

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

PL/VS-Grade 6

PL/VS

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<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 (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 describe how foods containing 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 the importance of key recommendations for good health made in the Dietary Guidelines for Americans.</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>																														
Physical Education (15%)																														
<p>■ 2.1.1 Supporting The learner will be able to apply a combination of techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling) * Locomotor - moving from one place to another (e.g., running, skipping, hopping) *</p>																														

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Nonlocomotor - stationary (e.g., bending, stretching, twisting) movements.																														
<p>■ 2.1.2 Supporting</p> <p>The learner will be able to identify principles of motor skill refinements (e.g., accuracy, technique, movement) that are necessary for skill development.</p>																														
<p>■ 2.2.1 DOK 1 ASSESSED</p> <p>The learner will be able to describe the physical, emotional/mental, and social benefits gained from regular participation in leisure/recreational, or competitive physical activities:</p> <p>* Physical benefits: Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, decreased resting heart rate, reduced cholesterol levels</p> <p>* Social benefits: Positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction</p> <p>* Emotional/mental benefits: Improved confidence, increased self-esteem, stress reduction, self-expression.</p>																														
<p>■ 2.2.2 Supporting</p> <p>The learner will be able to identify and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports.</p>																														
<p>■ 2.2.3 DOK 1 ASSESSED</p> <p>The learner will be able to describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the</p>																														

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FITT Principle (Frequency, Intensity, Type, Time).																														
<ul style="list-style-type: none"> 2.2.4 Supporting The learner will be able to identify offensive and defensive strategies in games and sports. 																														
<ul style="list-style-type: none"> 2.2.5 Supporting The learner will be able to identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's one performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports. 																														
Consumerism (20%)																														
<ul style="list-style-type: none"> 3.1.1 Supporting The learner will be able to identify how wants and needs influence consumer decisions. 																														
<ul style="list-style-type: none"> 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 evaluate product and services based on these factors. 																														
<ul style="list-style-type: none"> 3.1.3 DOK 2 ASSESSED 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. 																														
<ul style="list-style-type: none"> 3.1.4 DOK 2 ASSESSED The learner will be able to describe consumer actions (reuse, reduce, recycle) and explain how these actions 																														

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impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).																														
■ 3.1.5 Supporting The learner will be able to identify and describe a range of resources and services provided by community agencies: * Public health department * Fire department * Police department * Family resource center.																														
■ 3.2.1 DOK 2 ASSESSED 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.																														
Vocational Studies (30%)																														
■ 4.1.1 Supporting The learner will be able to identify and explain why people need to work (e.g., earn money, contribute to the community, enhance self-esteem) to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment.																														
■ 4.1.2 Supporting The learner will be able to identify several job and career opportunities (e.g., sales associate, radio/television broadcaster, child care worker, parks recreation director, computer repair person) Kentucky's Career Clusters that vary within and among community and regions.																														
■ 4.1.3 DOK 2 ASSESSED																														

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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.																														
<p>■ 4.1.4 DOK 2 ASSESSED</p> <p>The learner will be able to describe how informal assessments, work place visits, and guest speakers 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).</p>																														
<p>■ 4.1.5 Supporting</p> <p>The learner will be able to identify resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</p>																														
<p>■ 4.1.6 Supporting</p> <p>The learner will be able to identify how the components of the Individual Learning Plan (ILP) can be used as a career planning tool:</p> <ul style="list-style-type: none"> * Academic & career assessments * Career goals * Four year high school plan * Interest/hobbies * School and community activities * Work experiences. 																														
<p>■ 4.1.7 Supporting</p> <p>The learner will be able to identify available postsecondary options (e.g., community and technical colleges, 4-year colleges, military services) used when</p>																														

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developing career goals that are included in the Individual Learning Plan (ILP).																														
<p>■ 4.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to identify individual work habits/ethics (e.g., respect, time management, problem solving) 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) and explain why they are important in the workplace.</p>																														
<p>■ 4.3.1 Supporting</p> <p>The learner will be able to identify careers that are impacted by scientific and technological changes (e.g., nurse, meteorologist, radio & television broadcaster, journalist).</p>																														
<p>■ 4.3.2 DOK 3 ASSESSED</p> <p>The learner will be able to explain the purposes of technology tools (e.g., robots, cell phones, computer techniques, scanners, personal digital assistant (PDA), laptop computers) and analyze how these impact productivity in homes, schools, and jobs.</p>																														
<p>■ 4.3.3 DOK 1 ASSESSED</p> <p>The learner will be able to identify communication skills important in the classroom and the workplace:</p> <p>* Letter writing</p> <p>* Nonverbal communication skills (e.g., body language, facial expression, posture, dress) * Verbal skills.</p>																														