**Kentucky Vocational Studies**

# Grade 5

Adopted 2010

## Consumer Decisions

### Enduring Knowledge - Understandings

- fundamental economic concepts are important for consumer decision-making.
- culture, media and technology can influence consumer decisions.
- values have a role in making consumer decision.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.
- an individual has multiple life roles that impact responsibility to be a valuable family and community member.

### Skills and Concepts

- investigate economic concepts and why they are important for consumer decisions by:<ul><li> analyzing the differences between needs and wants and how individuals and families make choices</li><li>determining ways in which goods and services used by families impact the environment</li><li>recognizing the relationship between supply and demand and its role in meeting consumer needs</li></ul>
- describe how culture, media and technology can influence consumer decisions by: <ul><li> identifying the ways family and consumer resources are impacted by the environment</li><li>comparing and evaluating products and services based on major factors (e.g., price, quality, features) when making consumer decisions</li> <li>identifying advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement/testimonial) and explain how they impact the consumer</li> </ul>
- analyze ways that an individual has rights and responsibilities as a consumer
- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:<ul><li> describing some community activities that promote healthy environments</li></ul>
- examine individual, family, and community roles and responsibilities by:<ul><li> investigating a variety of resources and explain ways in which consumers are addressing the effects of renewable resources on the environment</li><li>describing jobs carried out by people at school and in the community that support success in school</li></ul>

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### nduring Knowledge - Understandings

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- management of financial resources is needed to meet goals of individuals and families.
- saving plans and budgets are a basic component in making financial decisions.
- various services are provided by financial institutions (e.g., banks, credit unions).

**Skills and Concepts**

- explain how financial management is needed to meet goals of individuals and families by:<ul><li> investigating goals pertaining to money that might affect individuals and families</li><li>describing various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds) </li></ul>
- investigate savings plans and budgets in making financial decisions by:<ul><li> developing a simple savings plan that would achieve a specific goal</li> <li>explaining the purpose of a budget and define the basic components (income, expenses, savings)</li></ul>
- explain credit and the effect of having fees with credit
- describe how basic services (e.g., deposits, check cashing) are provided by financial institutions (e.g., banks, credit unions)

**Career Awareness, Exploration, Planning**

**Enduring Knowledge - Understandings**

- people need to work to meet basic needs.
- a variety of career choices are available in planning for job/careers.
- the connection between work and academics can influence one's future job/career.
- individual and societal needs can impact future jobs/careers.
- awareness of career opportunities and the skills needed for different careers is an important part of the career planning process.
- an Individual Learning Plan (ILP) is an academic and career planning tool.
- self-knowledge is an important part of the career planning process.

**Skills and Concepts**

- explain that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter), provide self-satisfaction and enjoyment
- investigate a variety of career choices available in planning for jobs/careers by:<ul> <li> identifying different job opportunities in the home, school, and community (e.g., home business, flexible schedule)</li><li>recognizing that the roles of individuals at home, in the workplace, and in the community are constantly changing</li></ul>
- analyze the connection between work and academics which can influence one's future job/careers by:<ul><li> explaining different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers</li><li>explaining how educational planning can impact future career opportunities</li><li>researching career choice through the use of technology</li></ul>

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- evaluate how individual and societal needs can impact future jobs/careers by:<ul> <li> describing the impact of individual interests and abilities on career choices</li> <li>identifying and describe jobs in career clusters (e.g., Arts and Humanities, Construction, Manufacturing, Science and Mathematics)</li></ul>
- recognize sources of career information (e.g., Career Day, guest speaker, field trips, informal personal surveys)
- identify the components of an Individual Learning Plan (ILP)
- 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

**Employability Skills**

**Enduring Knowledge - Understandings**

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.
- academics contribute to obtaining and succeeding in employment.

**Skills and Concepts**

- explain how interpersonal skills are needed to be a responsible friend, family and team member by:<ul><li> examining ways to cooperate at home, school and work</li><li>demonstrating effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills</li><li>explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task</li></ul>
- describe how attitudes and work habits contribute to success at home, school and work by:<ul><li> describing study skills needed in school</li><li>explaining how attitudes and work habits transfer from the home and school to the workplace</li> <li>explaining how effective communication skills (e.g., reading, writing, speaking, and listening) impact work-related situations and give examples for success at home, school and work</li><li>identifying consequences for actions when disobeying rules and routines when employed</li><li>identifying the importance of developing good work habits (e.g., attendance, work done on time, follow directions)</li></ul>
- examine potential job/careers in the community
- describe employability skills needed to prepare individuals for obtaining and maintaining employment
- 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)

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**Communication/Technology**

**Enduring Knowledge - Understandings**

- technology skills can enhance learning and impact productivity at home, school and the workplace.
- communication skills are used in a variety of ways at home, school and in the workplace.

**Skills and Concepts**

- evaluate how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools and jobs by:<ul><li> explaining how technology provides access to information and resources at home, school and the workplace</li></ul>
- demonstrate how to work cooperatively and collaboratively with peers when using technology in the classroom by:<ul><li> explaining how written communication skills are used at school and in the workplace</li></ul>