

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Health-Grade 7

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
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>■ 1.1.10 Supporting</p> <p>The learner will be able to describe 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>																														
<p>■ 1.3.1 Supporting</p> <p>The learner will be able to explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in the opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p>																														
<p>■ 1.3.2 DOK 3 ASSESSED</p> <p>The learner will be able to explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, broken bones, shock, poisons, burns, allergic reactions, bleeding, temperature-related emergencies) can help reduce the</p>																														

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severity of injuries and save lives.																														
Consumerism [20%]																														
<p>■ 3.1.5 Supporting The learner will be able to identify and explain the importance resources and services provided by community agencies and how these resources benefit the overall community: * Public health department * Fire department * Police department * Family resource center.</p>																														
<p>■ 3.2.1 DOK 3 ASSESSED The learner will be able to identify financial management practices and the purpose of budgeting, savings, banking services, (e.g., checking and savings accounts, debit/credit, certificate of deposit), general types of investments (stocks, bonds, mutual funds) and develop a short-term financial plan.</p>																														
Vocational Studies (30%)																														
<p>■ 4.1.1 Supporting The learner will be able to identify and explain why people need to work (e.g., social contacts, make purchases for necessities, expand knowledge, develop skills to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment).</p>																														
<p>■ 4.1.2 Supporting The learner will be able to identify and describe how jobs and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) in each of Kentucky's Fourteen Career Clusters</p>																														

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(Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) vary within and among communities and regions.

■ 4.1.3 DOK 2 ASSESSED

The learner will be able to describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical) and explain how these skills impact job success and future career opportunities.

■ 4.1.4 DOK 2 ASSESSED

The learner will be able to describe how a Career Interest Inventory, Learning Styles Inventory, and other formal assessments, job fairs, job shadowing, academic experiences/grades, and hobbies are used in determining individual traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an individual Learning Plan (ILP).

■ 4.1.5 Supporting

The learner will be able to describe how resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.

■ 4.1.6 Supporting

The learner will be able to explain how the components of the Individual Learning Plan (ILP) can be used as a career planning tool:

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- * Academic & career assessments
- * Career goals
- * Four year high school plan
- * Interest/hobbies
- * School and community activities
- * Work experiences.

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<p>■ 4.1.7 Supporting</p> <p>The learner will be able to describe available postsecondary options (e.g., community and technical colleges, 4-year colleges, military services) used when developing career goals that are included in the Individual Learning Plan (ILP).</p>																														
<p>■ 4.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to describe individual work habits/ethics (e.g., loyalty, problem solving, communication skills, initiative, teamwork, responsibility) and explain their importance in the workplace.</p>																														
<p>■ 4.2.2 DOK 2 ASSESSED</p> <p>The learner will be able to describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they are important in the workplace.</p>																														
<p>■ 4.3.1 Supporting</p> <p>The learner will be able to explain how scientific and technological careers impact specific careers (e.g., construction worker, automotive technician, meteorologist, food service industry).</p>																														
<p>■ 4.3.3 DOK 1 ASSESSED</p> <p>The learner will be able to explain how certain communication skills are related to the workplace:</p>																														

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- * Letter writing (business letter)
- * Nonverbal communication skills (e.g., body language, facial expression, posture, dress)
- * Verbal skills *
- Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer).

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