

Course Syllabus

PL/VS, Career Choices-Technology Education

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

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.

- 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

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 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.

- 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).
- 2.2.02 (DOK 3) Supporting
The learner will be able to apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.

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.

- 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).

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■ 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.

Vocational Studies

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.

■ 4.3.01 (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.