

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Health & PE

PL/VS

	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 (25%)																															
<ul style="list-style-type: none"> 1.1.1 (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"> 1.1.2 (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"> 1.1.3 (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"> 1.1.4 (DOK 2) Supporting 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. 																															
<ul style="list-style-type: none"> 1.1.5 (DOK 3) Supporting 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 																															

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refusal skills, talking with parents, doctors, counselors) for delaying sexual activity.																														
<p>■ 1.1.6 (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 drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).</p>																														
<p>■ 1.1.7 (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/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).</p>																														
<p>■ 1.1.8 (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>■ 1.1.9 (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>■ 1.1.10 Supporting</p> <p>The learner will be able to recommend interventions (e.g., cease enabling activities,) treatments (e.g., AA, outpatient therapy, group therapy,) and other strategies (e.g., enhancing self-esteem, building skills for success)</p>																														

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as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).																														
<p>■ 1.1.11 (DOK 3) ASSESSED</p> <p>The learner will be able to recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.</p>																														
<p>■ 1.2.1 (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>■ 1.2.2 (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>■ 1.2.3 (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>■ 1.2.4 (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</p>																														

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individuals and families.																														
<p>■ 1.2.5 (DOK 2) Supporting The learner will be able to recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy), and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).</p>																														
<p>■ 1.2.6 (DOK 3) ASSESSED The learner will be able to recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.</p>																														
<p>■ 1.3.1 (DOK 3) Supporting 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>																														
<p>■ 1.3.2 (DOK 2) ASSESSED 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>■ 1.4.1 (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.</p>																														

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<p>■ 1.4.2 (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 (10%)																															
<p>■ 2.1.1 (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>																															
<p>■ 2.1.2 (DOK 3) Supporting</p> <p>The learner will be able to infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</p>																															
<p>■ 2.2.1 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities: PHYSICAL: Disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, increased metabolism, reduction of body fat, decrease in cholesterol, decreased</p>																															

