

Course Syllabus

CTE, Agriculture Construction

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Health Education

PERSONAL WELLNESS: Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illness and diseases and the ability to remain physically, mentally, spiritually, socially and emotionally wellness. **NUTRITION:** Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

SAFETY: Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

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- 1.1.01 (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).

- 1.1.02 (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).
- 1.1.03 (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).
- 1.4.01 (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.
- 1.4.02 (DOK 2) ASSESSED
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.

Physical Education

PERSONAL WELLNESS: Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illness and diseases and the ability to remain physically, mentally, spiritually, socially and emotionally wellness. **PSYCHOMOTOR SKILLS:** Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills. **LIFETIME**

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PHYSICAL WELLNESS is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical development.

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■ 2.1.01 (DOK 3) Supporting

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).

■ 2.1.02 (DOK 3) Supporting

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).

■ 2.2.01 (DOK 2) ASSESSED

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 heart rate.

MENTAL/EMOTIONAL: Reduces anxiety/stress, depression provides better body image, improves self-discipline, and self-respect. **SOCIAL:** Provides opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance.

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Consumerism

CONSUMER DECISIONS: Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and impact they have on the community and environment.

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FINANCIAL LITERACY: Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by

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providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial knowledge and economic independence.

- 3.1.01 (DOK 2) Supporting
The learner will be able to explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (food, clothing, housing).
- 3.1.02 (DOK 2) ASSESSED
The learner will be able to compare products and services based on these factors (e.g., price, quality, features, availability, warranties, comparison shopping, impulse buying) to consider when making consumer decisions.
- 3.1.03 (DOK 2) ASSESSED
The learner will be able to explain why various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (jingles/slogans, plain folks, magic ingredients, facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential.
- 3.2.01 (DOK 3) ASSESSED
The learner will be able to apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks), and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy), and explain their importance in achieving short and long-term financial goals.
- 3.3.01 (DOK 3) ASSESSED
The learner will be able to compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water, air, and land pollution; reducing solid waste; conserving energy; greenhouse effect, slowing global warming).

Vocational Studies

CAREER AWARENESS, EXPLORATION, PLANNING: Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

COMMUNICATION/TECHNOLOGY: Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

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EMPLOYABILITY SKILLS: Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

COMMUNICATION/TECHNOLOGY: Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

- 4.1.01 (DOK 3) Supporting
The learner will be able to analyze and evaluate why people need to work and how a person's career choice impacts life long earning potential, career opportunities, and job satisfaction.

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- 4.1.02 (DOK 2) Supporting
The learner will be able to identify and explain how job and career opportunities vary at the local, state, and national levels and how components of the Individual Learning Plan (ILP) (i.e., interest inventories, personality test, community service, resume, awards/recognition) can be a valuable resource for career research, selection, and preparation.
- 4.1.03 (DOK 3) ASSESSED
The learner will be able to describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training, military) and interpret ways education and training can impact life-long earning potential and future career opportunities.
- 4.1.04 (DOK 3) ASSESSED
The learner will be able to analyze information (e.g., personality, values, interests, aptitudes and abilities, learning styles) from a variety of sources (e.g., Career Interest inventory, Learning Styles Inventory, Career Aptitude Assessment, other formal assessments, job shadowing, academic experiences/grades, extra curricular activities) and explain how the information can be used to develop career goals in and Individual Learning Plan (ILP).
- 4.1.05 (DOK 3) Supporting
The learner will be able to analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations.
- 4.1.06 (DOK 2) Supporting
The learner will be able to identify and describe supporting documentation that would be needed for the career portfolio/Individual Learning Plan (ILP): Business letters (application, recommendation, follow-up): Assessment data (e.g., interest, learning styles, aptitudes and abilities): Resume: Certifications/awards: Samples of work (e.g., videos, artwork, portfolio entries): Records of work experiences: Transcripts.
- 4.1.07 (DOK 2) Supporting
The learner will be able to compare post-secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path.
- 4.2.01 (DOK 2) ASSESSED
The learner will be able to identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.
- 4.2.02 (DOK 3) ASSESSED
The learner will be able to describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.
- 4.3.01 (DOK 2) Supporting
The learner will be able to describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy.
- 4.3.02 (DOK 3) assessed
The learner will be able to explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools and jobs.
- 4.3.03 (DOK 3) ASSESSED
The learner will be able to explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: Conducting a job search: Writing letters: Completing an application: Securing a letter of reference: Preparing a resume: Applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal

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communication): Using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation).