

Grade 1 Practical Living	Unit 1: Safety		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are some ways to stay safe when: riding a bike, riding in a car, crossing a street?</p> <p>2. When should you dial 911?</p> <p>3. What organizations help keep us safe?</p> <p>4. What should you do in: a fire, a tornado, and a storm?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-1.3.01 Students will identify 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) while at school, home, and play. <input type="checkbox"/> PL-EP-3.1.05 Students will identify the available health and safety agencies in a community that provide services: <ul style="list-style-type: none"> <input type="checkbox"/> Health department <input type="checkbox"/> Fire department <input type="checkbox"/> Sanitation <input type="checkbox"/> Police <input type="checkbox"/> Ambulance services <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> HE-P-14 identify and practice school safety rules (e.g., playground, bus, classroom) and school safety procedures (e.g., tornado drills, fire drills, earthquake drills). <input type="checkbox"/> HE-P-15 identify and practice traffic safety rules (e.g., crossing streets, riding bikes, helmets, seat belts). <input type="checkbox"/> HE-P-16 describe and use personal safety strategies. <input type="checkbox"/> HE-P-17 determine procedures and practices for obtaining needed emergency assistance and information (e.g., fire and police departments, poison control, ambulance service, 911). <input type="checkbox"/> HE-P-18 identify basic health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun 	<ul style="list-style-type: none"> <input type="checkbox"/> Polite <input type="checkbox"/> Cooperation <input type="checkbox"/> Respect <input type="checkbox"/> Hazard <input type="checkbox"/> Catastrophe <input type="checkbox"/> Service <input type="checkbox"/> Agency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate appropriate safety procedures to follow during specific emergencies. 1.3.01 DOK 2 <input type="checkbox"/> Role-play rules and steps to follow in order to stay safe during specific situations. 1.3.01 DOK 2 <input type="checkbox"/> List community helpers and one task each one performs to help keep us safe. 3.1.05 DOK 1

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	<p>protection) which affect self and others and prevent spread of disease.</p> <ul style="list-style-type: none"> ❑ HE-P-37 become aware of appropriate community agencies (e.g., police department, fire department, health department, mental health provider) and the health and safety services they provide. ❑ HE-P-40 identify health providers and the services they provide in the community. 		

Grade 1 Practical Living	Unit 2: Vocational		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ PL-EP-4.1.01 Students will identify reasons why people work (food, clothing, shelter). ❑ PL-EP-4.1.02 Students will identify jobs (e.g., teacher, police officer) relating to 2 of the Kentucky Career Clusters (Education, Public Service) and describe these jobs. ❑ PL-EP-4.1.03 Students will identify how academic classes (e.g., reading and writing) relate to various jobs. DOK 1 ❑ PL-EP-4.2.01 Students will identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school, and work. DOK 1 ❑ PL-EP-4.2.02 Students will describe team skills (e.g., cooperation, communication) used to compete tasks more efficiently at 	<ul style="list-style-type: none"> ❑ Income ❑ Needs ❑ Responsibility ❑ Dependability 	<ul style="list-style-type: none"> ❑ Discuss parents job and why they work. 4.1.01 DOK 1 ❑ List one or more needs that income provides. 4.1.01 DOK 1 ❑ Identify examples of a responsible person. 4.2.01 DOK 1 ❑ Name a consequence of not following directions and give an example. 4.2.01 DOK 2

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>home, school and work. DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-4.3.01 Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools. DOK 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify types of technology used for recreation and work. 4.3.01 DOK 1

Grade 1 Practical Living	Unit 3: Consumer Education		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PL-EP-3.1.01 Students will identify the difference between wants and needs as it relates to consumer decisions. <input type="checkbox"/> PL-EP-3.1.02 Students will describe major factors (price, quality, features) to consider when making consumer decisions. DOK 1 <input type="checkbox"/> PL-EP-3.1.03 Students will identify ways consumer’s buying practices are influenced by peer pressure. DOK 1 <input type="checkbox"/> PL-EP-3.1.04 Students will identify consumer actions (reusing, reducing, recycling) that impact the environment. DOK 1 <input type="checkbox"/> PL-EP-3.2.01 Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds). DOK 1 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> HE-P-1 become aware of what it means to 	<ul style="list-style-type: none"> <input type="checkbox"/> Wants <input type="checkbox"/> Needs <input type="checkbox"/> Consumer <input type="checkbox"/> Resource <input type="checkbox"/> Environment <input type="checkbox"/> Income <input type="checkbox"/> Saving 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and lists, wants and needs using a T-chart. 3.1.01 DOK 1 <input type="checkbox"/> Define recycle and list one or more ways you can recycle to help the environment. 3.1.04 DOK 1 <input type="checkbox"/> Discuss different ways they save. 3.2.01 DOK 1

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	be a consumer. <input type="checkbox"/> HE-P-8 explain differences between wants and needs and provide examples		