

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Parenting 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>																														

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refusal skills, talking with parents, doctors, counselors) for delaying sexual activity.																														
<p>■ 1.2.01 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drugs use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).</p>																														
<p>■ 1.2.02 (DOK 2) ASSESSED</p> <p>The learner will be able to describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).</p>																														
<p>■ 1.2.03 (DOK 2) ASSESSED</p> <p>The learner will be able to explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).</p>																														
<p>■ 1.2.04 (DOK 2) ASSESSED</p> <p>The learner will be able to compare causes, symptoms, consequences, and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families.</p>																														
<p>■ 1.3.01 (DOK 3) Supporting</p> <p>The learner will be able to evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health.</p>																														

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<p>■ 1.3.02 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how recommendations made in the Dietary Guidelines for Americans 2005 and the Food Guide Pyramid contribute to good health and how exchanges and substitutions can be made for a variety of special dietary needs (e.g., diabetes, weight control, pregnancy).</p>																														
<p>■ 1.4.02 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.</p>																														
Physical Education																														
<p>■ 2.1.01 (DOK 3) Supporting</p> <p>The learner will be able to analyze the principles for motor skills (e.g., accuracy, techniques, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).</p>																														
Consumerism																														
<p>■ 3.1.01 (DOK 2) Supporting</p> <p>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).</p>																														
<p>■ 3.1.02 (DOK 2) ASSESSED</p> <p>The learner will be able to compare products and services based on these factors (e.g., price, quality, features,</p>																														

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availability, warranties, comparison shopping, impulse buying) to consider when making consumer decisions.																														
<p>■ 3.1.03 (DOK 2) ASSESSED</p> <p>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.</p>																														
<p>■ 3.3.02 (DOK 2) Supporting</p> <p>The learner will be able to describe the relationship among private, public, and nonprofit health agencies and compare the services provided by each agency: Private health care facilities (e.g., private physicians, nursing homes, rehabilitation facilities) Hospitals: Public Health Departments and Clinics: DES (Disaster and Emergency Services), Family Resource Centers: Medicare/Medicaid Insurance: Nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society).</p>																														