- 5.P.8 Invite a peer to take his or her turn at a piece of apparatus before repeating a turn.
- 5.P.9 Assist a partner by sharing observations about skill performance during practice.
- 5.P.10 Enjoy participating alone while exploring movement tasks.
- 5.P.11 Accept all playmates without regard to personal differences (e.g., ethnicity, gender, disability).
- 5.P.12 Identify sharing with a partner as a way to cooperate during class closure.
- 5.P.13 Display consideration of others while participating on the playground.
- 5.P.14 Demonstrate the elements of socially acceptable conflict resolution during class activity.

National Standards for Physical Education Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:

- 6.P.1 Exhibit both verbal and nonverbal indicators of enjoyment
- 6.P.2 Willingly try new movements and skills.
- 6.P.3 Continue to participate when not successful on the first try.
- 6.P.4 Identify several activities that are enjoyable.
- 6.P.5 Express personal feelings on progress made while learning a new skill.

Kentucky Standards for Physical Education

Psychomotor Skills

Students will:

1. Demonstrate fundamental motor skills:
 - a. locomotor: walking, running, skipping, hopping, galloping, sliding, leaping, and jumping;
 - b. non-locomotor: turning, twisting, bending, stretching, swinging, swaying, and balancing; and
 - c. fundamental manipulative skills: hitting, kicking, throwing, catching striking, and dribbling.
2. Identify the fundamental movement concepts:
 - a. body awareness - what the body is doing;
 - b. space awareness - where the body moves;
 - c. time - how quickly the body moves ;

- d. effort - how the body moves ; and
- e. relationship - relationships that occur while the body moves. CCA
- 3. Utilize fundamental motor skills and movement concepts to create movement sequences, POS
- 4. Demonstrate the contrast between slow and fast movements while traveling, POS
- 5. Demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following with other people and objects). POS
- 6. Define the role personal and general space has in movement. POS
- 7. Work in group settings without physically interfering with others. POS
- 8. Identify likes and dislikes connected with participating in sports and physical activities (e.g., enjoyment, challenge, maintaining fitness, teamwork). POS
- 9. Identify physical and social benefits that result from regular and appropriate participation in physical activities:
 - a. physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements); and
 - b. social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression). CCA
- 10. Identify the physiological and psychological changes in the body during physical activity. POS
- 11. Participate in daily physical activity during and after school. POS
- 12. Explain the importance of practice for improving performance in games and sports for individuals. POS
- 13. When participating in a variety of physical activities and games:
 - a. explain why rules are used (e.g., safety, fairness);
 - b. differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying); and
 - c. practice cooperation strategies with partners and small groups. POS
- 14. Demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities. POS
- 15. Identify and explain how spectator behaviors influence the safety and enjoyment of sports and games. POS
- 16. Explore and identify a variety of physical activities that enhance the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/ cardiovascular endurance and the FITT Principle [Frequency, Intensity, Type, Time]). POS

VOCATIONAL STUDIES

National Standards for Vocational Studies are not available for K-12.

Kentucky Standards for Vocational Studies

Consumer Decisions

Students will:

1. Develop an understanding of how consumer decisions are influenced by economic and social factors.
 - a. recognize that consumers are people whose wants are satisfied by using goods and services;
 - b. recognize that producers are people who make goods and provide services;
 - c. describe the steps in making consumer decisions;
 - d. identify the difference between wants and needs (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want;
 - e. describe major factors (e.g., price, quality, features) to consider when making consumer decisions;
 - f. define barter, giving examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want;

- g. recognize the relationship between supply and demand and the dependence one has on others to provide for wants and needs;
 - h. identify the ways friends may influence your decisions when making purchases (peer pressure);
 - i. recognize how media and advertising affect consumer decisions. POS
2. Investigate media advertisements and newspaper stories that influence consumer decisions. POS
 3. Explore and use technology to access information as a consumer. POS
 4. Describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by describing some community activities that promote healthy environments. POS

Financial Literacy

Students will:

1. Identify goals pertaining to money that might affect individuals and families.
2. Investigate different ways to save money (e.g., piggy bank, local bank, savings bonds).
3. Use a checking account.

Career Awareness, Exploration, Planning

Students will:

1. Communicate the concepts of work and career. POS
2. Examine and group careers found in the community. POS
3. Identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter). POS
4. Describe the different job opportunities are available in the community. POS
5. Identify how academic classes (e.g., reading, writing, mathematics, science, social studies) relate to various jobs. CCA

Employability Skills

Students will:

1. Identify how interpersonal skills are needed to be a responsible friend, family and team member.
 - a. identify ways to cooperate at both home and school;
 - b. learn the importance of working with others in groups;
 - c. demonstrate how to work cooperatively by contributing ideas, suggestions and efforts. POS
 - d. describe how attitudes and work habits contribute to success at home, school and work.
 - e. describe study skills needed in the school;
 - f. describe how attitude can impact an individual's performance at school;
 - g. learn how to follow routines (e.g., rules, schedules, directions) with minimal supervision. POS
2. Identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school and work. CCA
3. Describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task). POS
4. Examine potential job/careers in the community. POS

COMMUNICATION/TECHNOLOGY

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

- 1.P.1 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will:

- 2.P.1 Communicate about technology using developmentally appropriate and accurate terminology.
- 2.P.2 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- 2.P.3 Students will gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.
- 2.P.4 Explore how technology is used in different jobs/careers. POS
- 2.P.5 Identify ways written communication skills are used at school and in the workplace. POS

National Educational Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information

Students will:

- 3.P.1 Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
- 3.P.2 Investigate how technology in school and at work enhances learning and provide access to information and resources by identifying technology tools (e.g., electronic games, phones, computers) that are used in homes and schools. POS

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students will:

- 4.P.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

National Educational Technology Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students will:

- 5.P.1 Demonstrate positive social and ethical behaviors when using technology.
- 5.P.2 Practice responsible use of technology systems and software.

National Education Technology Standard 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students will:

- 6.P.1 Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers. VCRs, CD and DVD drives, audiotapes, and other technologies.
- 6.P.2 Use a variety of media and technology resources for directed and independent learning activities.

PRACTICAL LIVING

GRADE 4

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Students will:

- 1.4.1 Describe the relationship between healthy behaviors and personal health.
- 1.4.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.4.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.4.4 Describe ways to prevent common childhood injuries and health problems.
- 1.4.5 Describe when it is important to seek health care.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Students will:

- 2.4.1 Describe how the family influences personal health practices and behaviors.
- 2.4.2 Identify the influence of culture on health practices and behaviors
- 2.4.3 Identify how peers can influence healthy and unhealthy behaviors.
- 2.4.4 Describe how the school and community can support personal health practices and behaviors.
- 2.4.5 Explain how media influences thoughts, feelings, and healthy behaviors.
- 2.4.6 Describe ways that technology can influence personal health.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Students will:

- 3.4.1 Identify characteristics of valid health information, products, and services.
- 3.4.2 Locate resources from home, school, and community that provide valid health information.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- 4.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.4.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.4.4 Demonstrate how to ask for assistance to enhance personal health.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- 5.4.1 Identify health-related situations that might require a thoughtful decision.
- 5.4.2 Analyze when assistance is needed when making a health-related decision.
- 5.4.3 List healthy options to health-related issues or problems
- 5.4.4 Predict the potential outcomes of each option when making health-related decision.
- 5.4.5 Choose a healthy option when making a decision.
- 5.4.6 Describe the outcomes of a health-related decision.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will:

- 6.4.1 Set a personal health goal and track progress toward its achievement.
- 6.4.2 Identify resources to assist in achieving a personal health goal.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- 7.4.1 Identify responsible personal health behaviors.
- 7.4.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.4.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Students will:

- 8.4.1 Express opinions and give accurate information about health issues.
- 8.4.2 Encourage others to make positive health choices.

Kentucky Standards for Health Education

Personal Wellness

Students will:

- 1. Describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive). CCA
- 2. Identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences. CCA
- 3. Explain the characteristics of mental/emotional, social and physical health. POS
- 4. Explain and exhibit responsibility to oneself and others. POS
- 5. Explain why growth and development are unique to each individual. POS
- 6. Develop an awareness of the interrelatedness of body functions and the impact lifestyle choices have on body systems. POS
- 7. Demonstrate and describe effective social interaction skills (e.g., identifying emotions, listening, cooperating, communicating, sharing, following directions and making friends that promote responsible and respectful behavior. POS
- 8. Demonstrate social interactions skills.
- 9. use etiquette, politeness, sharing and other social interaction skills;
- 10. work and play collaboratively in large and small groups;
- 11. use appropriate means to express needs, wants and feelings;
- 12. distinguish between verbal and nonverbal communication;
- 13. describing characteristics needed to be a responsible friend and family member;
- 14. identify social interacting skills that enhance individual health. POS
- 15. Describe how culture influences personal health behaviors. POS
- 16. Describe ways technology and media influences thoughts, feelings and personal health. POS
- 17. Explain how family traditions/values impact personal health practices. POS
- 18. Explain how information from school and family influences health. POS
- 19. Demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs.
 - a. distinguish between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body.
 - b. describe their effects on physical, mental, emotional and social health (e.g., effects on family life). POS
- 20. Describe symptoms and treatments of:

- a. communicable diseases (cold, strep throat, flu/influenza, measles, lice, and chicken pox); and
 - b. non-communicable diseases (asthma, heart disease, diabetes, obesity, and cancer). POS
21. Demonstrate an understanding of how to maintain a healthy body.
 - a. explain how body systems work together (e.g., digestive, circulatory and respiratory systems);
 - b. list body defenses that fight pathogens;
 - c. describe ways pathogens from the environment enter the body;
 - d. identify and explain behaviors that promote personal hygiene (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection);
 - e. describe reasons for regular visits to health care providers. POS
 22. Identify and describe common social and emotional problems (e.g., aggression, anxiety, depression). POS
 23. Demonstrate the ability to apply a decision-making process to solve health issues and health problems. POS
 24. Identify self-management and coping strategies (goal setting, refusal skills, decision making, and time management) that enhance health. POS
 25. Describe how goal setting can lead to personal achievement. POS

Nutrition

Students will:

1. Explain the role of the digestive system in nutrition. POS
2. Identify nutrients (protein, carbohydrates, fats) which are important in the growth and development of healthy bodies and provides energy for daily living. POS
3. Explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices. POS
4. Identify and explain the nutritional information provided on food labels. POS

Safety

Students will

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

PHYSICAL EDUCATION

National Standards for Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.4.1 Demonstrate good posture while lifting and carrying an object.
- 1.4.2 Balance with control on a variety of objects (e.g., balance board, large apparatus, skates).
- 1.4.3 Catch a fly ball using mature form.

- 1.4.4 Jump vertically to a height of 9 inches and lands using mature form (e.g., stands, crouches with arms back and weight on toes, lifts off with hands high, lands on both feet).
- 1.4.5 Throw a ball overhand and hits a target on the wall from a distance of 40 feet.
- 1.4.6 Develop and refine a gymnastics sequence (or creative dance sequence) demonstrating smooth transitions.
- 1.4.7 Dribble then pass a basketball to a moving receiver.
- 1.4.8 Throw a ball overhand to a partner 15 yards away using mature form (e.g., turns side to target, uses T-position [ball held close to and behind ear], rotates hips and chest toward target, twists, releases, follows through across body) after fielding a ball.
- 1.4.9 Demonstrate correct pattern for the polka step (hop-step-together-step).

National Standards for Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.4.1 Describe how heart rate is used to monitor exercise intensity.
- 2.4.2 Identify and demonstrate key elements of a proper grip when holding a racket to perform the forehand strike.
- 2.4.3 Explain the necessity of transferring weight from the back leg to the front leg during any action that propels and object forward.
- 2.4.4 Accurately recognize the critical elements of a catch made by a fellow student and provide feedback to that student.
- 2.4.5 Describe the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving toward.
- 2.4.6 Explain how appropriate practice improves performance.
- 2.4.7 Design a new game incorporating at least two motor skills, rules, and strategies.
- 2.4.8 Identify physical and psychological benefits that result from long-term participation in physical activity.

National Standards for Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.4.1 Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
- 3.4.2 Participate in organized sport activities provided through local community programs.
- 3.4.3 Choose to participate in structured and purposeful activity.
- 3.4.4 Monitor his/her physical activity by using a pedometer to count the number of steps taken or the distance traveled.
- 3.4.5 Maintain a physical activity log for a two-three-day period documenting activity data.

National Standards for Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.4.1 Participate in selected activities that develop and maintain each component of physical fitness.
- 4.4.2 Engage in appropriate physical activity that results in the development of cardio-respiratory endurance.
- 4.4.3 Recognize that physiological response to exercise is associated with each individual's level of fitness.
- 4.4.4 Run the equivalent of two laps around a regulation track without stopping.
- 4.4.5 Choose to participate in sport activities that require high levels of muscular strength.
- 4.4.6 Explain the personal consequences of poor flexibility on ability to perform various activities.
- 4.4.7 Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
- 4.4.8 Meet the age- and gender-specific health-related fitness standards.
- 4.4.9 Identify his or her strengths and weakness based upon the results of fitness testing.

National Standards for Physical Education, Standard 4: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.4.1 Cooperate with all class members by taking turns and sharing equipment.
- 5.4.2 Work productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process.
- 5.4.3 Accept the decision of the teacher regarding a personal rule infraction without displaying negative reactions toward others.
- 5.4.4 Assess and take responsibility for his/her own behavior problems without blaming others.
- 5.4.5 Recognize and appreciate similar and different activity choices of peers.
- 5.4.6 Regularly encourage others and refrain from put-down statements.

National Standards for Physical Education, Standard 5: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:

- 6.4.1 Identify positive feelings associated with participation in physical activities.
- 6.4.2 Choose to participate in group physical activities.
- 6.4.3 Explain that skill competency leads to enjoyment of movement and physical activity.
- 6.4.4 Interact with others by helping with their physical activity challenges.
- 6.4.5 Develop a dance or game sequence that is personally interesting.
- 6.4.6 Defend the benefits of physical activity.

Kentucky Standards for Physical Education

Students will:

- 1. Demonstrate a variety of locomotor and combination skills in a movement pattern. POS
- 2. Use and demonstrate a variety of non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games, and other activities. POS
- 3. Demonstrate a variety of non-locomotor, locomotor, and combination skills while participating in different games and sports. POS
- 4. Develop manipulative skills of throwing, catching, kicking, and striking while developing motor skills for use in games and other activities that lead to more complex games and sports (e.g., basketball, volleyball, soccer, softball). POS
- 5. Demonstrate and explain how movement patterns are influenced by space, force and time. POS
- 6. Willingly try new movement and skills. POS
- 7. Identify likes and dislikes connected with participating in sports and physical activities. POS
- 8. Explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. POS
- 9. Identify and engage in physical activities that promote physical fitness and health. POS
- 10. Describe the potential positive and negative (e.g., injury) effects of regular participation in moderate to vigorous physical activities. POS
- 11. Participate in daily physical activity during and after school
- 12. Relate the concept of practice to the importance of learning new skills; explain why repeated appropriate practice contributes to increased skill development. POS
- 13. When participating in a variety of physical activities and games:
 - a. explain basic rules needed to make games fair;
 - b. identify the need for rules in social settings and choose appropriate behaviors; and
 - c. demonstrate cooperation with partners and small groups. POS
- 14. Demonstrate and apply the concept of sportsmanship (e.g., complying with rules, responding appropriately) in games, sports, and physical activities. POS

15. Explain how rules of play and sportsmanship for spectators and participants during games or activities can make them safe and enjoyable. POS
16. Identify and participate in activities to enhance the health related fitness components (e.g., aerobic capacity/cardio-respiratory endurance, muscular endurance, muscular strength, flexibility). POS
17. Identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance); describe the meaning of F.I.T.T Principle (Frequency, Intensity, Type, Time). POS

VOCATIONAL STUDIES

National Standards for Vocational Studies are not available for K-12.

Kentucky Standards for Vocational Studies

Consumer Decisions

Students will:

1. Investigate economic concepts and why they are important for consumer decision.
 - a. examine how individuals and families make choices to satisfy needs and wants as they relate to consumer decisions;
 - b. explain bartering, and how money makes it easier for people to get things they want; and
 - c. determine ways in which goods and services used by families impact the environment. POS
2. Describe how culture, media, and technology can influence consumer decisions.
 - a. compare and evaluate products and services based on major factors (e.g., price, quality, features) when making consumer decisions;
 - b. describe how different types of media, technology and advertising impact the family and consumer decision-making; and
 - c. identify ways in which consumer decisions (e.g., buying and selling) affect families and friends. POS
3. Evaluate consumer actions (e.g., reusing, reducing, recycling) and how they influence the use of resources and impact the environment:
 - a. describe how consumption, conservation, and waste management practices are related; and
 - b. identify ways the physical environment is related to individual and community health. POS
4. Examine individual, family, and community roles and responsibilities by:
 - a. investigate a variety of resources (e.g., current events, surveys, children's magazines) and explain ways in which consumers are addressing the effects of renewable resources on the environment; and
 - b. describe jobs carried out by people at school and in the community that support success in school. POS

Financial Literacy

Students will:

1. Explain how financial management is needed to meet goals of individuals and families.
 - a. identify goals pertaining to money that might affect individuals and families; and
 - b. describe different ways to save and invest money (e.g., piggy bank, local bank, savings bonds). POS
2. Define credit and how it can be used to make purchases. POS
3. Explain the purpose of a budget and define the basic components (income, expenses, savings). POS
4. Investigate basic services (e.g., deposits, check cashing) provided by financial institutions (e.g., banks, credit unions). POS

Career Awareness

Students will:

1. Explain why people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter). POS
2. Investigate the connection between work and learning and how it can influence one's future job/career.
 - a. explain different jobs/careers that use what they learn in school (mathematics, reading/writing, science, social studies) impacts future jobs/careers;
 - b. describe work done by school personnel and other individuals in the community. POS
3. Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing. POS
4. Evaluate how individual and societal needs can impact future jobs/careers.
 - a. recognize how career choices may change as a person matures; and
 - b. analyze and group careers in clusters. POS
5. Recognize self-knowledge (e.g., interests and abilities are helpful when selecting and preparing for a career path, and recognize that unique interests may lead to career choices). POS

Employability Skills

Students will:

1. Explain how interpersonal skills are needed to be a responsible friend, family, and team member. POS
2. Identify ways to cooperate at both home and school. POS
3. Develop good team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school, and work. POS
4. Demonstrate how to work cooperatively by contributing ideas, suggestions, and efforts. POS
5. Describe how attitudes and work habits contribute to success at home, school, and work.
 - a. describe study skills needed in school; and
 - b. develop personal responsibilities for one's own learning and behaviors,
6. Explain how effective communication skills (e.g., reading writing, speaking, and listening) impacts work-related situations and give examples for success at home, school, and work.
 - a. learn how to follow routines (e.g., rules, schedules, directions) with minimal supervision;
 - b. identify consequences for actions when disobeying rules and routines;
 - c. identify the importance of developing good work habits. POS
7. Identify how employability skills prepare them for obtaining and maintaining employment. POS
8. Examine potential job/careers in the community. POS
9. Identify ways academics can impact success in employment. POS

Communication/Technology

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

- 1.4.1 Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will:

- 2.4.1 Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- 2.4.2 Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
- 2.4.3 Identify ways written communication skills are used at school and in the workplace. POS

National Educational Technology Standard 3: Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.

Students will:

- 3.4.1 Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- 3.4.2 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.
- 3.4.3 Explore how technology is used in different jobs/careers. POS
- 3.4.4 Investigate how technology in school and at work enhances learning and provide access to information and resources. POS

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students will:

- 4.4.1 Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose developing solutions or products for audiences inside and outside the classroom.
- 4.4.2 Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

National Education Technology Standard 5: Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students will:

- 5.4.1 Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

National Education Technology Standard 6: Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students will:

- 6.4.1 Explain how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools, and jobs. POS
- 6.4.2 Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- 6.4.3 Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
- 6.4.4 Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

PRACTICAL LIVING

GRADE 5

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotions, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.5.1 Describe how the family influences personal health practices and behaviors.
- 2.5.2 Identify the influence of culture on health practices and behaviors.
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.
- 2.5.5 Explain how media influences thoughts, feelings, and healthy behaviors.
- 2.5.6 Describe ways that technology can influence personal health.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 Locate resources from home, school, and community that provide valid health information.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed when making a health-related decision.
- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 Describe the outcomes of a health-related decision.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Encourage others to make positive health choices.

Kentucky Standards for Health Education

Personal Wellness

Students will:

1. Explain the importance of assuming responsibility for personal health behaviors. POS
2. Determine health goals by identifying personal strengths and weakness. POS
3. Describe how individual behaviors and choices of diet, exercise, and rest affect the body. POS
4. Explain the concept of maturity as it relates to physical, social, and emotional development. POS
5. Describe physical, social, and emotional changes that occur during preadolescence. POS
6. Demonstrate social interaction skills.
 - a. use appropriate means to express needs, wants, and feelings;
 - b. use effective social interaction skills (e.g., listening, cooperation, making friends, empathy); and
 - c. recommend ways to avoid or reduce stressful situations/harmful behaviors in pressure, conflict). POS
7. 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. POS
8. Explain the importance of social and emotional health and the symptoms of common social and emotional problems (e.g., aggression, anxiety, depression). POS
9. Analyze how personal health, health behaviors and use of health services can be influenced by:
 - a. family traditions/values;
 - b. technology and media messages;
 - c. cultural beliefs;
 - d. physical and social environments; and
 - e. information from peers. POS
10. Investigate family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
11. Demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs:
 - a. distinguish between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body;
 - b. describe their effects on physical, mental, emotional and social health (e.g., effects on family life);
 - c. identify illegal drugs (inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems; and
 - d. identify resources available to individuals seeking treatment or counseling for negative behaviors or addictions. POS
12. Describe how individual behaviors and choices or diet, exercise, and rest affect the body. POS
13. Demonstrate an understanding of diseases:
 - a. describe symptoms and treatments of communicable diseases (cold, strep throat, chicken pox); and
 - b. describe symptoms and treatments of non-communicable diseases (asthma, heart disease, diabetes, skin cancer). POS

14. Investigate family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
15. Demonstrate an understanding of how to maintain a healthy body:
 - a. explain how body systems work together (e.g., digestive, circulatory and respiratory systems);
 - b. describe ways pathogens from the environment enter the body and body defenses that fight pathogens;
 - c. identify and explain behaviors that promote personal hygiene (e.g., the use of grooming products) or can affect self and others in the prevention and spread of disease (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection);
 - d. describe reasons for regular visits to health care providers. POS
16. Demonstrate the ability to apply a decision-making process to solve health issues and health problems. POS
17. Identify common social and emotional problems (e.g., aggression, anxiety, depression). POS
18. Identify self-management and coping strategies (goal setting, refusal skills, decision making, and time management) that enhance health. POS
19. 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). POS

Nutrition

Students will:

1. Identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy). POS
2. Explain the role of the digestive system in nutrition. POS
3. Provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water). POS
4. Interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices. POS
5. Explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines. CCA
6. Explain how the nutritional information provided on food labels impacts dietary choices. POS

Safety

Students will:

1. Explain and practice safety rules/procedures for crossing streets/highway, riding in cars and on buses, and using playground equipment. POS
2. Identify and explain ways to prevent injuries at home and at school (e.g., seatbelts, helmets, knee pads, falls, poisonings) for a variety of situations. POS
3. Demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills). POS
4. Explain and demonstrate the effects injuries have on the body (e.g., skeletal system, skin, eyes). POS
5. Identify the available community and state health and safety agencies and the services they provide (e.g., health department, fire department, state police, hospital transport services). POS
6. Access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations. POS
7. Describe proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns and broken bones). POS
8. Explain safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play. POS
9. Describe how to avoid dangerous situations involving strangers, fires, and Internet safety. POS

PHYSICAL EDUCATION

National Standards for Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.5.1 Demonstrate good posture while lifting and carrying an object.
- 1.5.2 Balance with control on a variety of objects (e.g., balance board, large apparatus, skates).
- 1.5.3 Jump vertically to a height of 9 inches and land using mature form (e.g., stands, crouches with arms back and weight on toes, lift off with hands high, land on both feet).
- 1.5.4 Throw a ball overhand and hits a target on the wall from a distance of 40 feet.
- 1.5.5 Develop and refine a gymnastics or creative dance sequence demonstrating smooth transitions.
- 1.5.6 Dribble and pass a basketball to a moving receiver.
- 1.5.7 Throw a ball overhand to a partner 15 yards away.

National Standards for Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.5.1 Describe how heart rate is used to monitor exercise intensity.
- 2.5.2 Identify and demonstrate key elements of a proper grip when holding a racket, a bat, etc.
- 2.5.3 Accurately recognizes the critical elements of a catch made by a fellow student and provide feedback to that student.
- 2.5.3 Explain how appropriate practice improves performance.
- 2.5.4 Designs a new game incorporating at least two motor skills, rules, and strategies.
- 2.5.5 Identify physical and psychological benefits that result from long-term participation in physical activity.

National Standards for Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.5.1 Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
- 3.5.2 Choose to participate in structured and purposeful activity.
- 3.5.3 Monitor his/her physical activity.
- 3.5.4 Maintain a physical activity log for a two-to three-day period documenting activity data. (e.g., type of activity, time, etc.)

National Standards for Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.5.1 Participate in selected activities that develop and maintain each component of physical fitness.
- 4.5.2 Engage in appropriate physical activity that results in the development of cardio-respiratory endurance.
- 4.5.3 Recognize that physiological responses to exercise are associated with their own level of fitness.
- 4.5.4 Run the equivalent of two laps around a regulation track without stopping.
- 4.5.5 Choose to participate in sport activities that require high levels of muscular strength.
- 4.5.6 Explain the personal consequences of poor flexibility on ability to perform various activities.
- 4.5.7 Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
- 4.5.8 Meet the age- and gender-specific health-related fitness standards
- 4.5.9 Identify his or her strengths and weaknesses based upon the results of fitness testing.

National Standards of Physical Education, Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.5.1 Cooperate with all class members by taking turns and sharing equipment.
- 5.5.2 Accept the decision of the teacher regarding a personal rule infraction without displaying negative reactions toward others.
- 5.5.3 Assess and take responsibility for his or her own behavior problems without blaming others.
- 5.5.4 Recognize and appreciate similar and different activity choices of peers.
- 5.5.5 Regularly encourage others and refrain from put-down statements.

National Standards of Physical Education, Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:

- 6.5.1 Identify positive feelings associated with participation in physical activities.
- 6.5.2 Choose to participate in group physical activities.
- 6.5.3 Explain that skill competency leads to enjoyment of movement and physical activity.
- 6.5.4 Interact with others by helping with their physical activity challenges.
- 6.5.5 Select and practice a skill on which improvement is needed.
- 6.5.6 Develop a dance or game sequence that is personally interesting.
- 6.5.7 Defend the benefits of physical activity.

Kentucky Standards for Physical Education

The students will:

1. Demonstrate a variety of locomotor and combination skills in a movement pattern. POS
2. Use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities. POS
3. Demonstrate a variety of non-locomotor, locomotor and combinations skills while participating in different games and sports. POS
4. Develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., football, volleyball, soccer, softball). POS
5. Demonstrate and explain how movement patterns are influenced by space, force, and time.
6. Explain how physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. POS
7. Explore a variety of physical activities in order to determine like and dislikes of games, sports, and other activities. POS
8. Identify and explain health benefits that result from regular participation in physical activity. POS
9. Describe how physical activity is related to emotion/mental health. POS
10. Participate in daily physical activity during and after school. POS
11. Investigate the role of practice for successful participation in physical activity; explain why repeated appropriate practice contributes to increased skill development. POS
12. Explain the importance of practice for improving performance in games and sports. CCA
13. Investigate personal skill proficiency through a variety of tasks and explain why some skills are more developed than others. POS
14. Explain the need for rules in social settings and recognize and use appropriate safety principles, rules, procedures, and etiquette when participating in a variety of physical activities and games. POS
15. Explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable. CCA
16. Demonstrate appropriate behaviors of sportsmanship, cooperation, teamwork and conflict resolution in physical activity settings. POS
17. Explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable. CCA
18. Describe and demonstrate the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio respiratory endurance). POS

19. Explain the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time) as it relates to fitness. POS
20. Identify lifetime physical activities (e.g., biking, swimming) that meet requirements for improving fitness. POS

VOCATIONAL STUDIES

National Standards for Vocational Education are not available for K-12.

Kentucky Standards for Vocational Studies

Consumer Decisions

Students will:

1. Investigate economic concepts and why they are important for consumer decisions:
 - a. analyze the differences between needs and wants and how individuals and families make choices;
 - b. determine ways in which goods and services used by families impact the environment; and
 - c. recognize the relationship between supply and demand and its role in meeting consumer needs. POS
2. Describe how culture, media and technology can influence consumer decisions:
 - a. identify the ways family and consumer resources are impacted by the environment;
 - b. compare and evaluate products and services based on major factors (e.g., price, quality, features) when making consumer decisions;
 - c. identify advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement/testimonial) and explain how they impact the consumer. POS
3. Identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status, and advertising techniques. CCA
4. Analyze ways that an individual has rights and responsibilities as a consumer. POS
5. Describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste). POS
6. Examine individual, family, and community roles and responsibilities:
 - a. investigate a variety of resources and explain ways in which consumers are addressing the effects of renewable resources on the environment; and
 - b. describe jobs carried out by people at school and in the community that support success in school. POS
7. Explain how financial management is needed to meet goals of individuals and families:
 - a. investigate goals pertaining to money that might affect individuals and families; and
 - b. describe various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds). POS
8. Explain credit and the affect of having fees with credit. POS
9. Investigate savings plans and budgets in making financial decisions by:
 - a. develop a simple savings plan that would achieve a specific goal; and
 - b. explain the purpose of a budget and define the basic components (income, expenses, savings). POS
10. Describe how basic services (e.g., deposits, check cashing) are provided by financial institutions (e.g., banks, credit unions) POS

Career Awareness

Students will:

1. Explain that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter), and to provide self-satisfaction and enjoyment. POS
2. Investigate a variety of career choices available in planning for jobs/careers:

- a. identify different job opportunities in the home, school, and community (e.g., home business, flexible schedule); and
 - b. recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing. POS
3. Analyze the connection between work and academics which can influence one's future job/careers:
 - a. explain different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers;
 - b. explain how educational planning can impact future career opportunities; and
 - c. research career choice through the use of technology. POS
4. Evaluate how individual and societal needs can impact future jobs/careers:
 - a. describe the impact of individual interests and abilities on career choices; and
 - b. identify and describe jobs in career clusters (e.g., Arts and Humanities, Construction, Manufacturing, Science and Mathematics). POS
5. Recognize sources of career information (e.g., Career Day, guest speaker, field trips, informal personal surveys.) POS
6. Identify the components of an Individual Learning Plan. POS
7. Identify information that is important to include in the Individual Learning Plan: Club/organizations, recognition/honors, interest/hobbies. POS
8. Recognize how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and how unique interests may lead to career choices.
9. Explain how interpersonal skills are needed to be responsible friend, family and team member:
 - a. examine ways to cooperate at home, school, and work;
 - b. demonstrate effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills; and
 - c. explain the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task. POS
10. Describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work. POS

Employability Skills

Students will:

1. Explain how interpersonal skills are needed to be a responsible friend, family and team member:
 - a. examine ways to cooperate at home, school and work;
 - b. demonstrate effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills; and
 - c. explain the importance of working cooperatively with others by contributing ideas, suggestions, and efforts to complete a task. POS
2. Examine potential job/careers in the community. POS
3. Describe how attitudes and work habits contribute to success at home, school and work:
 - a. describe study skills needed in school;
 - b. explain how attitudes and work habits transfer from the home and school to the workplace;
 - c. identify consequences for actions when disobeying rules and routines when employed;
 - d. explain how effective communication skills (e.g., reading writing, speaking, listening) impact work-related situations and give examples for success at home, school, and work;
 - e. identify the importance of developing good work habits (e.g., attendance, work done on time, follow directions). POS
4. Describe employability skills needed to prepare individuals for obtaining and maintaining employment. POS
5. Explain how success in an academic course of study could contribute to the ability to achieve and succeed in employment (e.g., Science/Medicine, Language Arts/Librarian). POS

COMMUNICATION/TECHNOLOGY

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

1. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will:

1. Use technology tools (e.g., multimedia authoring, presentation, Web Tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
2. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
3. Demonstrate how to work cooperatively and collaboratively with peers when using technology in the classroom by explaining how written communication skills are used at school and in the workplace.
POS

National Educational Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students will:

1. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.
2. Locate, organize, analyze, evaluate and use information from a variety of sources and media.

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students will:

1. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom
2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.
3. Plan and manage activities to develop a solution or complete a project.
4. Collect and analyze data to identify solutions and/or make informed decisions.

National Educational Technology Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students will:

1. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
2. Advocate and practice safe, legal, and responsible use of information and technology.

National Educational Technology Standard 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
3. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
4. Evaluate how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools, and jobs by explaining how technology provides access to information and resources at home, school, and the workplace. POS

PRACTICAL LIVING

GRADE 6

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.6.1 Analyze the relationship between healthy behaviors and personal health.
- 1.6.2 Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.
- 1.6.3 Analyze how the environment affects personal health.
- 1.6.4 Describe how family history can affect personal health.
- 1.6.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.6.6 Explain how appropriate health care can promote personal health.
- 1.6.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.6.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.6.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- 2.6.1 Examine how the family influences the health of adolescents.
- 2.6.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.6.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.6.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.6.5 Analyze how messages from media influence health behaviors.
- 2.6.6 Analyze the influence of technology on personal and family health.
- 2.6.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.6.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.6.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.6.10 Explain how school and public health policies can influence health promotion and disease prevention.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.6.1 Analyze the validity of health information, products, and services.
- 3.6.2 Access valid health information from home, school, and community.
- 3.6.4 Describe situations that may require professional health services.
- 3.6.5 Locate valid and reliable health products and services.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.6.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.6.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.6.3 Demonstrate effective conflict management or resolution strategies.
- 4.6.4 Demonstrate how to ask for assistance to enhance the health of self and others.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.6.1 Identify circumstances that can help or hinder healthy decision making.

- 5.6.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.6.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.6.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.6.5 Predict the potential short-term impact of each alternative on self and others.
- 5.6.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.6.7 Analyze the outcomes of a health-related decision.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.6.1 Assess personal health practices.
- 6.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.6.3 Apply strategies and skills needed to attain a personal health goal.
- 6.6.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.6.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.6.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- 8.6.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.6.2 Demonstrate how to influence and support others to make positive health choices.
- 8.6.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.6.4 Identify ways that health messages and communication techniques can be altered for different audiences.

Kentucky Standards for Health Education

Personal Wellness

Students will:

1. Understand the importance of assuming responsibility for health behaviors:
 - a. predict how decisions regarding health behaviors (e.g., hygiene, diet, exercise) have consequences for self and others;
 - b. analyze personal decisions that impact an individual's emotional, sexual, and reproductive health (e.g., abstinence); and
 - c. explain how rights and responsibilities are interrelated. POS
2. Explore and analyze how an individual's behaviors and choices of diet, exercise, and rest affect the body. POS
3. Analyze various communication methods and barriers for expressing health information and ideas. POS
4. Apply strategies and skills needed to obtain personal health goals during adolescence and identify the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence. POS
5. Explain basic structures and function of the reproductive system. POS
6. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. POS
7. Demonstrate social interaction skills:
 - a. use appropriate means to express needs, wants, and feelings;

- b. use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship);
 - c. recommend effective strategies for responding to stress, conflict, peer pressure, and bullying;
 - d. interpret how individuals impact the effective functioning of groups. POS
- 8. Analyze how personal health choices, individual well-being, and use of health services can be influenced by:
 - a. family traditions/values;
 - b. technology and media messages;
 - c. cultural beliefs;
 - d. physical, social, and emotional environments; and
 - e. information from peers. POS
- 9. Demonstrate an understanding of the use and misuse of alcohol, tobacco, and other drugs:
 - a. distinguish between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems;
 - b. describe the immediate and long-term effects of alcohol and drug usage and the impact on physical, mental, emotional, and social health (e.g., effects on family life);
 - c. identify resources available to individuals seeking treatment or counseling for negative behaviors or addictions. POS
- 10. Explore and analyze how an individual's behaviors and choices of diet, exercise, and rest affect the body. POS
- 11. Demonstrate an understanding of diseases:
 - a. describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis); and
 - b. describe symptoms, causes, patterns of transmission, prevention, and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). POS
- 12. Investigate family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
- 13. Demonstrate an understanding of how to maintain a healthy body:
 - a. explain how health is influenced by the interaction of body systems (e.g., reproductive, digestive, circulatory, skeletal, respiratory);
 - b. describe ways pathogens from the environment (e.g., air, food, people) enter the body and explain how body defenses fight pathogens;
 - c. explain how personal hygiene practices affect physical, mental/emotional, and social health;
 - d. explain how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease;
 - e. identify health care providers and describing reasons for preventive care. POS
- 14. Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making, and time management) for addressing these problems. POS
- 15. Demonstrate an understanding of the use and misuse of alcohol, tobacco, and other drugs:
 - a. distinguish between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems;
 - b. describe the immediate and long-term effects of alcohol and drug usage and the impact on physical, mental, emotional, and social health (e.g., effects on family life); and
 - c. identify resources available to individuals seeking treatment or counseling for negative behaviors or addictions. POS

Nutrition

Students will:

1. Identify the role of nutrients and food sources which are important in the growth and development of healthy bodies. POS
2. Explain the role of nutrition on the body systems impacting growth and development. POS
3. Explain the role of nutrition on the body systems impacting the growth and development of healthy bodies. POS
4. Interpret, explain, and apply the recommendations of national resources (e.g., Food Guide Pyramid [FGP], Dietary Guidelines for Americans, National Dairy Council) in making healthful food choices for a balanced diet. POS
5. Use the nutritional information provided on food labels to explain how it can impact dietary choices. POS
6. Analyze factors (e.g., geography, convenience, cost, advertising) that influence health food choices. POS

Safety

Students will:

1. Explain reasons for safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents. POS
2. Describe potential hazards in and around the home and school and explain how to prevent injuries. POS
3. Identify and practice safety procedures needed for emergencies (e.g., tornado, fire, earthquake) at home and school. POS
4. Describe how to avoid dangerous situations involving strangers, fires, and Internet safety. POS
5. Identify local and state health/safety agencies (e.g., health department, fire department, state police, hospital transport services) and the services they provide. POS
6. Access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations. POS
7. Recognize life threatening emergencies and identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). POS
8. Identify and practice communication skills needed in emergency situations. POS

PHYSICAL EDUCATION

National Standards of Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.6.1 Dribbles a ball while preventing an opponent from stealing the ball.
- 1.6.2 Performs a variety of simple folk and square dances.

National Standards of Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.6.1 Describe how heart rate is used to monitor exercise intensity.
- 2.6.2 Explain the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.
- 2.6.3 Describe the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving toward.
- 2.6.4 Explain how appropriate practice improves performance.
- 2.6.5 Design a new game incorporating at least two motor skills, rules, and strategies.

- 2.6.6 Identify physical and psychological benefits that result from long-term participation in physical activity.

National Standards of Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.6.1 Participate in health-enhancing physical activities both during and outside of school.
- 3.6.2 Set realistic physical activity goals and strives to attain them through participation in activities of his or her choosing.
- 3.6.3 Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week.
- 3.6.4 Regulate physical activity behavior by using appropriate cues and movement principles
- 3.6.5 Maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.

National Standards of Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.6.1 Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition both during and outside of school.
- 4.6.2 Self-assess heart rate before, during, and after vigorous physical activity.
- 4.6.3 Demonstrate appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4.6.4 Develop, with teacher assistance, a plan for improving cardio-respiratory endurance.
- 4.6.5 Formulate meaningful personal fitness goals.

National Standards of Physical Education, Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.6.1 Make responsible decisions about using time, applying rules, and following through with the decisions made.
- 5.6.2 Include concerns for safety of self and others during exercise, games, etc.
- 5.6.3 Play within the rules of the game or activity.
- 5.6.4 Show self-control by accepting a controversial decision of an official.
- 5.6.5 Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.
- 5.6.6 Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- 5.6.7 Seek out, participate with, and show respect for a peer of lesser skill ability.

National Standards of Physical Education, Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will

- 6.6.1 Identify positive feelings associated with participation in physical activities.
- 6.6.2 Choose to participate in group physical activities.
- 6.6.3 Explain that skill competency leads to enjoyment of movement and physical activity.
- 6.6.4 Interact with others by helping with their physical activity challenges.
- 6.6.5 Select and practice a skill on which improvement is needed.
- 6.6.6 Develop a dance or game sequence that is personally interesting.
- 6.6.7 Defends the benefits of physical activity.

Kentucky Standards for Physical Education

Psychomotor Skills

Students will:

1. Identify and apply principles of motor skill refinement (e.g., accuracy, technique, movement) that are necessary for skill development. POS
2. Demonstrate a variety of locomotor and combination skills in a movement pattern. POS
3. Use non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games, and other activities. POS
4. Demonstrate a variety of non-locomotor, locomotor, and combination skills while participating in different games and sports. POS
5. Demonstrate refined manipulative skills of throwing, catching, kicking, and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., long jump, hurdles, volleyball, soccer, softball). POS
6. Demonstrate how transitional motor skills (e.g., punting, serving, dribbling) are influenced by space, force, and time. POS

Lifetime Physical Wellness

Students will:

1. Identify several moderate to vigorous physical activities that provide personal pleasure. POS
2. Explain the physical, emotional/mental, and social value in participating in physical activity. POS
3. Describe the physical, emotional/mental, and social benefits gained from regular participation in leisure/recreational or competitive physical activities. POS
4. Participate regularly in physical activity. POS
5. Recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability, and practice. POS
6. Describe the relationship between effort and improvement in skills gained from physical activities. POS
7. Understand that rules impact effective participation in physical activities:
 - a. Identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, and accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants);
 - b. demonstrate sportsmanship, cooperation, teamwork, and conflict resolution;
 - c. identify and use appropriate safety principles, rules, procedures, and etiquette;
 - d. identify offensive and defensive strategies used in games and sports. POS
8. Participate regularly in physical activity. POS
9. Identify and assess activities that enhance the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance). POS
10. Explain the meaning of the F.I.T.T. Principle (Frequency, Intensity, Type, Time) and examine its impact on improving personal fitness. POS
11. Identify and assess lifetime activities (e.g., biking, hiking, horseback riding, swimming) that enhance the health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance). POS
12. Investigate how the systems of the body affect an individual's personal fitness level. POS

VOCATIONAL STUDIES

National Standards for Vocational Education are not available for K-12.

Kentucky Standards for Vocational Education

Consumer Decisions

Students will:

1. Evaluate economic and social concepts and why they are important for consumer decisions:
 - a. analyze the differences between needs and wants and how individuals and families make choices;
 - b. determine ways in which goods and services used by families impact the environment;
 - c. apply decision-making strategies when buying products;
 - d. compare and evaluate products and services based on major factors (e.g., price, quality, features) when making consumer decisions;
 - e. compare the relationship between supply and demand and their role in meeting consumer needs. POS
2. Investigate how culture, media, and technology can influence consumer decisions:
 - a. explain how culture, media, and technology impact the family and consumer decision-making;
 - b. identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status and advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials);
 - c. explore the positive and negative effects of advertising and explain the impact they have on consumer decisions. POS
3. Explain ways consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups). POS
4. Evaluate ways consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment:
 - a. use resources from home, school, and community that provide accurate and relevant health information;
 - b. describe the influence of environmental factors that positively and negatively affect health;
 - c. research and describe services provided by environmental agencies (e.g., Soil Conservation, Environmental Protection Agency, KY Department of Natural Resources); and
 - d. investigate conservation issues related to consumption and waste management practices. POS
5. Use a variety of sources to find examples of jobs carried out by people at school and in the community that support job success. POS
6. Examine individual, family, and community roles and responsibilities:
 - a. investigate a variety of resources and explain ways in which consumers are addressing the effects of renewable resources on the environment; and
 - b. describe jobs carried out by people at school and in the community that support success in school. POS

Financial Literacy

Students will:

1. Evaluate financial management resources and how they are needed to meet goals of individuals and families:
 - a. prioritize financial goals that might affect individuals, families, and community; and
 - b. explain various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds). POS
2. Investigate savings plans and budgets in making financial decisions:
 - a. develop a savings plan that would achieve a specific goal;
 - b. describe basic components of a budget (e.g., income, fixed and flexible expenses, and savings); and

- c. explain when and why borrowing is used for the purchase of goods and services. POS
- 3. Describe how basic services (e.g., deposits, checking account, savings account) are provided by financial institutions (e.g., banks, credit unions). POS
- 4. Explain how financial goals affect future lifestyle expectations and career choices. POS

Career Awareness, Exploration, Planning

Students will:

1. Evaluate why people need to work (e.g., earn money, contribute to community, enhance self-esteem) to meet basic needs (e.g., food, clothing, shelter), and provide self-satisfaction and enjoyment.
2. Investigate how jobs/careers reflect both individual and societal needs and vary within communities and regions:
 - a. compare different job opportunities in the home, school, and community (e.g., home business, flexible schedule); and
 - b. recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing. POS
3. Describe a range of academic skills acquired in school (e.g., verbal and non-verbal communication, computer/technical, mathematical) and explain how these skills impact job success and future career opportunities:
 - a. research career choices through the use of technology;
 - b. identify jobs in career clusters (e.g., Business and Marketing, Communications, Human Services, Social Services, Information Technology, Education, Social Sciences) that vary within and among regions; and
 - c. identify resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information. POS
4. Develop an educational plan that can impact one's future career opportunities:
 - a. create an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude and understand that career paths should relate to interests, aptitude, and abilities; and
 - b. identify available postsecondary options (e.g., community and technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP). POS
5. Recognize how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices. POS

Employability Skills

Students will:

1. Evaluate how interpersonal skills impact individual's career choice and success in the workplace:
 - a. explain ways to cooperate at home, school, and work;
 - b. identify available resources to locate job openings in the community;
 - c. identify effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills;
 - d. demonstrate how working cooperatively with people of diverse backgrounds and abilities is important to achieve success in the workplace; and
 - e. explain the importance of working cooperatively with others by contributing ideas, suggestions, and efforts to complete a task. POS
2. Explain how attitudes and work habits contribute to success at home, school, and work:
 - a. describe leadership skills needed in the school, community, and the workplace;
 - b. explain how attitudes and work habits transfer from the home and school to the workplace;
 - c. identify consequences for actions when disobeying rules and routines when employed;
 - d. explain the role of authority in school and the workplace;
 - e. identify the importance of developing good work habits (e.g., attendance, time management, problem-solving). POS
3. Describe how employability skills are important to achieve success in the workplace by:
 - a. explain the components and complete a job application;

- b. examine potential job/careers in the community; and
 - c. explain how success in an academic course of study could contribute to the ability to achieve and succeed in employment (e.g., Science/Medicine, Language Arts/Librarian). POS
4. Explain how academic and technical skills contribute to obtaining and succeeding in employment:
- a. explain how effective communication skills (e.g., reading, writing, speaking, listening) impacts work-related situations and give examples for success at home, school, and work; and
 - b. explain how success in a technical course of study could contribute to the achievement in employment (e.g., Computer and Technology Concepts/Web Design, Life Skills/Child Care). POS
5. Demonstrate how nonverbal communication skills (e.g., body language, facial expression, posture, dress) can impact relationships at home, school, and the workplace.

COMMUNICATION/TECHNOLOGY

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

- 1.6.1 Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom
- 1.6.2 Demonstrate and understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
- 1.6.3 Explain how scientific and technological changes impact specific careers (e.g., Nursing, Meteorologist, Radio and Television Broadcaster, Journalist). POS

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others.

Students will:

- 2.6.1 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- 2.6.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6.3 Explain how written communication skills are used at school and in the workplace. POS

National Educational Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students will:

- 3.6.1 Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
- 3.6.2 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
- 3.6.3 Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students will:

- 4.6.1 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- 4.6.2 Plan and manage activities to develop a solution or complete a project.
- 4.6.3 Collect and analyze data to identify solutions and/or make informed decisions.

National Education Technology Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students will:

- 5.6.1 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- 5.6.2 Advocate and practice safe, legal, and responsible use of information and technology.
- 5.6.3 Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

National Education Technology Standard 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students will:

- 6.6.1 Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- 6.6.2 Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
- 6.6.3 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- 6.6.4 Evaluate how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools, and jobs:
- 6.6.5 Explain how technology provides access to information and resources at home, school, and the work place; develop components of an Individual Learning Plan (ILP) to provide a focus for academic and career planning. POS
- 6.6.6 Demonstrate how communication skills are essential in seeking and maintaining jobs/careers by describing the role of technology within a community in maintaining safe and healthy living environment.

PRACTICAL LIVING

GRADE 7

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Students will:

- 1.7.1 Analyze the relationship between healthy behaviors and personal health.
- 1.7.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.7.3 Analyze how the environment affects personal health.
- 1.7.4 Describe how family history can affect personal health.
- 1.7.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.7.6 Explain how appropriate health care can promote personal health.
- 1.7.7 Describe the benefits of and barriers to practicing health behaviors.
- 1.7.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.7.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Students will:

- 2.7.1 Examine how the family influences the health of adolescents.
- 2.7.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.7.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.7.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.7.5 Analyze how messages from media influence health behaviors.
- 2.7.6 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.7.7 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.7.8 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.7.9 Explain how school and public health policies can influence health promotion and disease prevention.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Students will:

- 3.7.1 Analyze the validity of health information, products, and services.
- 3.7.2 Access valid health information from home, school, and community.
- 3.7.3 Determine the accessibility of products that enhance health.
- 3.7.4 Describe situations that may require professional health services.
- 3.7.5 Locate valid and reliable health products and services.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- 4.7.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.7.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.7.3 Demonstrate effective conflict management or resolution strategies.
- 4.7.4 Demonstrate how to ask for assistance to enhance the health of self and others.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- 5.7.1 Identify circumstances that can help or hinder healthy decision making.
- 5.7.2 Determine when healthy-related situations require the application of a thoughtful decision-making process.
- 5.7.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.7.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.7.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.7.7 Analyze the outcomes of a health-related decision.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will:

- 6.7.1 Assess personal health practices.
- 6.7.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.7.3 Apply strategies and skills needed to attain a personal health goal.
- 6.7.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- 7.7.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.7.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- 8.7.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.7.2 Demonstrate how to influence and support others to make positive health choices.
- 8.7.3 Work cooperatively to advocate for health individuals, families, and schools.
- 8.7.4 Identify ways that health messages and communication techniques can be altered for different audiences.

Kentucky Standards for Health Education

Personal Wellness:

Students will:

- 1. Identify ways to advocate for personal, family and community health. POS
- 2. Understand the importance of assuming responsibility for personal health behaviors:
 - a. predict how decisions regarding health behaviors have consequences for self and others;
 - b. analyze decisions that impact an individual's emotional, sexual, and reproductive health (e.g., describing benefits of abstaining from sexual activity, preventing pregnancy, preventing STDs, maintaining self-esteem); and
 - c. explain how rights and responsibilities are interrelated. POS
- 3. Evaluate how an individual's behaviors and choices of diet, exercise, and rest affect the body. POS
- 4. Demonstrate social interaction skills:
 - a. use appropriate means to express needs, wants, and feelings;

- b. use and explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship);
 - c. recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying;
 - d. interpret how individuals impact the effective functioning of groups. POS
- 5. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. POS
- 6. Apply strategies and skills needed to obtain personal health goals during adolescence. POS
- 7. Describe the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence. POS
- 8. Explain basic structures and functions of the reproductive system as it relates to the human life cycle. POS
- 9. Analyze how personal health choices, individual well-being, and use of health services can be influenced:
 - a. family traditions/values;
 - b. technology and media messages; and
 - c. cultural beliefs. POS
- 10. Investigate family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems.
- 11. Demonstrate an understanding of the use and misuse of alcohol, tobacco, and other drugs:
 - a. distinguish between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems;
 - b. describe the immediate/long-term effects of alcohol, tobacco, and illegal drug usage and analyze their impact on health; and
 - c. describe resources available to individuals seeking treatment or counseling for negative behaviors or addictions. POS
- 12. Demonstrate an understanding of diseases:
 - a. describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis); and
 - b. describe symptoms, causes, patterns of transmission, prevention, and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). POS
- 13. Investigate family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
- 14. Demonstrate an understanding of how to maintain a healthy body:
 - a. explain how health is influenced by the interaction of body systems;
 - b. describe ways pathogens from the environment (e.g., air, food, people) enter the body and explain how body defenses fight pathogens;
 - c. explain how personal hygiene practices affect physical, mental/emotional, and social health; explaining how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease; and
 - d. identify health care providers and describing reasons for preventive care. POS
- 15. Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making, and time management) for addressing these problems. POS

Nutrition

Students will:

1. Describe the role of nutrients and food sources which are important in the growth and development of healthy bodies. POS

2. Identify organs and body systems and explain how they are affected by nutrients. POS
3. Apply the decision-making process when analyzing resources needed in making dietary choices. POS
4. Use print and non-print resources (e.g., Food Guide Pyramid [FGP], *Dietary Guidelines for Americans*, United States Department of Agriculture [USDA], National Dairy Council) to make healthful food choices in real-life situations. POS
5. Analyze factors (e.g., geography, cultural background, convenience, advertising) that influence healthy food choices. POS

Safety

Students will:

1. Explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) can influence one's personal health. POS
2. Identify and describe potential hazards in and around the home and school and explain how to prevent injuries. POS
3. Explain and practice safety procedures needed for emergencies (e.g., weather, fire, tornado, lock down) at home or school. POS
4. Identify and access the available local, state, and federal health and safety agencies (e.g., health departments, Centers for Disease Control and Prevention [CDC], National Guard) and explain the services they provide. POS
5. Use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., Internet use, vehicles, firearms, watercraft). POS
6. Identify life threatening emergencies and describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). POS
7. Identify and practice (e.g., role play, simulation) communication skills needed in emergency situations. POS

PHYSICAL EDUCATION

National Standards for Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.7.1 Serve a volleyball underhand using proper form.
- 1.7.2 Perform a variety of simple folk and square dances.
- 1.7.3 Dribble a ball while preventing an opponent from stealing the ball.
- 1.7.4 Design or perform gymnastics or dance sequences.

National Standards for Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.7.1 Detect and correct errors in personal performance when shooting a free throw based on knowledge of results.
- 2.7.2 Identify similarities in body position when waiting to receive a serve in volleyball and defending a player in soccer and the reasons why they are similar
- 2.7.3 Select appropriate practice procedures to learn and master skills and movement patterns.
- 2.7.4 Identify proper warm-up and cool-down techniques and reasons for using them.
- 2.7.5 Design a new game that incorporate basketball skills and tactics that can be played fairly by all students.
- 2.7.6 Describe basic principles of training and how they improve fitness.

National Standards for Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.7.1 Participate in health-enhancing physical activities both during and outside of school/
- 3.7.2 Set realistic physical activity goals and strive to attain them through participation in activities of his or her choosing.
- 3.7.3 Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of Physical Education class.
- 3.7.4 Regulate physical activity behavior by using appropriate cues and movement principles.
- 3.7.5 Maintain a physical activity for a seven day period, documenting progress toward achievement of personal goals.

National Standards for Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.7.1 Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition both during and outside of school.
- 4.7.2 Self-assess heart rate before, during, and after vigorous physical activity.
- 4.7.3 Demonstrate appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4.7.4 Develop, with teacher assistance, a plan for improving cardio-respiratory endurance in preparation for a long hike.
- 4.7.5 Formulate meaningful personal fitness goals.

National Standards for Physical Education, Standard 5: exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.7.1 Make responsible decisions about using time, applying rules, and following through with the decisions made.
- 5.7.2 Make decisions for modifying a soccer, volleyball, etc. to allow all members to participate.
- 5.7.3 Remain on-task in a group activity without close teacher monitoring.
- 5.7.4 Include concerns for safety of self and others during an activities.
- 5.7.5 Consider the consequences of various choices when confronted with negative peer pressure.
- 5.7.6 Play within the rules of the game or activity.
- 5.7.7 Show self-control by accepting a controversial decision of an official.
- 5.7.8 Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.
- 5.7.9 Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- 5.8.9 Through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting.
- 5.8.10 Seek out, participate with, and show respect for a peer of lesser skill ability.

National Standards for Physical Education, Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:

- 6.7.1 Describes ways to use the body and movement to communicate ideas and feelings.
- 6.7.2 Recognize physical activity as a positive opportunity for social and group interaction.
- 6.7.3 Appreciate the aesthetic and creative aspects of skilled performance in others and in self.
- 6.7.4 Enjoy becoming more skilled through effort and practice.
- 6.7.5 Seek personally challenging experiences in physical activity opportunities.
- 6.7.6 Encourage others, regardless of ability, to participate in physical activities.
- 6.7.7 Analyze selected physical experiences for social, emotional, and health benefits.

Kentucky Standards for Physical Education

Students will:

1. Interpret the role that principles of motor skill refinement (e.g., accuracy, technique, movement) have in skill development. POS
2. Demonstrate increased competence in motor skills for individual, dual, and team activities. POS
3. Use non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games, and other activities. POS
4. Improve techniques to achieve consistency in performance of fundamental manipulative skills (e.g., throwing, catching, kicking, dribbling, striking) for participating in games and activities. POS
5. Demonstrate and explain how transitional motor skills (e.g., punting, serving, dribbling) are impacted by space, force, and time. POS

Lifetime Physical Wellness

Students will:

1. Identify moderate to vigorous physical activities that will provide for personal enjoyment and health benefits. POS
2. Examine and analyze the personal benefits derived from regular participation in leisure/recreational or competitive physical activities. POS
3. Participate regularly in physical activity. POS
4. Evaluate the relationship between effort and skill improvement. POS
5. Demonstrate and apply the technique of practice progression to personal skill development. POS
6. Access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports. POS
7. Understand that rules impact effective participation in physical activities:
 - a. identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants);
 - b. demonstrate sportsmanship, cooperation, teamwork, and conflict resolution;
 - c. recognize and use safety principles, rules, procedures, and etiquette; and
 - d. describe how offensive and defensive strategies are used in games and sports; creating, exploring, and devising strategies for games or physical activities. POS
8. Explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and how the F.I.T.T (Frequency, Intensity, Type, Time) Principle can be used to maintain and improve fitness. POS
9. Identify and assess lifetime activities (e.g., bowling, tennis, swimming, walking) that enhance the health-related fitness. POS
10. Investigate how the systems of the body affect an individual's personal fitness level. POS
11. Explain the relationship of nutrition and exercise to physical fitness. POS

VOCATIONAL STUDIES

National Standards for Vocational Studies are not available for K-12

Kentucky Standards for Vocational Education

Consumer Decisions

Students will:

1. Evaluate economic and social concepts and why they are important for consumer decisions:
 - a. examine the use of economic principles and resources when making choices to satisfy needs and wants of individuals and families;

- b. compare and evaluate products and services based on major factors (e.g., brand name, price, quality, features, availability) when making consumer decisions;
 - c. compare the relationship between supply and demand and their role in meeting consumer needs;
 - d. apply decision-making strategies when buying products; and
 - e. determine ways in which goods and services used by families impact the environment. POS
2. Investigate how culture, media, and technology impact the family and consumer decision-making by:
 - a. explain ways consumer's buying practices are influenced by peer pressure, desire for status, and advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsements/testimonials);
 - b. explore the positive and negative effects of advertising techniques (e.g., free samples, coupons, use of gimmicks, misleading or false information) and explaining the impact they have on consumer decisions. POS
 3. Explain ways consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups). POS
 4. Evaluate ways consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment:
 - a. describe the influence of environmental factors that positively and negatively affect health; research local and state environmental issues that address consumption for conservation and waste management practices. POS
 5. Use print and electronic resources from home, school, and community that provide accurate and relevant health and safety information. POS
 6. Use a variety of sources to find examples of jobs carried out by people at school and in the community that support job success. POS

Financial Literacy

Students will:

1. Evaluate financial management practices including budgeting, savings, banking services (e.g., purpose of checking and savings accounts, debit/credit), and investing (e.g., general types of purpose of investing) and explain why these practices are important in achieving personal financial goals:
 - a. construct and use a personal spending/savings plan and evaluate according to short- and long-term goals; and
 - b. explain the difference between credit and debit cards. POS
2. Investigate savings plans and budgets in making financial decisions by:
 - a. describe basic components of a budget (e.g., income, fixed and flexible expenses, and savings). POS
3. Explain how financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals:
 - a. analyze the steps in opening and using a checking and savings account. POS
4. Develop financial goals for the future based on one's lifestyle expectations and career choices. POS

Career Awareness

Students will:

1. Explain why people need to work (e.g., social contacts, make purchases for necessities, expand knowledge, develop skills to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment. POS
2. Evaluate how jobs/careers reflect both individual and societal needs and vary within communities and regions:
 - a. compare and contrast the many factors that must be considered when selecting and preparing for employment or a career path; and
 - b. recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing. POS
3. Describe why attaining academic skills are important in both school and the workplace:

- a. research career choices through the use of technology; and
 - b. describe how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) are grouped within career clusters (e.g., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) that vary within and among communities and regions. POS
4. Students will develop an educational plan that can impact one's future career opportunities:
 - a. access and use resources for locating job/career information career paths related to interests, aptitude (e.g., academic skills), and abilities;
 - b. update the Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude, and understand that career paths should relate to your individual traits (e.g., interests, abilities, learning styles);
 - c. explore and describe available postsecondary options (e.g., community technical colleges, 4-year colleges, military service) to develop career goals that are included in the Individual Learning Plan (ILP). POS
 5. Recognize how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and how unique interests may lead to career choices. POS

Employability Skills

Students will:

1. Evaluate how interpersonal skills impact individual's career choice and success in the workplace:
 - a. identify effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills;
 - b. evaluate the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace;
 - c. design a plan for working cooperatively with others by contributing ideas, suggestions, and efforts to complete a task;
 - d. explain how effective verbal and nonverbal communication skills impacts work-related situations. POS
2. Explain how attitudes and work habits contribute to success at home, school, and work:
 - a. demonstrate leadership skills by participating in co/extra-curricular activities at home, school, and community;
 - b. explain how attitudes and work habits transfer from the home and school to the workplace;
 - c. describe consequences for actions when disobeying rules and routines at the workplace;
 - d. explain the role of authority in school and in the workplace; and
 - e. explain the importance of developing good work habits (e.g., loyalty, initiative, assuming responsibility, time management, problem-solving). POS
3. Describe how employability skills are important to achieve success in the work place:
 - a. use available resources for locating job openings;
 - b. use established criteria to evaluate a completed job application;
 - c. use technology to research job/careers in the community. POS
4. Examine academic and technical skills and how they contribute to obtaining and succeeding in employment:
 - a. explain how success in an academic course of study could contribute to the achievement and success in employment (e.g., Math/Teacher, Social Studies/Politician); and
 - b. explain how success in a technical course of study could contribute to the achievement and success in employment (e.g., AgriScience/Game Warden, Survey of Technology/Engineering).
5. Examine how communication skills are essential in seeking and maintaining jobs/careers by:
 - a. explain skills used in classroom and workplace; letter writing, nonverbal/verbal communication skills, and interview skills;
 - b. use different formats to summarize and communicate orally and in written form for use in the classroom and the workplace.

COMMUNICATION/TECHNOLOGY

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

- 1.8.1 Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- 1.8.2 Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
- 1.8.3 Explain how scientific and technological changes impact specific careers (e.g., Construction Worker, Automotive Technician, Food Service industry).POS

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will:

- 2.8.1 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- 2.8.2 Evaluate the purposes of technology tools (e.g., word processing, databases, spreadsheets, scanners, robots, personal electronic devices, Internet, email) and analyze how these impact productivity in homes, schools, and jobs.
- 2.8.3 Explain how technology provides access to information and resources at home, school, and the workplace.
- 2.8.4 Continue the development of an Individual Learning Plan (ILP) to provide a focus for academic and career planning.

National Educational Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students will:

- 3.8.1 Use content-specific tools, software, and simulations to support learning and research
- 3.8.2 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
- 3.8.3 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 3.8.4 Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students will:

- 4.8.1 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- 4.8.2 Identify and define authentic problems and significant questions for investigation.
- 4.8.3 Plan and manage activities to develop a solution or complete a project.

National Educational Technology Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students will:

- 5.8.1 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

- 5.8.2 Advocate and practice safe, legal, and responsible use of information and technology.
- 5.8.3 Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- 5.8.4 Exhibit leadership for digital citizenship.

National Education Technology Standard 6: Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

The students will:

- 6.8.1 Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- 6.8.2 Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
- 6.8.3 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- 6.8.4 Select and use applications effectively and productively.
- 6.8.5 Transfer current knowledge to learning of new technologies.

PRACTICAL LIVING

GRADE 8

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Students will:

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Students will:

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Students will:

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will:

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

National Health Education Standard 7: Students will demonstrate the ability to practice health, enhancing behaviors and avoid or reduce health risks.

Students will:

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Identify ways that health messages and communication techniques can be altered for different audiences.

Kentucky Standards for Health Education

Personal Wellness

Students will:

1. Evaluate communication methods used in advocating for personal, family, and community health. POS
2. Understand the importance of assuming responsibility for personal health behaviors:
 - a. predict how decisions regarding health behaviors have consequences for self and others;
 - b. explain the benefits (preventing pregnancy, preventing HIV/STDs, maintaining self-esteem) and strategies (e.g., using refusal skills, talking with parents, doctors, counselors) of abstaining from sexual activity. POS
3. Evaluate how an individual's behaviors or choices of diet, exercise, and rest affect the body. POS

4. Apply strategies and skills needed to obtain personal health goals during adolescence and describe the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence. POS
5. Explain basic structures and functions of the reproductive system as it relates to the human life cycle. POS
6. Demonstrate social interaction skills:
 - a. Use appropriate means to express needs, wants, and feelings;
 - b. Use and explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship);
 - c. recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying;
 - d. interpret how individuals impact the effective functioning of groups. POS
7. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. POS
8. Analyze how personal health, health behaviors, and use of health services can be influenced by:
 - a. family traditions/values;
 - b. technology and media messages;
 - c. cultural beliefs;
 - d. physical, social, and emotional environments; and
 - e. information from peers. POS
9. Demonstrate an understanding of the use and misuse of alcohol, tobacco, and other drugs:
 - a. distinguish between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems;
 - b. describe the immediate/long-term effects of alcohol, tobacco, and illegal drug usage and analyze their impact on health; and
 - a. describe resources available to individuals seeking treatment or counseling for negative behaviors or addictions. POS
10. Demonstrate an understanding of diseases:
 - a. describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis); and
 - b. describe symptoms, causes, patterns of transmission, prevention, and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). POS
 - c. Investigate family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
11. Demonstrate an understanding of how to maintain a healthy body:
 - a. explain how health is influenced by the interaction of body systems;
 - b. describe ways pathogens from the environment (e.g., air, food, people) enter the body and explain how body defenses fight pathogens;
 - c. explain how personal hygiene practices affect physical, mental/emotional, and social health; explain how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease;
 - d. identify health care providers and describing reasons for preventive care. POS
12. Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making, and time management) for addressing these problems. POS

Nutrition

Students will:

1. Evaluate the role of nutrients and food sources in the growth and development of healthy bodies. POS

2. Identify problems that occur from extreme eating behaviors. POS
3. Evaluate the role of nutrients and food sources in the growth and development of healthy bodies. POS
4. Identify problems that occur from extreme eating behaviors (overeating, obesity, anorexia, bulimia). POS
5. Apply the decision-making process when analyzing resources needed in making dietary choices.
6. Use print and non-print resources (e.g. Food Guide Pyramid [FGP], *Dietary Guidelines for Americans*, United States Department of Agriculture [USDA], National Dairy Council) to make healthful food choices in real-life situations.
7. Analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices. POS

Safety

Students will:

1. Explain how health hazards (e.g., firearms, motorized vehicles, all-terrain vehicles, personal watercraft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence personal health. POS
2. Identify and describe potential hazards in and around the home and school; explain how to prevent injuries. POS
3. Demonstrate safety procedures needed for emergencies (e.g., weather, fire, tornado, lock down) at home or school. POS
4. Explain safety practices needed when assuming responsibilities (babysitting, house-sitting, elderly care, pet care) in caring for animals, property, and other individuals.
5. Identify and access the available local, state, and federal health and safety agencies (e.g., health departments, Center for Disease Control and Prevention [CDC], National Guard) and explain the services they provide. POS
6. Use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., Internet use, vehicles, firearms, watercraft). POS
7. Recognize life-threatening emergencies and explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives. POS
8. Demonstrate communication skills needed in emergency situations. POS

PHYSICAL EDUCATION

National Standards for Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.8.1 Serve a volleyball underhand using the proper form.
- 1.8.2 Perform a variety of simple folk and square dances.
- 1.8.3 Dribble a ball while preventing an opponent from stealing the ball.
- 1.8.4 Place the ball away from an opponent during a tennis match.
- 1.8.5 Design and perform gymnastics or dance sequences.

National Standards for Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.8.1 Detect and correct errors in personal performance when shooting a free throw based on knowledge of results.

- 2.8.2 Identify similarities in body position when waiting to receive a serve in volleyball and defending a player in soccer and the reasons why they are similar.
- 2.8.3 Select appropriate practice procedures to learn and master skills and movement patterns.
- 2.8.4 Identify proper warm-up and cool-down techniques and reasons for using them.
- 2.8.5 Design a new game that incorporates basketball skills and tactics that can be played fairly by all students, including those in wheelchairs.
- 2.8.6 Describe basic principles of training and how they improve fitness.
- 2.8.7 After observing a team of elite volleyball players, describe the characteristics that enable success in serving, passing, and spiking.

National Standards for Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.8.1 Participate in health-enhancing physical activities both during and outside of school.
- 3.8.2 Set realistic physical activity goals and strives to attain them through participation in activities of his or her choosing.
- 3.8.3 Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week
- 3.8.4 Regulate physical activity behavior by using appropriate cues and movement principles.
- 3.8.5 Maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.
- 3.8.6 Accumulates a specified number of steps during the day (e.g., 10,000 steps).

National Standards for Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.8.1 Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition both during and outside of school.
- 4.8.2 Self-assess heart rate before, during, and after vigorous physical activity.
- 4.8.3 Demonstrate appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4.8.4 Maintain heart rate in target heart rate zone for a minimum of 20 minutes while participating in a physical activity of his or her choice.
- 4.8.5 Develop, with teacher assistance, a plan for improving cardio-respiratory endurance in preparations for a long hike.
- 4.8.6 Meets the age- and gender-specific health-related fitness standards.
- 4.8.7 Formulate meaningful personal fitness goals.

National Standards for Physical Education, Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.8.1 Make responsible decisions about using time, applying rules, and following through with the decisions made.
- 5.8.2 Use time wisely when given opportunity to develop components of a physical activity.
- 5.8.3 Make decisions for modifying a soccer game to allow all members to participate.
- 5.8.4 Include concerns for safety of self and others during a physical activity.
- 5.8.5 Considers the consequences of various choices when confronted with negative peer pressure.
- 5.8.6 Play within the rules of the game or activity.
- 5.8.7 Show self control by accepting a controversial decision of an official.
- 5.8.8 Resolve interpersonal conflicts with sensitivity to the rights and feelings of others.
- 5.8.9 Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- 5.8.10 Through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting.

- 5.8.11 Seek out, participate with, and show respect for a peer of lesser skill ability.

National Standard for Physical Education, Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:

- 6.8.1 Describe ways to use the body and movement to communicate ideas and feelings.
- 6.8.2 Recognize physical activity as a positive opportunity for social and group interaction.
- 6.8.3 Appreciate the aesthetic and creative aspects of skilled performance in others and in self.
- 6.8.4 Recognize that learning new activities and skills as challenging.
- 6.8.5 Enjoy becoming more skilled through effort and practice.
- 6.8.6 Seek personally challenging experiences in physical activity opportunities.
- 6.8.7 Invite all students, regardless of ability, to participate in physical activities.
- 6.8.8 Invite all students, regardless of ability, to participate in physical activities.
- 6.8.9 Analyze selected physical experiences for social, emotional, and health benefits.

Kentucky Standards for Physical Education

Psychomotor Skills

Students will:

- 1. Critique transitional motor skills and patterns to make recommendations for improvement. POS
- 2. Select appropriate practice procedures to learn and master skills and movement patterns. POS
- 3. Analyze the principles of motor skill refinements (e.g., accuracy, technique, movement) have in skill development. POS
- 4. Demonstrate increased competence in motor skills for individual, dual, and team activities. POS
- 5. Explore the use of non-locomotor, locomotor, and combination skills in movement sequences, patterned dances, games, and other activities.
- 6. Refine techniques to achieve consistency in performance of fundamental manipulative skills (e.g., throwing, catching, kicking, dribbling, striking) for participation in games and activities. POS
- 7. Demonstrate and explain how transitional motor skills are needed for participation in games, activities, and rhythmic movements (e.g., baseball, soccer, dance, golf, basketball). POS

Lifetime Physical Wellness

Students will:

- 1. Design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities. POS
- 2. Examine and analyze the personal benefits derived from regular participation in leisure/recreational, or competitive physical activities. POS
- 3. Participate regularly in physical activity. POS
- 4. Develop and implement an appropriate practice plan for skill proficiency in games and sports. POS
- 5. Examine the relationship between and among effort, persistence, practice, and improvement as they relate to skill development. POS
- 6. Access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports. POS
- 7. Understand that rules impact effective participation in physical activities:
 - a. identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants;
 - b. demonstrate sportsmanship, cooperation, teamwork, and conflict resolution;
 - c. identify and use safety principles, rules, procedures, and etiquette; and
 - d. describe how offensive and defensive strategies are used in games and sports. POS
- 8. Participate regularly in physical activity. POS

9. Conduct a self-assessment which includes the elements of the F.I.T.T. (Frequency, Intensity, Type, Time) Principle, and design a fitness plan based on assessment results. POS
10. Compare and contrast lifetime activities (e.g., biking, dance, tennis, horseback riding, walking, golf) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance). POS
11. Explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) affect an individual's personal fitness level. POS
12. Explain the relationship of nutrition and exercise to physical fitness. POS

VOCATIONAL STUDIES

National Standards for Vocational Education are not available for K-12.

Kentucky Standards for Vocational Education

Consumer Decisions

Students will:

1. Evaluate social factors and economic principles and their affect on consumer decisions:
 - a. examine the use of economic principles and resources in making choices to satisfy needs and wants of individual families;
 - b. compare and evaluate products and services based on major factors (e.g., brand name, price, quality, features, availability) when making consumer decisions;
 - c. compare the relationship between supply and demand and their role in meeting consumer needs;
 - d. analyze the interrelationship between the economic system and consumer actions;
 - e. apply decision-making strategies when buying products based on price, features, and quality; and
 - f. identify practices that allow families to maintain economic self-sufficiency. POS
2. Investigate how culture, media, and technology impact the family and consumer decision making:
 - a. explore and use technology to access consumer information (e.g., products, services, resources);
 - b. develop criteria to evaluate consumer's buying practices that are influenced by peer pressure, desire for status, and advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials). POS
3. Investigate consumer advocacy groups and the impact of consumer's rights and responsibilities:
 - a. examine economic impacts of laws and regulations that pertain to consumers and providers of services;
 - b. identify and explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups.) POS
4. Evaluate ways consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
 - a. describe the influence of environmental factors that positively and negatively affect health;
 - b. research local and state environmental issues that address consumption for conservation and waste management practices. POS
5. Use print and electronic resources from home, school, and community that provide accurate and relevant health information. POS
6. Locate and interpret career information and job opportunities in the community that support job success. POS

Financial Literacy

Students will:

1. Evaluate financial management practices including budgeting, savings, banking services (e.g., purpose of checking and savings accounts, debit/credit), and investing (e.g., general types and purpose of investing), and explain why these practices are important in achieving personal financial goals :
 - a. describe the risks and responsibilities associated with using credit. POS
2. Investigate savings plans and budgets in making financial decisions:
 - a. construct and use a personal spending/savings plan and evaluate according to short- and long-term goals; and
 - b. analyze basic components of a budget (e.g., income, fixed and flexible expenses, and savings). POS
3. Explain how financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals by analyzing the steps in opening and using a checking and savings account. POS
4. Develop financial goals for the future based on one's lifestyle expectations and career choices. POS

Career Awareness

Students will:

1. Analyze why people need to work (e.g., earn money, contribute to society, develop identity as a worker, enhance self-esteem) to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment:
 - a. compare and contrast the many factors that must be considered when selecting and preparing for employment or a career path. POS
2. Explain how jobs/careers reflect both individual and societal needs. POS
3. Analyze how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices. POS
4. Analyze the direct relationship of academic/technical skills, extracurricular activities, and community experiences to career preparation:
 - a. research career choice through the use of technology. POS
5. Create an educational plan that will/can impact future career opportunities:
 - a. describe how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) are grouped together in career clusters (e.g., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) that vary within and among communities and regions;
 - b. access and evaluate resources for locating job/career information career paths related to interests, aptitude (e.g., academic skills), and abilities;
 - c. create and update an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude and understand that career paths should relate to individual traits (e.g., interests, abilities, learning styles); and
 - d. explain, with examples, postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP). POS

Employability Skills

Students will:

1. Evaluate how interpersonal skills impact individual's career choice and success in the workplace:
 - a. analyze and evaluate the role of each participant's contribution in a team setting;
 - b. evaluate the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace;
 - c. design a plan for working cooperatively with others by contributing ideas, suggestions, and efforts to complete a task; and
 - d. explain how effective verbal and nonverbal communication skills impacts work-related situations. POS

2. Examine how attitudes and work habits contribute to success at home, school, and work:
 - a. identify effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills (e.g., goal-setting, questioning, dividing work);
 - b. demonstrate leadership skills by participating in co/extra-curricular activities at home, school, and community;
 - c. explain how attitudes and work habits transfer from the home and school to the workplace;
 - d. demonstrate and explain how various forms of etiquette are used in the home, school, community, and workplace;
 - e. describe consequences for actions when disobeying rules and routines at the workplace;
 - f. explain the role of authority in school and the workplace; and
 - g. explain the importance of developing good work ethics/habits (e.g., initiative, time management, respect, self-discipline, problem-solving) that support career retention and advancement. POS
3. Explain how employability skills are important to achieve success in the workplace:
 - a. use available resources for locating job openings; and
 - b. use established criteria to evaluate a completed job application. POS
4. Explain how academic and technical skills contribute to obtaining and succeeding in employment:
 - a. use technology to research job/careers in the community;
 - b. explain how success in an academic course of study could contribute to the achievement and success in employment (e.g., Arts and Humanities/Museum Curator, Health Education/Personal Trainer); and
 - c. explain how success in a technical course of study could contribute to the achievement and success in employment (e.g., Career Choices/Nurse, Business/Marketing Career Exploration/Advertising Manager). POS
5. Explain how communication skills are essential in seeking and maintaining jobs/careers :
 - a. describe effective speaking and listening skills used in a job interview;
 - b. explain skills used to seek, obtain, maintain, and change jobs/careers: written communication, nonverbal/verbal communication skills, and interview skills; and
 - c. use differing formats to summarize and communicate orally and in written form for use in the classroom and the workplace. POS

COMMUNICATION/TECHNOLOGY

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

- 1.8.1 Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom
- 1.8.2 Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
- 1.8.3 Explain how jobs/careers (e.g., Physical Therapist, Radio and Television Broadcaster, Web Designer) have been created as a result of scientific and technological advancements. POS

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others.

Students will:

- 2.8.1 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- 2.8.2 Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- 2.8.3 Contribute to project teams to produce original works or solve problems.

National Educational Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students will:

- 3.8.1 Explain how technology provides access to information and resources at home, school and the workplace. POS
- 3.8.2 Use content-specific tools, software, and simulations to support learning and research.
- 3.8.3 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
- 3.8.4 Plan strategies to guide inquiry.
- 3.8.5 Process data and report results.

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students will:

- 4.8.1 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- 4.8.2 Plan and manage activities to develop a solution or complete a project
- 4.8.3 Collect and analyze data to identify solutions and/or make informed decisions.
- 4.8.4 Use multiple processes and diverse perspectives to explore alternative solutions.
- 4.8.5 Update the Individual Learning Plan (ILP) to provide a focus for academic and career planning.

National Educational Technology Standard 5: Digital Citizenship

Students understand human, culture, and societal issues related to technology and practice legal and ethical behavior.

Students will:

- 5.8.1 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- 5.8.2 Advocate and practice safe, legal, and responsible use of information and technology
- 5.8.3 Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- 5.8.4 Demonstrate personal responsibility for life long learning.
- 5.8.5 Exhibit leadership for digital citizenship.
- 5.8.6 Describe the role of technology within a community in maintaining safe and healthy environment.

National Education Technology Standard 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students will:

- 6.8.1 Evaluate the purpose of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools, and jobs.
- 6.8.2 Apply strategies for identifying solving routine hardware and software problems that occur during everyday use.
- 6.8.3 Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

- 6.8.4 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- 6.8.5 Select and use applications effectively and productively.
- 6.8.6 Troubleshoot systems and applications.

PRACTICAL LIVING

HIGH SCHOOL

HEALTH EDUCATION

National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Students will:

- 1.HS.1 Predict how healthy behaviors can affect health status.
- 1.HS.2 Describe the interrelationships of emotional, intellectual, physical and social health.
- 1.HS.3 Analyze how environment and personal health are interrelated.
- 1.HS.4 Analyze how genetics and family history can affect personal health problems.
- 1.HS.5 Propose ways to reduce or prevent injuries and health problems.
- 1.HS.6 Analyze the relationship between access to health care and health status.
- 1.HS.7 Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.
- 1.HS.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.HS.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

National Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Students will:

- 2.HS.1 Analyze how the family influences the health of individuals.
- 2.HS.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.HS.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.HS.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.HS.5 Evaluate the effect of media on personal and family health.
- 2.HS.6 Evaluate the impact of technology on personal, family and community health.
- 2.HS.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.HS.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.HS.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.HS.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

National Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Students will:

- 3.HS.1 Evaluate the validity of health information, products, and services.
- 3.HS.2 Use resources from home, school, and community that provide valid health information.
- 3.HS.3 Determine the accessibility of products and services that enhance health.
- 3.HS.4 Determine when professional health services may be required.
- 3.HS.5 Access valid and reliable health products and services.

National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will:

- 4.HS.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.HS.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- 4.HS.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.HS.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- 5.HS.1 Examine barriers that can hinder healthy decision making.
- 5.HS.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.HS.3 Justify when individual or collaborative decision making is appropriate.
- 5.HS.4 Generate alternatives to health-related issues or problems.
- 5.HS.5 Predict the potential short-term and long –term impact of each alternative on self and others.
- 5.HS.6 Defend the healthy choice when making decisions.
- 5.HS.7 Evaluate the effectiveness of health-related decisions.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will:

- 6.HS.1 Assess personal health practices and overall health status.
- 6.HS.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.HS.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.HS.4 Formulate an effective long-term personal health plan.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students will:

- 7.HS.1 Analyze the role of individual responsibility for enhancing health.
- 7.HS.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.HS.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Students will:

- 8.HS.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 8.HS.2 Demonstrate how to influence and support others to make positive health choices.
- 8.HS.3 Work cooperatively as an advocate for improving personal, family community health.
- 8.HS.4 Adapt health messages and communication techniques to specific target audience.

Kentucky Standards for Health Education

Personal Wellness

Students will:

1. Understand the importance of assuming responsibility for personal health behaviors:
 - a. predict how decisions regarding health behaviors have consequences for self and others;
 - b. explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety); and
 - c. explain how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs) and impacts the physical, mental, and social well-being of an individual. POS
2. Apply goal-setting and decision-making skills in developing, implementing, and evaluating a personal wellness plan. POS

3. Evaluate the effectiveness of communication methods for expressing accurate health information and ideas. POS
4. Evaluate how an individual's behaviors and choices of diet, exercise, and rest affect the body. POS
5. Demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults.
6. Demonstrate social interaction skills:
 - a. identify and utilize management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life;
 - b. use and explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship);
 - c. recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying;
 - d. identify and explain changes in roles, responsibilities, and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance). POS
7. Explain basic structures and functions of the reproductive system as it relates to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood). POS
8. Understand the importance of assuming responsibility for personal health behaviors:
 - a. predict how decisions regarding health behaviors have consequences for self and others;
 - b. explain how body functions can be maintained and improved (e.g., exercise, nutrition, safety);
 - c. explain how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs) and impacts the physical, mental, and social well-being of an individual. POS
9. Explain basic structures and functions of the reproductive system as it relates to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood). POS
10. Understand the importance of assuming responsibility for personal health behaviors:
 - a. predict how decisions regarding health behaviors have consequences for self and others;
 - b. explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety);
 - c. explain how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs) and impacts the physical, mental, and social well-being of an individual. POS
11. Demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults. POS
12. Demonstrate refusal, negotiation, and collaboration skills to use in avoiding potential harmful situations. POS
13. Understand and analyze how personal, family, and community health can be influenced and challenged by:
 - a. family traditions/values;
 - b. peer pressure;
 - c. technology and media messages;
 - d. cultural beliefs and diversity; and
 - e. interrelationships between environmental factors and community health. POS
14. Explore family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
15. Demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs:
 - a. distinguish between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems;
 - b. predict the immediate/long-term effects of alcohol, tobacco, and illegal drug usage and analyze the impact on an individual's health; and

- c. recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy) and other strategies (e.g., enhancing self-esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders). POS
16. Demonstrate an understanding of diseases:
 - a. describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis); and
 - b. describe symptoms, causes, patterns of transmission, prevention, and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). POS
 - c. explore family history, environment, lifestyle, and other risk factors related to the cause or prevention of disease and other health problems. POS
 17. Demonstrate an understanding of how to maintain a healthy body:
 - a. analyze the impact of personal health behaviors on the functioning of body systems; and
 - b. analyze how behavior can impact health maintenance and disease prevention during adolescence and adulthood.. POS
 18. Recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task, and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health. POS
 19. Demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults.
 20. Demonstrate refusal, negotiation, and collaboration skills to use in avoiding potential harmful situations. POS
 21. Access and use a variety of resources from home, school, and community that provide valid health information. POS
 22. Use print and non-print sources to:
 - a. analyze how the prevention and the control of health problems are influenced by research and medical advances;
 - b. investigate the role of health care providers in disease prevention; and
 - c. analyze how public health policies and government regulations influence health promotion and disease prevention. POS

Nutrition

Students will:

1. Evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs. POS
2. Analyze and evaluate the positive and negative impact of food selections on maintaining and promoting health. POS
3. Identify issues, problems, and solutions related to extreme eating behaviors (overeating, obesity, anorexia, bulimia). POS
4. Evaluate the role of nutrients and food sources in the growth and development of healthy bodies. POS
5. Create meal plans utilizing print and non-print resources (e.g., Food Guide Pyramid [FGP], *Dietary Guidelines for Americans*, United States Department of Agriculture [USDA], National Dairy Council). POS
6. Evaluate nutritional resources from home, school, and community that provide valid health information. POS
7. Analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence health food choices. POS

Safety

Students will:

1. Analyze how responsible use of machinery and motorized vehicles (e.g., all-terrain vehicle, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives. POS
2. Identify and describe potential hazards in home and schools and explain how to prevent injuries. POS
3. Identify components of safety needed in developing a personal plan for emergency situations (e.g., weather, fire, tornado, lock down) at home or school. POS
4. Demonstrate refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations. POS
5. Identify and access the available local, state, federal, and international health and safety agencies (e.g., World Health Organization, Peace Corps, Center for Disease Control and Prevention [CDC], Armed Forces), and explain the service they provide. POS
6. Use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., Internet use, vehicles, firearms, watercraft). POS
7. Demonstrate proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) and explain how they help reduce the severity of injuries and save lives. POS
8. Demonstrate communication skills needed in emergency situations. POS
9. Explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property, and other individuals. POS

PHYSICAL EDUCATION

National Standards for Physical Education, Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will:

- 1.HS.1 Develop motor skills and movement patterns to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.
- 1.HS.2 Demonstrate the ability to perform **basic and advanced** skills and tactics to participate in at least one from each of three of the following categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self-defense, dance, and gymnastics.
- 1.HS.3 Demonstrate the ability to perform **basic** skills and tactics to participate in at fine additional activities.

National Standards for Physical Education, Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students will:

- 2.HS.1 Develop an appropriate conditioning program for self-selected game/activity to engage in for life.
- 2.HS.2 Develop realistic short-term and long-term personal fitness goals.
- 2.HS.3 Correctly identify the psychological factors that govern successful movement performance of a given activity.
- 2.HS.4 Plan a summer personal conditioning program
- 2.HS.5 Explain the impact of participation in selected sports/activities on various components of fitness.

National Standards for Physical Education, Standard 3: Participates regularly in physical activity.

Students will:

- 3.HS.1 Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
- 3.HS.2 Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on fine or more days during the week
- 3.HS.3 Demonstrate the ability to monitor and adjust activity to meet personal physical activity needs.

- 3.HS.4 Monitor physical activity through the use of a pedometer, heart-rate monitor, and/or physical activity log.
- 3.HS.5 Accumulate a specified number of steps during the day to meet personal goals.
- 3.HS.6 Demonstrate effective time management skills that allow opportunities for physical activity to be created or found during a busy day.

National Standards for Physical Education, Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students will:

- 4.HS.1 Maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.
- 4.HS.2 Assess physical fitness status in terms of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.
- 4.HS.3 Develop a personal fitness profile on the basis of fitness assessment results.
- 4.HS.4 Design and implement a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
- 4.HS.5 Achieve personal fitness goals after a period of training.
- 4.HS.6 Demonstrate ability to monitor and adjust a personal fitness program to meet needs and goals.

National Standards for Physical Education, Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Students will:

- 5.HS.1 Choose to participate in an activity because of personal enjoyment rather than only when friends are participating.
- 5.HS.2 While officiating a competition, listen to all sides of an issue before taking action in a conflict.
- 5.HS.3 Participate successfully in a cooperative learning group with a wide range of diverse members.
- 5.HS.4 Invite less-skilled students to participate in a warm-up activity prior to class
- 5.HS.5 Show leadership by diffusing conflict during competition.

National Standards for Physical Education, Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students will:

- 6.HS.1 Identify reasons to participate in physical activity (e.g., health, enjoyment, challenge, self-expression and social interaction.).
- 6.HS.2 Enjoy working with others in a sport activity to achieve a common goal.
- 6.HS.3 Create a pamphlet on the health benefits of physical activity.
- 6.HS.4 Create self rewards for achieving personal fitness/physical activity goals.
- 6.HS.5 Reflect on reasons for choosing to participate in selected physical activities.

Kentucky Standards for Physical Education

Psychomotor Skills

Students will:

- 1. Identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities. POS
- 2. Analyze the contribution mechanical principles have in improving movement performance. POS
- 3. Explain how successful performance is impacted by physical, intellectual, and emotional behaviors. POS
- 4. Provide examples of how basic technical skills can help overcome certain physical limitations (e.g., height, muscle development). POS
- 5. Recognize physical activity as an opportunity for positive social and group interaction. POS

6. Explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities.
7. Evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow-through) can be used to detect and correct errors in performances.

Lifetime Physical Wellness

Students will:

1. Design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities. POS
2. Evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life. POS
3. Participate regularly in physical activity. POS
4. Analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice, and improvement as they relate to skill development. POS
5. Evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback). POS
6. Understand that rules impact effective participation in physical activities:
 - a. identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants);
 - b. analyze the value of rules, fair play, cooperation, sportsmanship, teamwork, and conflict resolution;
 - c. develop and compare effectiveness of game strategies for offensive and defensive play. POS
7. Students will design, implement, assess, and refine a personal fitness plan based on the F.I.T.T. (Frequency, Intensity, Type, Time) Principle. POS
8. Compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance). POS
9. Explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) respond to exercise. POS
10. Analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition, and physical activity.
11. Design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities. POS

VOCATIONAL STUDIES

National Standards for Vocational Education are not available for K-12.

Kentucky Standards for Vocational Education

Consumer Decisions

Students will:

1. Evaluate social factors and economic principles and their impact on consumer decisions:
 - a. explain how buying and selling practices impact consumer decisions;
 - b. examine the use of economic principles and resources in making choices to satisfy needs and wants of individuals and families;
 - c. compare and contrast the selection of goods and services by applying effective consumer strategies;

- d. recognize the relationship between supply and demand and their role in meeting consumer needs. POS
2. Analyze consumer decisions and how they impact the global economy, national trends, societal issues, family and economic principles:
 - a. analyze interrelationship between the economic system and consumer actions; and
 - b. explain practices that will assist families to achieve and maintain economic self-sufficiency. POS
3. Investigate how culture, media, and technology impact the family and consumer decision making by:
 - a. compare and evaluate products and services based on major factors (e.g., price, quality, availability, warranties, comparison shopping, impulse buying, features, peer pressure, culture, technology) when making consumer decisions;
 - b. analyze and evaluate ways consumer's buying practices are influenced by peer pressure, desire for status, and advertising techniques (e.g., jingles/slogans, plain folks, magic ingredients, facts and figures, glittering generalities, endorsements/testimonials, bandwagon, snob appeal, emotional appeal, free gifts/rewards); and
 - c. compare and contrast the relationship of the environment to family and consumer resources. POS
4. Evaluate management practices (e.g., budgeting, time management, decision-making) of individual and families relating to food, clothing, shelter, health care, recreation, and transportation. POS
5. Examine economic impacts of laws and regulations that pertain to consumers and providers of services and explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups). POS
6. Evaluate consumer actions (e.g., reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources, reducing water, air, and land pollution, reducing solid waste, conserving energy, greenhouse effect, slowing global warming):
 - a. describe the influence of environmental factors that positively and negatively affect health;
 - b. research local, state, national, and international environmental issues that address consumption for conservation and waste management practices. POS
7. Use print and electronic resources from home, school, and community that provide accurate and relevant health information. POS

Financial Literacy

Students will:

1. Analyze financial management practice, including budgeting, banking (e.g. check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks), and explain their importance in achieving short- and long-term financial goals:
 - a. describe the risks and responsibilities associated with using credit (e.g., use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy). POS
2. Create and evaluate a personal spending/savings plan determined by an individual's short- and long-term financial goals. POS
3. Compare an electronic means of transfer (e.g., debit cards, ATM, automatic deposits/payments) offered by various financial institutions. POS
4. Develop financial goals for the future based on one's lifestyle expectations and career choices. POS

Career Awareness, Exploration, Planning

Students will:

1. Analyze and evaluate why people need to work and how a person's career choice impacts lifelong earning potential, career opportunities, and job satisfaction. POS
2. Explain how jobs/careers reflect both individual and societal needs:
 - a. compare and contrast the many factors (e.g., family, environment, location) that must be considered when selecting and preparing for employment or a career path. POS

3. Create an educational plan that can impact their future career opportunities:
 - a. access and evaluate resources for locating job/career information/career paths related to interests, aptitude (e.g., academic skills), and abilities;
 - b. update and maintain an Individual Learning Plan (ILP) to explore self-knowledge and academic aptitude and understand that career paths should relate to your individual traits (e.g., interests, abilities, learning styles, achievements, career goals); and
 - c. explain with examples postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP). POS
4. Analyze the direct relationship of academic/technical skills, extracurricular activities, and community experiences to career preparation:
 - a. research career choice through the use of technology;
 - b. evaluate job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) in career clusters (e.g., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) that vary within and among communities and regions. POS
5. Analyze how the changing roles of individuals and the workplace relate to the new opportunities for careers in a global society. POS
6. Analyze how lifelong learning in a global society is important for personal and professional growth. POS

Employability Skills

Students will:

1. Analyze how interpersonal skills impact individual's career choice and success in the workplace:
 - a. identify effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills (e.g., goal-setting, questioning, dividing work);
 - b. analyze and evaluate the role of each participant's contribution in a team setting;
 - c. evaluate the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace;
 - d. design a plan for working cooperatively with others by contributing ideas, suggestions, and efforts to complete a task; and
 - e. explain how effective verbal and nonverbal communication skills impact work-related situations. POS
2. Evaluate how employability skills are important to achieve success in the workplace:
 - a. demonstrate leadership skills by participating in co/extra-curricular activities in home, school, and community;
 - b. analyze the leadership qualities of a successful person and explain how the qualities described are essential to successful employment in any career (e.g., self-directed, effective at time management, problem-solving skills, positive attitude);
 - c. evaluate personal attitudes and work habits that support career retention and advancement;
 - d. describe consequences for actions when disobeying rules and routines at the workplace;
 - e. explain the role of authority in school and the workplace;
 - f. explain the importance of developing good work ethics/habits (e.g., initiative, time management, respect, self-discipline, problem-solving) that support career retention and advancement. POS
3. Explain how employability skills are important to achieve success in the workplace:
 - a. use available resources for locating job openings; and
 - b. use established criteria to evaluate a completed job application. POS
4. Examine how academic and technical skills prepare them for obtaining, maintaining, advancing, and changing employment:
 - a. use technology to research job/careers in the community;

- b. explain how success in an academic course of study could contribute to the achievement and success in employment (e.g., Physical Education/Personal Trainer, Arts & Humanities/Musician);
- c. explain how success in a technical course of study could contribute to the achievement and success in employment (e.g., Information Technology/Programmer, Communications/Broadcast Technician); and
- d. demonstrate the relationship between academic achievement and how it affects success in the workplace by creating or evaluating an Individual Learning Plan [ILP]. POS

COMMUNICATION/TECHNOLOGY

National Educational Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will:

- 1.HS.1 Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
- 1.HS.2 Describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy. POS
- 1.HS.3 Apply existing knowledge to generate new ideas, products, or processes.
- 1.HS.4 Create original works as a means of personal or group expressions
- 1.HS.5 Use models and simulations to explore complex systems and issues.
- 1.HS.6 Identify trends and forecast possibilities.
- 1.HS.7 Assess the availability of emerging technology and the impact it has on individuals, families, and the workplace.

National Educational Technology Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students will:

- 2.HS.1 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- 2.HS.2 Demonstrate how to work cooperatively and collaboratively with peers when using technology in the workplace.
- 2.HS.3 Evaluate technology-based options, including distance and distributed education, for lifelong learning.
- 2.HS.4 Interact, collaborate, and publish with peers, experts and others employing a variety of digital environments and media.
- 2.HS.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.HS.6 Develop cultural understanding and global awareness by engaging with learners of other cultures.
- 2.HS.7 Contribute to project teams to produce original works or solve problems.

National Educational Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students will:

- 3.HS.1 Explain how technology provides access to information and resources at home, school, and the workplace.
- 3.HS.2 Describe the role of technology within a community in maintaining a safe and healthy living environment.

- 3.HS.3 Plan strategies to guide inquiry.
- 3.HS.4 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 3.HS.5 Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- 3.HS.6 Process data and report results.

National Educational Technology Standard 4: Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students will:

- 4.HS.1 Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
- 4.HS.2 Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
- 4.HS.3 Continue to update the Individual Learning Plan to provide a focus for transitioning to post school outcomes.
- 4.HS.4 Describe the role of technology within a community in maintaining a safe and healthy living environment.
- 4.HS.5 Plan and manage activities to develop a solution or complete a project.
- 4.HS.6 Collect and analyze data to identify solutions and/or make informed decisions
- 4.HS.7 Use multiple processes and diverse perspectives to explore alternative solutions.
- 4.HS.8 Apply skills used to seek, obtain, maintain, and change jobs/careers and transition to postsecondary opportunities: conducting a job search, writing letters, competing an application online, etc.

National Educational Technology Standard 5: Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students will:

- 5.HS.1 Make informed choices among technology systems, resources, and services.
- 5.HS.2 Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
- 5.HS.3 Evaluate the purpose of technology tools (e.g., satellite, automated phone systems, on-line courses, computer-aided drafting [CAD], graphing calculators, spreadsheets, databases, Internet, on-line banking) and multi-media (Internet, digital camera, teleconferencing, debit/credit cards), and analyze how these impact productivity in homes, schools, and jobs.

National Educational Technology Standard 6: Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students will:

- 6.HS.1 Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
- 6.HS.2 Understand and use technology systems.
- 6.HS.3 Select and use applications effectively and productively.
- 6.HS.4 Troubleshoot systems and applications.
- 6.HS.5 Transfer current knowledge to learning of new technologies.

DRIVER'S EDUCATION

INTRODUCTION

Driver education is a training program of organized learning and practice designed to provide the basic knowledge, attitudes, and skills needed to drive safely, and to provide the advanced knowledge and skills needed for safe driving performance under special circumstances. The program is designed to provide additional and/or more consistent information than is usually available to the learner. The training provided in this program enhances the level of skill developed within the allotted time frame. Driver education has the potential to be an effective tool in the preparation of new, safe drivers.

The driver education program is designed to enable the student to obtain a driver's license but more importantly to become a wise and responsible driver. The Driver Education Program is based on the guidelines published by Kentucky State Department of Traffic in accordance with state law and statistics.

Particular emphasis should be placed on traffic safety problems for youth, including the relationship between use of alcohol and the incidence of automobile accidents involving teenagers. Traffic crashes are today the number one (1) cause of traffic fatalities among teenagers.

The driver license can provide substantial and consistent motivation to most teenagers to develop the skills and safe driving strategies essential on today's busy highways.

In order to provide a Gospel perspective to the responsibility of driving, a Driver License Prayer Service (Appendix A) and a Blessing of Vehicles (Appendix B) is included in this curriculum guideline.

All teachers administering the Driver's Education Programs should always adhere to the program mandated by law in the State of Kentucky. The program may change within the cycle of this curriculum guide. The Kentucky driver's manual is available online at: http://www.kentuckystatepolice.org/pdf/2006_ky_drivers_manual.pdf

PROGRAM

1. The number of learners taken out per period in one car for practice driving instruction should not be less than two (2) or more than three (3).

The driver and traffic safety educational program should insure that each student who successfully completes this program should have the following competencies in High School Drivers Education:

- a. promote the goals of the Highway Transportation System (HTS);
- b. prepare the vehicle, occupants, and cargo for safe and efficient travel;
- c. control the speed and direction of a moving vehicle;
- d. properly comply with signs, signals, and pavement markings as a highway user;
- e. effectively employ the mental processes of identifying relevant clues (cues), making accurate predictions, and making low-risk decisions when driving;
- f. adjust speed and direction to deal effectively with common highway variables;

- g. maintain appropriate alertness, distance, and communicate intentions, when interacting with vehicles in front and to the rear;
 - h. maintain safe and legal distance from traffic on either side;
 - I. negotiate intersections in a safe, efficient, and legal manner;
 - j. maneuver a vehicle safely and legally while parking and turning around;
 - k. overtake and pass other vehicles in a safe and efficient manner;
 - l. interact safely and efficiently with non-motorized traffic -- bicycles, pedestrians, animals, and others;
 - m. take actions that will correct or compensate for conditions causing limited visibility;
 - n. adjust driving to correct or compensate for reduced traction, and maintain control when traction is lost;
 - o. spontaneously and effectively handle emergency situations caused by vehicle malfunctions and breakdowns;
 - p. make proper actions to avoid or reduce the impact of crashes;
 - q. assume legal and moral responsibilities at the scene of a highway collision;
 - r. correct or compensate for temporary and permanent physical limitations and impairments so that they do not interfere with driving performance, or avoid driving when it is not possible to correct or compensate for deficiencies;
 - s. compensate for personal attitudes and social-emotional needs which interfere with safe driving;
 - t. commit self to reducing the adverse consequences resulting from the misuse of alcohol by highway users;
 - u. commit self to reducing the adverse consequences resulting from the misuse of drugs;
 - v. maintain vehicle in safe operating condition;
 - w. make plans that allow for safe and efficient travel;
 - x. comply with legal requirements established for vehicle operators and owners;
 - y. assume legal and moral responsibilities in relationship to traffic laws, police traffic services, and traffic courts; and
 - z. promote and assist in the improvement of local, state, and federal highway transportation system safety programs.
2. The Driver and Traffic Safety Education course shall be conducted for a semester unless the high school has special permission to be on the quarter system. During this period, students will be scheduled for classroom and in-car instruction on a regular basis. Each student should receive at least 30 hours of classroom

instruction and six (6) hours of practice driving. Flexibility may be deemed necessary as related to the individual student=s needs.

The size of classes in Driver and Traffic safety should be no more than sixteen (16) unless team teaching, multi-car ranges, or simulators are used. A normal class size of 12-14 is encouraged in order for driver education to become more competitive in financial respects with other subject areas. Great care must be taken by the instructor to provide valid lessons for the whole class, since many times he/she will be required to be in the practice automobile with only a part of the class.

3. Driver Education Vehicles

Behind-the-wheel instruction shall be given only in vehicles equipped with dual controls to permit the instructor to operate the brake.

The driver education vehicle shall in all cases be equipped according to the Driver and Traffic Safety guidelines. This includes:

- A. Dual controls
- B. Right and left outside mirrors and rear view mirror
- C. Seat belts for all occupants (2 front, 2 rear minimum)
- D. Vehicle identified as an official driver education vehicle.

ASSESSMENT

Assessment is provided through teacher checklists and tests for knowledge. Teacher checklists should reflect the competencies set forth in the program and the levels of licensing.

For performance, a graduated licensing system gradually introduces new drivers to the complex system of driving in a controlled manner. These tiers are (1) learner permit, (2) intermediate or provisional license, and (3) a regular license.

1. Learner's Permit

- Licensed adult (at least 21 years of age) required in vehicle at all times.
- All occupants must use safety belts.
- Learner must remain conviction free and crash free for six months to move to next stage.
- Permit cancelled with any alcohol-related offense and the learner must wait at least six months prior to reapplying.
- The license looks different than other driver licenses.

2. Intermediate/Provisional License

- Zero alcohol while driving (usually 0.02BAC).
- All occupants must use seat belts.
- No late night driving except with an adult.
- Applicant must demonstrate safe driving performance (no traffic convictions or crashes for one year).
- Driver improvement programs are designed especially for youth such that 1) improvement activities (warning letter, education/information, suspension) are initiated sooner (e.g., at a lower point level) than for regular license holder, and 2) any major traffic conviction or crash result in license suspension or an extended provisional period.
- The license looks different than other driver licenses.

3. Regular License

- Driver is responsible as an adult driver.

APPENDIX A

Driver License Prayer Service

Leader: In the name of the Father, and of the Son, and of the Holy Spirit

All: Amen.

Leader: Blessed are You Lord, God of all creation.
Through Your goodness we have the gift of life.
We thank you for sharing Your creative power with us.
We praise You for the gift of responsibility.
Increase our respect for all human life
and give us courage and strength to live each day according to Your will.
We ask this in the name of Jesus Christ,
Your Son who shared our human life,
and is the Risen Lord of Life, now and forever. Amen.

READING OF THE WORD OF GOD

Reader: Psalm 119:1-16
Happy are those whose way is blameless,
who walk in the law of the Lord.
Happy are those who keep his decrees,
who seek him with their whole heart,
who also do no wrong,
but walk in his ways.
You have commanded your precepts
to be kept diligently.
O that my ways may be steadfast in keeping your statutes!
Then I shall not be put to shame,
having my eyes fixed on all your commandments.
I will praise you with an upright heart,
when I learn your righteous ordinances.
I will observe your statutes;
do not utterly forsake me.

How can young people keep their way pure?
By guarding it according to your word.
With my whole heart I seek you;
do not let me stray from your commandments.
O treasure your word in my heart,
so that I may not sin against you.
Blessed are you, O Lord;
teach me your statutes.
With my lips I declare
all the ordinances of your mouth.
I delight in the way of your decrees
as much as in all riches.
I will meditate on your precepts,
and fix my eyes on your ways.
I will delight in your statutes;
I will not forget your word.

The Word of the Lord.

All: Thanks be to God.

Comments or sharing on Scripture.

INTERCESSIONS

Leader: Our response will be, *ALord, hear our prayer*≡

That we will be aware of and respect the dignity of all human life in every way, we pray.

That we will respectfully use the privilege of driving, we pray.

That we will take necessary precautions while driving, we pray.

That we will always drive within the speed limit, we pray.

That we will be aware of the power of the vehicle for which we are responsible, we pray.

That we will protect lives by making wise choices while driving, we pray.

That we will show respect for ourselves by avoiding alcoholic beverages or other drugs, we pray.

Leader: When He taught us to call God 'Our Father', Jesus reminded us that we are truly responsible for each other. Let us join hands and pray. *Our Father,*

CONSECRATION OF DRIVERS: *Invite participants to pray together:*

All: AWondrous God, in whose presence I stand and in whose faithful love I trust,
I consecrate myself to You as a person who truly respects the dignity of human life.
Thankful for Your many gifts, I dedicate myself to being a responsible and safe driver.
I place myself and all who travel with me in Your loving hands.

Invite all other participants to extend their hand in blessing toward consecrated drivers as the following is prayed by the leader.

BLESSING

Leader: Loving God, bless these members of our community who affirm the value of human life as they ask for Your protection. Help them to be more aware of Your presence in their daily lives and bring them to better appreciate the many ways You protect them and care for them. We ask this in the name of Jesus, who is the Lord of Life, now and forever. Amen.

KEYS AND PRAYER CARDS: *Invite each class, one at a time, to come forward for keys and prayer cards: Seniors, Juniors, Sophomores, and Freshmen.*

APPENDIX B

Blessing of Vehicles

Leader: In the name of the Father, and of the Son, and of the Holy Spirit.

All: Amen.

Leader: With one heart and one mind let us bless the Lord Jesus Christ, who is the way, the truth and the life. Blessed be God now and forever.

All: Amen.

Leader: Christ, the Son of God, came into the world to gather those who were scattered. Whatever contributes to bringing us closer together therefore is in accord with God's plan. Thus those who are separated from each other by mountains, oceans, or great distances are brought nearer to each other whenever new highways are built or other means of transportation developed.

Let us, then, call on God to bless those who have worked on this project and to protect with His gracious help those who will make use of it.

READING OF THE WORD OF GOD

Reader: A reading from the Holy Gospel according to John:

So John went throughout the whole territory of the Jordan River, preaching, Turn away from your sins and be baptized, and God will forgive your sins. As it is written in the book of the prophet Isaiah:

Someone is shouting in the desert: "Get the road ready for the Lord; make a straight path for him to travel! Every valley must be filled up, every hill and mountain leveled off. The winding roads must be made straight, and the rough paths made smooth. The whole human race will see God's salvation!"

The Word of the Lord.

All: Thanks be to God.

RESPONSORIAL PSALM

Leader: Guide me, O Lord, in right paths.

(Response) All: Guide me, O Lord, in right paths.

Leader: The Lord is my shepherd; I shall not want.
In verdant pastures he gives me repose;
Beside restful waters he leads me;
he refreshes my soul. *Response*

Even though I walk in the dark valley
I fear no evil; for you are at my side
With your rod and your staff
that give me courage. *Response*

You spread the table before me
in the sight of my foes;

You anoint my head with oil;
my cup overflows. *Response*

Only goodness and kindness follow me
all the days of my life;
And I shall dwell in the house of the Lord
for years to come. *Response*

INTERCESSIONS

Leader: Let us join together in prayer to the Lord Jesus Christ, who is the way for us to reach our eternal homeland, saying:

(Response)All: Lord, hear our prayer.

Leader: Lord Jesus, you became one of us and willed to live like us; grant that with you always at our side, we may walk gladly along the paths of your love. For this we pray.

Leader: Lord Jesus, you went from town to town preaching your Gospel and healing the sick; may you still pass along our streets and highways and with your compassion give us strength. For this we pray.

Leader: Lord Jesus, when your disciples were on the waters of the lake, you were there to rescue them from every peril; be with us amid the storms of this world. For this we pray.

Leader: Lord Jesus, you became a companion to your disciples on the road to Emmaus; bless us on our journeys and warm our hearts by your words. For this we pray.

Leader: Lord Jesus, when you ascended into heaven, you showed the way for us; bear us up in our earthly pilgrimage, so that we may have a dwelling place in your Father's house. For this we pray.

Leader: Lord Jesus, you gave us to your Mother to be her children; through her intercession make our journey safe, so that some day we may see you and for ever rejoice with you. For this we pray.

PRAYER OF BLESSING

Leader: *(With hands joined)*

All-powerful God, Creator of heaven and earth, in the rich depths of your wisdom you have empowered us to produce great and beautiful works. Grant, we pray, that those who use this vehicle may travel safely, with care for the safety of others. Whether they travel for business or pleasure, let them always find Christ to be the companion of their journey, who lives and reigns forever and ever.

All: Amen.

Leader: May the Lord be the guide on our journeys, so that we may travel in peace and reach eternal life.

All: Amen.

(Excerpts from “Book of Blessings”, approved for use in the Dioceses of the United States of America by the National Conference of Catholic Bishops and Confirmed by the Apostolic See, 1989)

PRAYERS FOR PRACTICAL LIVING

2 Timothy 1: 9 He saved us and called us to a holy life, not according to our works but according to his own design and the grace bestowed on us in Christ Jesus before time began.

Ecclesiastes 3:22 I saw that there is nothing better for a man than to rejoice in his work; for this is his lot. Who will let him see what is to come after him?

Prayers for a Planetary Pilgrim by Edward Hays

O Ever-understanding Lover,
I have grown up in a world
which is addicted to success,
which places halos on those
who achieve fame and fortune.
Free me, I pray, from this addiction.

Guide my hand to lift up to you
all the harvest that may come
from the labor of my hands this day.
Help me dedicate to you
The results of all I do.

And by offering to you the fruit of my labor,
may the words of your servant, St. Paul,
become a guiding compass for me:
“Whatever you eat,
whatever you drink,

whatever you do at all,
do it for the glory of God.”

May I thus fully surrender
the success or failure of my work;
they now belong to you
and to you alone.
May I find my pleasure not in the prize
Of my work’s successful completion
Or my pain in the shame of its failure,
For my joy is in toiling for your glory.

Fix my heart firmly only upon the work at hand
And not upon the final product,
Whether it be victory or defeat.

Let my delight
Be only in the task before me,
For to you, my God,
I dedicate the fruits of all my acts.

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