

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Agriculture Construction

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																														
<ul style="list-style-type: none"> 1.1.01 (DOK 2) ASSESSED 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). 																														
<ul style="list-style-type: none"> 1.1.02 (DOK 3) ASSESSED 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). 																														
<ul style="list-style-type: none"> 1.1.03 (DOK 2) Supporting 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). 																														
<ul style="list-style-type: none"> 1.4.01 (DOK 3) Supporting The learner will be able to analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives. 																														
<ul style="list-style-type: none"> 1.4.02 (DOK 2) ASSESSED The learner will be able to explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, 																														

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cooperation, friendship, teamwork, respect for others, and tolerance.																														
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), 																														

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and explain their importance in achieving short and long-term financial goals.																														
<p>■ 3.3.01 (DOK 3) ASSESSED</p> <p>The learner will be able to compare consumer actions (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 warning).</p>																														
Vocational Studies																														
<p>■ 4.1.01 (DOK 3) Supporting</p> <p>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.</p>																														
<p>■ 4.1.02 (DOK 2) Supporting</p> <p>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.</p>																														
<p>■ 4.1.03 (DOK 3) ASSESSED</p> <p>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</p>																														

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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.																														
<p>■ 4.1.04 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze information (e.g., personality, values, interests, aptitudes and abilities, 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).</p>																														
<p>■ 4.1.05 (DOK 3) Supporting</p> <p>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.</p>																														
<p>■ 4.1.06 (DOK 2) Supporting</p> <p>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:</p>																														

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Transcripts.																														
<p>■ 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.</p>																														
<p>■ 4.2.01 (DOK 2) ASSESSED The learner will be able to identify individual work 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>																														

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<p>■ 4.3.03 (DOK 3) ASSESSED</p> <p>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 communication): Using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation).</p>																															