





# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## PL/VS-Grade 8

### 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	
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>■ 1.2.1 Supporting</p> <p>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</p> <p>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</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 severity of injuries and save lives.</p>																															



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techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports.																														
<p>■ 2.2.3 DOK 2 ASSESSED</p> <p>The learner will be able to explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness.</p>																														
<p>■ 2.2.4 Supporting</p> <p>The learner will be able to describe how offensive and defensive strategies in games and sports make them interesting and enjoyable.</p>																														
<p>■ 2.2.5 Supporting</p> <p>The learner will be able to analyze the value of 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) in games and sports.</p>																														
<b>Consumerism [20%]</b>																														
<p>■ 3.1.1 Supporting</p> <p>The learner will be able to explain and give examples of wants and needs that influence consumer decisions.</p>																														
<p>■ 3.1.2 DOK 3 ASSESSED</p> <p>The learner will be able to explain 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.</p>																														

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<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>■ 3.1.4 DOK 2 ASSESSED</p> <p>The learner will be able to describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p>																														
<p>■ 3.1.5 Supporting</p> <p>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:</p> <ul style="list-style-type: none"> <li>* Public health department</li> <li>* Fire department</li> <li>* Police department</li> <li>* Family resource center.</li> </ul>																														
<p>■ 3.2.1 DOK 3 ASSESSED</p> <p>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>																														

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<b>Vocational Studies (30%)</b>																														
<p>■ 4.1.1 Supporting The learner will be able to identify and summarize why people need to work (e.g., earn money, contribute to society, develop an identity as a worker, enhance self-esteem) 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 explain how jobs and career opportunities in each of Kentucky's Career Clusters (Agriculture, Arts &amp; Humanities, Business &amp; Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science &amp; Mathematics, Social Sciences, Transportation) vary within and among communities and regions.</p>																														
<p>■ 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, inquiry skills) and explain how these skills impact job success and future career opportunities.</p>																														
<p>■ 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).</p>																														

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<p>■ 4.1.5 Supporting The learner will be able to explain and evaluate resources (e.g., Internet, newspapers, magazines, family members, counselors, employers) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</p>																														
<p>■ 4.1.6 Supporting The learner will be able to explain and give examples of how the components of the Individual Learning Plan (ILP) can be used as tools in career planning: * Academic &amp; career assessments * Career goals * Four year high school plan * Interest/hobbies * School and community activities * Work experiences.</p>																														
<p>■ 4.1.7 Supporting The learner will be able to describe how postsecondary options (e.g., community and technical colleges, 4-year colleges, military services) impact attaining career goals that are included in the Individual Learning Plan (ILP).</p>																														
<p>■ 4.2.1 DOK 2 ASSESSED The learner will be able to describe individual work habits/ethics (e.g., following directions, problem-solving, time management, respect, self-discipline, punctuality) and explain their importance in the workplace.</p>																														
<p>■ 4.2.2 DOK 2 ASSESSED 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>																														

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<p>■ 4.3.1 Supporting The learner will be able to explain how jobs/careers impact specific careers (e.g., physical therapist, meteorologist, radio &amp; television broadcaster, web-designer) have been created as a result of scientific and technological advancements.</p>																														
<p>■ 4.3.2 DOK 3 ASSESSED The learner will be able to explain the purposes of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools, and jobs.</p>																														
<p>■ 4.3.3 DOK 1 ASSESSED The learner will be able to identify and skills used to seek, obtain, maintain, and change jobs/careers: * Written communication (e.g., preparing resume, writing a business letter) * Nonverbal communication skills (e.g., making eye contact, listening, smiling, body language, facial expression, posture, dress) * Verbal skills (e.g., speaking, giving responses, expressing appreciation, questioning, greeting) * 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).</p>																														