

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Health-Grade 6

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 (35%)																															
<ul style="list-style-type: none"> 1.1.1 DOK 2 ASSESSED The learner will be able to describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and point of view, empathy, friendship). 																															
<ul style="list-style-type: none"> 1.1.2 DOK 2 ASSESSED The learner will be able to recommend and justify effective strategies (e.g., communication, problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying. 																															
<ul style="list-style-type: none"> 1.1.3 Supporting The learner will be able to identify the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence. 																															
<ul style="list-style-type: none"> 1.1.4 Supporting The learner will be able to explain basic structures and function of the reproductive system. 																															
<ul style="list-style-type: none"> 1.1.5 Supporting The learner will be able to identify abstinence as the only sure means of preventing pregnancy. 																															
<ul style="list-style-type: none"> 1.1.6 DOK 2 ASSESSED The learner will be able to explain how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, nervous, digestive). 																															

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<p>■ 1.1.7 DOK 3 ASSESSED</p> <p>The learner will be able to describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</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., substance use/abuse of tobacco, alcohol, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).</p>																														
<p>■ 1.1.9 DOK 2 ASSESSED</p> <p>The learner will be able to explain causes, symptoms, and preventions of social (e.g., not getting along with others, disagreeable, being uncooperative), mental, and emotional problems (e.g., depression, anxiety, eating disorders).</p>																														
<p>■ 1.1.10 Supporting</p> <p>The learner will be able to identify resources (e.g., guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g., drug addiction, eating disorders).</p>																														
<p>■ 1.1.11 DOK 2 ASSESSED</p> <p>The learner will be able to recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health.</p>																														

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<p>■ 1.2.1 Supporting The learner will be able to explain how nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</p>																														
<p>■ 1.2.2 DOK 2 ASSESSED The learner will be able to explain why key recommendations for good health made in the Dietary Guidelines for Americans contribute to good health.</p>																														
<p>■ 1.3.1 Supporting The learner will be able to describe safety practices (e.g., walking in the opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents.</p>																														
<p>■ 1.3.2 DOK 1 ASSESSED The learner will be able to identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding).</p>																														
Consumerism (20%)																														
<p>■ 3.1.1 Supporting The learner will be able to identify how wants and needs influence consumer decisions.</p>																														
<p>■ 3.1.2 DOK 2 ASSESSED The learner will be able to describe factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and</p>																														

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evaluate product and services based on these factors.																														
<p>■ 3.1.3 DOK 2 ASSESSED</p> <p>The learner will be able to describe various factors that influence consumer decisions such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans endorsement/testimonial, bandwagon, emotional appeal, free gifts/rewards) and explain why they are influential.</p>																														
<p>■ 3.1.5 Supporting</p> <p>The learner will be able to identify and describe a range of resources and services provided by community agencies:</p> <ul style="list-style-type: none"> * Public health department * Fire department * Police department * Family resource center. 																														
<p>■ 3.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to identify and describe basic components of a budget (e.g., income, fixed and flexible expenses, and savings) and develop a savings plan to achieve a specific goal.</p>																														