

**LAUREL COUNTY SCHOOLS  
PRACTICAL LIVING/VOCATIONAL STUDIES  
CURRICULUM FRAMEWORK  
Second Grade**

**HEALTH EDUCATION**

Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.

**Academic Expectation**

2.29 Students demonstrate skills that promote individual well being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

**Personal Wellness – Personal wellness embodies individual well being which incorporates physical, social, mental, and emotional health.**

<b>Core Content #</b>	<b>Content</b>	<b>DOK</b>	<b>Program of Studies</b>	<b>Level of Mastery</b>	<b>Essential Vocabulary</b>	<b>Resources</b>
PL-EP-1.1.01	Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior.	1	<p><b>HE-P-2</b> Students will recognize the concept of an individual's responsibility to others.</p> <p><b>HE-P-3</b> Students will demonstrate responsibility to oneself and others.</p> <p><b>HE-P-27</b> Students will define friendship.</p> <p><b>HE-P-28</b> Students will explain ways to develop friendships.</p> <p><b>HE-P-29</b> Students will identify what they like about themselves and others.</p> <p><b>HE-P-30</b> Students will identify unique characteristics of others.</p> <p><b>HE-P-31</b> Students will discuss various types of emotions (e.g., happy, sad).</p>	C	Social Interaction Responsible Behavior Respectful Behavior	Second Steps

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-1.1.01 Continued	Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, and making friends) that promote responsible and respectful behavior.	1	<b>HE-P-32</b> Students will determine how to express emotions appropriately. <b>HE-P-33</b> Students will examine decision-making strategies. <b>HE-P-34</b> Students will demonstrate respect for others.	C		
PL-EP-1.1.02	Students will identify strategies for stress management, problem solving, conflict resolution and communication (e.g., self-control, work and play collaboration, caring, forgiveness/reconciling, asking for help, active listening).	1	<b>HE-P-6</b> Students will become aware of conflict resolution and communication strategies.	C	Stress Management Conflict Resolution Problem Solving Communication	
PL-EP-1.1.03	<i>Students will identify ways that growth and development are unique to each person.</i>		<b>HE-P-5</b> Students will recognize that growth and development are unique to each individual.	C	Growth Development	

<b>Personal Wellness – Personal Wellness and habits contribute to the promotion of an individual’s physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally healthy.</b>						
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PL-EP-1.1.06	Students will describe how an individual’s behavior and choices of diet, exercise, and rest affect the body.	1	<b>HE-P-26</b> Students will determine the impact of diet on growth and development.	C	Behavior Choice Diet Exercise Rest	Here’s Looking at You
PL-EP-1.1.07	Students will identify strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent diseases.	1	<b>HE-P-18</b> Students will identify basic health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others and prevent spread of disease. <b>HE-P-19</b> Students will practice good habits of personal grooming and cleanliness. <b>HE-P-20</b> Students will describe the importance of regular visits to health care providers.	C	Strategy Hygiene Disease	
PL-EP-1.1.08	Students will identify behavioral choices (tobacco, alcohol) that result in negative consequences.	1	<b>HE-4-18</b> Students will use personal safety strategies (e.g., when to say no). <b>HE-4-22</b> Students will examine positive and negative consequences of choices. <b>HE-4-24</b> Students will identify non-medicinal drugs and the risks of taking such drugs.	C	Behavioral Choices Negative Consequences	
PL-EP-1.1.09	Students will describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health.	1	<b>HE-4-25</b> Students will analyze situations that cause stress and develop ways to manage stress.	C	Symptom Social Emotional	

Nutrition – Nutritious foods are necessary for growth, development and maintenance of healthy bodies.						
Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-1.2.01	<i>Students will identify nutrients (protein, carbohydrates, fats, which are important in the growth and development of healthy bodies.</i>		<b>HE-P-21</b> Students will identify basic food groups. <b>HE-P-22</b> Students will identify foods in basic food groups. <b>HE-P-23</b> Students will classify foods according to identified food groups. <b>HE-P-24</b> Students will describe and select healthy snack foods. <b>HE-P-25</b> Students will describe food guide pyramid and understand its significance.	C	Nutrients Growth Development	
PL-EP-1.2.02	<b>Students will describe the overall purpose of the Dietary Guidelines for Americans 2005.</b>	1	<b>HE-P-21</b> Students will identify basic food groups. <b>HE-P-22</b> Students will identify foods in basic food groups. <b>HE-P-23</b> Students will classify foods according to identified food groups. <b>HE-P-24</b> Students will describe and select healthy snack foods. <b>HE-P-25</b> Students will describe food guide pyramid and understand its significance.	C	Guideline	<i>Dietary Guidelines for Americans 2005</i>

**Safety – Accidents are the major cause of injury and death to children and adolescents.**

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-1.3.01	<i>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.</i>		<p><b>HE-P-14</b> Students will identify and practice school safety rules (e.g., playground, bus, classroom) and school safety procedures (e.g., tornado drills, fire drills, earthquake drills).</p> <p><b>HE-P-15</b> Students will identify and practice traffic safety rules (e.g., crossing streets, riding bikes, helmets, seat belts).</p> <p><b>HE-P-16</b> Students will describe and use personal safety strategies.</p>	<b>C</b>	Safety Practices Health Hazards	
PL-EP-1.3.02	<b>Students will identify proper procedures to access emergency assistance (911).</b>	<b>1</b>	<p><b>HE-P-17</b> Students will determine procedures and practices for obtaining needed emergency assistance and information (e.g., fire and police departments, poison control, ambulance service, 911).</p>	<b>C</b>	Procedure Emergency	

**PHYSICAL EDUCATION**

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 ho to perform various movements will be safer and more productive in recreation and work activities (e.g., lifting).

**Academic Expectation**

2.34 (Psychomotor Skills) Students perform physical movement skills effectively in a variety of settings.

2.35 (Lifetime Physical Activities) Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

**Psychomotor Skills – Development of psychomotor skills contribute to the development of social and cognitive skills.**

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
<p><i>PL-EP-2.1.01</i></p>	<p><i>Students will apply fundamental motor skills:</i></p> <p><i>Locomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Walking</i></li> <li>• <i>Running</i></li> <li>• <i>Skipping</i></li> <li>• <i>Hopping</i></li> <li>• <i>Galloping</i></li> <li>• <i>Sliding</i></li> <li>• <i>Leaping</i></li> <li>• <i>Jumping</i></li> </ul> <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> <li>• <i>Turning</i></li> <li>• <i>Twisting</i></li> <li>• <i>Bending</i></li> <li>• <i>Stretching</i></li> <li>• <i>Swinging</i></li> <li>• <i>Swaying</i></li> <li>• <i>Balancing</i></li> </ul> <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Hitting</i></li> <li>• <i>Kicking</i></li> <li>• <i>Throwing</i></li> <li>• <i>Catching</i></li> <li>• <i>Striking</i></li> <li>• <i>Dribbling</i></li> </ul>		<p><b>PE-P-6</b> Students will perform a variety of nonlocomotor skills (e.g., push, pull, twist, turn, curl, stretch, balance).</p> <p><b>PE-P-7</b> Students will perform a variety of locomotor skills (e.g., walk, run, hop).</p> <p><b>PE-P-8</b> Students will perform increasingly complex locomotor and nonlocomotor skills with balance, agility, and weight transfer.</p> <p><b>PE-P-9</b> Students will incorporate locomotor and nonlocomotor skills in creative expression of movement, alone and with others.</p> <p><b>PE-P-10</b> Students will perform locomotor skills to music.</p> <p><b>PE-P-13</b> Students will discover a variety of ways to manipulate objects (e.g., with hands, feet, elbow, head).</p> <p><b>PE-P-14</b> Students will develop throwing, catching, kicking, and striking skills.</p> <p><b>PE-P-15</b> Students will throw a ball overhand with proper hand and foot position.</p>	<p align="center"><b>C</b></p>	<p>Motor Skill Locomotor Non-locomotor</p>	

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
<p><i>PL-EP-2.1.01</i> <i>Continued</i></p>			<p><b>PE-P-16</b> Students will develop fundamental skills of throwing, catching, kicking, and striking while developing motor skills (e.g., dribble and shoot relay) for use in games and other activities that lead to more complex games and sports (e.g., basketball).</p>			

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-2.1.02	<p>Students will apply fundamental movement concepts:</p> <ul style="list-style-type: none"> <li>▪ <i>Body awareness - What the body is doing</i></li> <li>▪ <i>Space awareness - Where the body moves</i></li> <li>▪ <i>Time - How quickly the body moves</i></li> <li>▪ <i>Effort - How the body moves</i></li> <li>▪ <i>Relationship - Relationships that occur while the body moves</i></li> </ul>		<p><b>PE-P-11</b> Students will demonstrate combination movements (e.g., hop and skip, gallop and leap) in playing games or creative play.</p> <p><b>PE-P-12</b> Students will perform smooth, varied speed, stop and go, and directional change in locomotor movements.</p> <p><b>PE-P-17</b> Students will define personal and general space concepts.</p> <p><b>PE-P-18</b> Students will balance in different positions (e.g., feet, hands, knees, head).</p> <p><b>PE-P-19</b> Students will apply concept of time to movement (e.g., from one point to another, fast, slow) and task completion (e.g., placement of objects in a square, circle, bag, box).</p> <p><b>PE-P-20</b> Students will experience body control.</p> <p><b>PE-P-21</b> Students will explore effort concepts (e.g., fast, slow, hard, soft).</p> <p><b>PE-P-22</b> Students will exhibit directional concepts (e.g., left, right, forward, backward) while moving.</p>	C	<p>Movement Body Awareness Space Awareness Time Effort Relationship</p>	

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
<p><i>PL-EP-2.1.02</i> <i>Continued</i></p>	<p><i>Students will apply fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Body awareness - What the body is doing</i></li> <li>▪ <i>Space awareness - Where the body moves</i></li> <li>▪ <i>Time - How quickly the body moves</i></li> <li>▪ <i>Effort - How the body moves</i></li> <li>▪ <i>Relationship - Relationships that occur while the body moves</i></li> </ul>		<p><b>PE-P-23</b> Students will use movements expressing shapes and/or sizes. (e.g., curved, zig zag, straight).</p> <p><b>PE-P-25</b> Students will determine pathways of movements (e.g., curved, zig zag, straight).</p> <p><b>PE-P-26</b> Students will demonstrate relationships (e.g., over, under, front and back, side-by-side, leading, following) with other people and objects.</p> <p><b>PE-P-27</b> Students will develop balance skills.</p> <p><b>PE-P-28</b> Students will perform a variety of balance activities.</p> <p><b>PE-P-29</b> Students will engage in body extension activities (e.g., near, far).</p> <p><b>PE-P-30</b> Students will exhibit body control.</p> <p><b>PE-P-31</b> Students will become aware of movement concepts (e.g., space awareness, effort, formations that occur between objects and people) within a specified area.</p> <p><b>PE-P-32</b> Students will create simple movement sequences using a variety of locomotor and nonlocomotor skills.</p>	<p><b>C</b></p>		

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-2.1.02 <i>Continued</i>			<p><b>PE-P-33</b> Students will use movement patterns to demonstrate concepts of space and effort in relation to locomotor skills.</p> <p><b>PE-P-34</b> Students will perform right and left movements.</p> <p><b>PE-P-35</b> Students will demonstrate balance skills.</p>	<b>C</b>		
<b>Lifetime Physical Wellness – Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.</b>						
PL-EP-2.2.01	<p>Students will identify physical and social benefits that result from regular and appropriate participation in physical activities:</p> <ul style="list-style-type: none"> <li>Physical benefits: (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements)</li> <li>Social benefits: (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</li> </ul>	1	<p><b>PE-P-1</b> Students will feel and hear their own heartbeat.</p> <p><b>PE-P-2</b> Students will perform simple stretching and strengthening exercises.</p> <p><b>PE-P-3</b> Students will perform a wider variety of stretching and strengthening exercises.</p> <p><b>PE-P-4</b> Students will recognize that exercise affects heart rate.</p> <p><b>PE-P-5</b> Students will perform various stretching, strengthening, and cardiorespiratory exercises and describe their benefits.</p>	<b>C</b>	Physical Activity Physical Benefits Social Benefits	
PL-EP-2.2.02	<i>Students will explain the importance of practice for improving performance in games and sports.</i>		<p><b>PE-P-36</b> Students will describe how practice helps individuals improve.</p> <p><b>HE-P-4</b> Students will become aware of the role rules play in the effective functioning of groups.</p>	<b>C</b>	Practice Performance	

Lifetime Physical Wellness – Students demonstrate knowledge and skills that promote physical activity throughout their lives.						
Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-2.2.03	Students will identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).	1	<b>PE-P-4</b> Students will recognize that exercise affects heart rate	<b>C</b>		
<i>PL-EP-2.2.04</i>	<i>Students will identify basic rules for participating in simple games and activities needed to make games fair.</i>		<b>PE-P-42</b> Students will demonstrate cooperation with partners, small groups, or large groups by following rules and practicing fair play.	<b>C</b>	Rules Fair Simple Game	
<i>PL-EP-2.2.05</i>	<i>Students will identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</i>		<b>PE-P-40</b> Students will describe the concept of sportsmanship (e.g., rules, fair play, personal response) in regard to games and activities.	<b>C</b>	Rules Sportsmanship Spectator Participant Safe	

## CONSUMERISM

Consumer skills are essential for individuals and families due to the availability of numerous products and services, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.

### Academic Expectation

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

**Consumer Decisions– Accessing and assessing consumer information, comparing and evaluating products and services provides a basis for making effective consumer decisions.**

Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-3.1.01	<i>Students will identify the difference between wants and needs as it relates to consumer decisions.</i>		<b>HE-P-7</b> Students will become aware of what it means to be a consumer. <b>HE-P-8</b> Students will explain differences between wants and needs and provide example	<b>C</b>	Wants Needs Consumer Decision	Kentucky Entrepreneurs Econ and Me Play Dough Economics
PL-EP-3.1.02	<b>Students will describe major factors (price, quality, features) to consider when making consumer decisions.</b>	1	<b>HE-P-9</b> Students will select products and services that meet personal needs. <b>HE-P-13</b> Students will recognize misleading media and advertising techniques.	<b>C</b>	Factor	
PL-EP-3.1.03	<b>Students will identify ways consumers' buying practices are influenced by peer pressure.</b>	1	<b>HE-P-49</b> Students will evaluate media and advertising techniques.	<b>C</b>	Consumer Influenced Peer Pressure	

<b>Consumer Decisions – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.</b>						
<b>Core Content #</b>	<b>Content</b>	<b>DOK</b>	<b>Program of Studies</b>	<b>Level of Mastery</b>	<b>Essential Vocabulary</b>	<b>Resources</b>
PL- EP-3.1.04	<b>Students will identify consumer actions (reusing, reducing, recycling) that impact the environment.</b>	1	<b>HE-P-11</b> Students will describe community services used by families. <b>HE-P-12</b> Students will explain where products and services are available in the community. <b>HE-P-38</b> Students will identify community guidelines that promote healthy environments. <b>HE-P-39</b> Students will describe community activities (e.g., recycling, litter control) that promote healthy environments.	<b>C</b>	Reusing Reducing Recycling Impact Environment	PRIDE
<b>Pollution, reducing solid waste- People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions</b>						
PL-EP-3.1.05	<i>Students will identify the available health and safety agencies in a community that provide services:</i> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation,</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i></li> </ul>		<b>HE-P-37</b> Students will 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. <b>HE-P-40</b> Students will identify health providers and the services they provide in the community.	<b>C</b>	Health Agency Safety Agency Community Service	
<b>Financial Literacy – As consumers, individuals need a knowledge base for making financial decisions impacting short and long-term goals throughout one's lifetime.</b>						
PL-EP-3.2.01	<b>Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds).</b>	1	<b>HE-P-10</b> Students will become aware of the concept of saving money.	<b>C</b>	Savings	

**Vocational Studies**

Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path that fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life are addressed throughout a student's educational experience.

**Academic Expectation**

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing résumés, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

**Career Awareness, Exploration and Planning – Many factors need to be considered when selecting a career path and preparing for employment.**

<b>Core Content #</b>	<b>Content</b>	<b>DOK</b>	<b>Program of Studies</b>	<b>Level of Mastery</b>	<b>Essential Vocabulary</b>	<b>Resources</b>
<i>PL-EP-4.1.01</i>	<i>Students will identify reasons why people need to work (food, clothing, shelter).</i>			<b>C</b>	Work	
<i>PL-EP-4.1.02</i>	<i>Students will identify jobs (e.g., teacher, police officer) relating to 2 of the Kentucky Career Clusters (Education, Public Service) and describe these jobs.</i>			<b>C</b>	Careers Public Service	
<b>PL-EP-4.1.03</b>	<b>Students will identify how academic classes (e.g., reading and writing) relate to various jobs.</b>	<b>1</b>		<b>C</b>	Academic Classes	

**Employability Skills – Positive and negative work habits/ethics impact an individual's success in school and the workplace.**

<b>PL-EP-4.2.01</b>	<b>Students will identify how personal responsibility and good work habits (e.g., attendance, work done on time, following directions) are important at home, school, and work.</b>	<b>1</b>	<b>HE-P-1</b> Students will become aware of the concept of responsibility to oneself (e.g., do your best, be the best you can be).	<b>C</b>	Personal Responsibility Good Work Habits	
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Core Content #	Content	DOK	Program of Studies	Level of Mastery	Essential Vocabulary	Resources
PL-EP-4.2.02	Students will describe team skills (e.g., cooperation, communication) used to complete tasks more efficiently at home, school and work.	1	<b>PE-P-37</b> Students will describe how cooperation is used with partners and small groups. <b>PE-P-38</b> Students will relate the concept of practice to the importance of learning new skills. <b>PE-P-39</b> Students will practice cooperation strategies with partners and small groups. <b>PE-P-41</b> Students will demonstrate practice techniques and use feedback to improve skills.	C	Team Skills	
<b>Communication/Technology – Special communication/technology skills are needed for success in schooling and in the workplace.</b>						
PL-EP-4.3.01	Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools.	1		C	Technology Tools	