

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Advanced Computers

CTE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Health Education																														
<p>■ 1.1.01 (DOK 2) ASSESSED</p> <p>The learner will be able to explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, relationship commitments).</p>																														
<p>■ 1.1.02 (DOK 3) ASSESSED</p> <p>The learner will be able to apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying, and harassment (e.g., problem-solving, relaxation techniques, communication, conflict resolution, anger management, refusal skills, peer mediation, self-advocacy).</p>																														
<p>■ 1.1.03 (DOK 2) Supporting</p> <p>The learner will be able to 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).</p>																														
<p>■ 1.1.04 (DOK 2) Supporting</p> <p>The learner will be able to explain the process of human reproduction and development (e.g., conception, birth, childhood, adolescence, adulthood) and its impact on an individual's well being.</p>																														
<p>■ 1.1.05 (DOK 3) Supporting</p> <p>The learner will be able to identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexuality active, and the strategies (e.g., abstinence, using</p>																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Advanced Computers

CTE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
refusal skills, talking with parents, doctors, counselors) for delaying sexual activity.																														
Consumerism																														
<ul style="list-style-type: none"> 3.1.01 (DOK 2) Supporting The learner will be able to explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (food, clothing, housing). 																														
<ul style="list-style-type: none"> 3.1.02 (DOK 2) ASSESSED The learner will be able to compare products and services based on these factors (e.g., price, quality, features, availability, warranties, comparison shopping, impulse buying) to consider when making consumer decisions. 																														
<ul style="list-style-type: none"> 3.1.03 (DOK 2) ASSESSED The learner will be able to explain why various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (jingles/slogans, plain folks, magic ingredients, facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential. 																														
<ul style="list-style-type: none"> 3.2.01 (DOK 3) ASSESSED The learner will be able to apply financial management practices, 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 credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy), 																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Advanced Computers

CTE

and explain their importance in achieving short and long-term financial goals.

Vocational Studies

■ 4.1.01 (DOK 3) Supporting
The learner will be able to analyze and evaluate why people need to work and how a person's career choice impacts life long earning potential, career opportunities, and job satisfaction.

■ 4.1.02 (DOK 2) Supporting
The learner will be able to identify and explain how job and career opportunities vary at the local, state, and national levels and how components of the Individual Learning Plan (ILP) (i.e., interest inventories, personality test, community service, resume, awards/recognition) can be a valuable resource for career research, selection, and preparation.

■ 4.1.03 (DOK 3) ASSESSED
The learner will be able to describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training, military) and interpret ways education and training can impact life-long earning potential and future career opportunities.

■ 4.1.04 (DOK 3) ASSESSED
The learner will be able to analyze information (e.g., personality, values, interests, aptitudes and abilities,

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Advanced Computers

CTE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
learning styles) from a variety of sources (e.g., Career Interest inventory, Learning Styles Inventory, Career Aptitude Assessment, other formal assessments, job shadowing, academic experiences/grades, extra curricular activities) and explain how the information can be used to develop career goals in and Individual Learning Plan (ILP).																														
<ul style="list-style-type: none"> 4.1.05 (DOK 3) Supporting The learner will be able to analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations. 																														
<ul style="list-style-type: none"> 4.1.06 (DOK 2) Supporting The learner will be able to identify and describe supporting documentation that would be needed for the career portfolio/Individual Learning Plan (ILP): Business letters (application, recommendation, follow-up): Assessment data (e.g., interest, learning styles, aptitudes and abilities): Resume: Certifications/awards: Samples of work (e.g., videos, artwork, portfolio entries): Records of work experiences: Transcripts. 																														
<ul style="list-style-type: none"> 4.1.07 (DOK 2) Supporting The learner will be able to compare post-secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path. 																														
<ul style="list-style-type: none"> 4.2.01 (DOK 2) ASSESSED The learner will be able to identify individual work 																														

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Advanced Computers

CTE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<p>habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p>																														
<p>■ 4.2.02 (DOK 3) ASSESSED The learner will be able to describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.</p>																														
<p>■ 4.3.01 (DOK 2) Supporting The learner will be able to describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy.</p>																														
<p>■ 4.3.02 (DOK 3) assessed The learner will be able to explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools and jobs.</p>																														
<p>■ 4.3.03 (DOK 3) ASSESSED The learner will be able to explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: Conducting a job search: Writing letters: Completing an application: Securing a letter of reference: Preparing a resume: Applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal</p>																														

