

Course Syllabus

PL/VS, PL/VS-Grade 8

Morgan County Curriculum 4.1 Middle Sch., Final
Morgan County School District

Health Education (35%)

- The learner will be able to describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and point of view, empathy, friendship).
- The learner will be able to recommend and justify effective strategies (e.g., communication, problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying.
- The learner will be able to explain how physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.
- The learner will be able to explain basic structures and function of the reproductive system and its impact on individual's well-being.
- The learner will be able to identify the risks (e.g., STD's, unwanted pregnancies, HIV/AIDS) to being sexually active and strategies for delaying sexual activity (e.g., using refusal skills, talking with parents, doctors, counselors).
- The learner will be able to explain how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, nervous, digestive).
- 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).
- The learner will be able to explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, inhalants, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).

- 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).
- 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).
- 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.
- 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).
- The learner will be able to explain why key recommendations for good health made in the Dietary Guidelines for Americans contribute to good health.
- 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.
- 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.

Physical Education (15%)

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- 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) *
 - Nonlocomotor - stationary (e.g., bending, stretching, twisting) movements.
- The learner will be able to analyze the principles of motor skill refinements (e.g., accuracy, technique, movement).
- The learner will be able to explain how physical, emotional/mental, and social benefits gained from regular participation in leisure/recreational, or competitive physical activities:
 - * 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
 - * Social benefits: Positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction
 - * Emotional/mental benefits: Improved confidence, increased self-esteem, stress reduction, self-expression.
- The learner will be able to recommend and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports.
- 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.
- The learner will be able to describe how offensive and defensive strategies in games and sports make them interesting and enjoyable.
- 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.

Consumerism [20%]

- The learner will be able to explain and give examples of wants and needs that influence consumer decisions.
- 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.
- 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.
- 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).
- 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.
- 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.

Vocational Studies (30%)

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- 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.
- The learner will be able to identify and explain how jobs and career opportunities in each of Kentucky's Career Clusters (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.
- 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.
- 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).
- 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.
- 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 & career assessments
 - * Career goals
 - * Four year high school plan
 - * Interest/hobbies
 - * School and community activities
 - * Work experiences.
- 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).
- 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.
- 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.
- The learner will be able to explain how jobs/careers impact specific careers (e.g., physical therapist, meteorologist, radio & television broadcaster, web-designer) have been created as a result of scientific and technological advancements.
- 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.
- 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).