

# Personal Health and Fitness

<b>Unit 1 Title:</b> Personal Fitness		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b> <b>AFLS - Independent Living Skills Protocol</b>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>Learning and participating in group and individual fitness activities build a basis to maintain a happy and healthy lifestyle.</li> </ul>	<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>In what ways can regular fitness and exercise benefit me?</li> <li>Why is physical fitness good for you?</li> <li>How can I have fun moving?</li> <li>What are the personal and social behavioral expectations in physical activity settings?</li> <li>What can I do to be physically active throughout my life?</li> <li>How can I manage stress with exercise?</li> <li>How can I exercise from home?</li> <li>How does exercise improve my physical health?</li> <li>How can I be creative with my workouts?</li> <li>How can I help my family and friends exercise?</li> <li>How can I maintain a workout routine?</li> <li>How many minutes per day should I be physically active?</li> <li>How can I research the internet for exercises?</li> <li>What fitness apps can I use to help organize my workouts?</li> <li>How does exercise improve my everyday living (i.e. carrying groceries, walking a dog, opening a jar, etc...)?</li> <li>Why is it important to exercise safely?</li> <li>How can I prevent injuries?</li> <li>How can I use exercise to treat or manage an injury?</li> <li>How does deep breathing exercises improve mood and overall health?</li> <li>Where can I purchase reasonable exercise equipment?</li> <li>Why is it important to know muscles when I'm exercising?</li> <li>What is my "core" and why is it important to strengthen it?</li> <li>Why should I stretch daily?</li> </ul>	
<b>Content:</b> <ul style="list-style-type: none"> <li>AFLS Protocol</li> <li>Guided exercises and instruction</li> </ul>	<b>Skills(Objectives):</b> Understand how to safely execute various exercises and use equipment <ul style="list-style-type: none"> <li>Exhibit proper etiquette in the gym</li> <li>Participate in structured group activities</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Explore various types of physical activity that will enhance strength, endurance, or cardiovascular health</li> <li>● Set achievable goals to improve strength</li> <li>● Feel comfortable going to a local gym and workout</li> <li>● Demonstrate how to navigate around a gym/weight room</li> <li>● Practice deep breathing exercises before and after physical activity</li> <li>● Manage exercise equipment to allow them to last longer</li> <li>● Inspect exercise equipment before use to prevent injuries</li> <li>● Wear proper attire and footwear</li> <li>● Understand how nutrition correlates with exercise when it comes to weight gain, weight loss, and weight maintenance</li> <li>● Exercise targeted muscle groups</li> <li>● Correct self while exercising with correct technique</li> <li>● Using different stretching techniques to improve flexibility</li> <li>● Strengthen “core” muscles</li> </ul>
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**Interdisciplinary Connections:** Students will learn to apply the principles and health and fitness to their everyday life and lifelong development.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Exercise for at least 30 minutes, 3 times per week.</li> <li>● Follow directions from an instructor to engage in or attempt to perform actions with the class or group</li> <li>● Follow posted gym rules, return equipment to proper place, wipe down equipment, and respect others while in the gym</li> <li>● Help spot and support others</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● AFLS Grids</li> <li>● Demonstration of mastery of tasks</li> <li>● Task Analysis</li> </ul>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Guided instruction</li> <li>● Cooperative learning</li> <li>● Effective verbal and nonverbal communication with peers and teachers</li> <li>● Situational roleplay</li> <li>● Prevocational kit completion and hands-on learning opportunities</li> <li>● Student journaling and reflection</li> <li>● Student and peer interviews</li> <li>● Formative assessment</li> <li>● Student self-assessment</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● IEP</li> <li>● EverFi</li> <li>● Instructional Fitness Videos</li> <li>● Online resources</li> <li>● Teacher developed worksheets</li> <li>● Journals</li> <li>● Online Classroom (Google Classroom)</li> <li>● Prevocational Kits</li> <li>● AFLS Independent Living Skills Assessment Protocol</li> <li>● Yoga Kit</li> <li>● Fitness items- weights, bands, mat</li> <li>● Flocabulary</li> <li>● YouTube</li> <li>● NSCA</li> </ul>
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## Personal Health and Fitness

		<ul style="list-style-type: none"> <li>• Central PE</li> <li>• Interval Timer</li> </ul> <p> <a href="#">GLSEN Educator Resources</a>  <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a> </p>	
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p> <p>Provide study guides.</p> <p>Weekly conference to set short term goals.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

# Personal Health and Fitness

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<b>Unit 2 Title:</b> Personal Nutrition		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b> <b>AFLS - Independent Living Skills Protocol</b>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Learning about food groups, nutrition, and daily healthful eating builds a basis to maintain a happy and healthy lifestyle.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>Why is nutrition important to my health?</li> <li>What foods and beverages are nutritious?</li> <li>What does it mean to have a balanced diet?</li> <li>Are my favorite foods and beverages nutritious?</li> <li>Why should I read food labels?</li> <li>How do I identify the ingredients in a recipe?</li> <li>How do I know what to look for at the grocery store?</li> <li>How does eating healthy improve your overall health and wellness?</li> <li>What app can I use for healthy meals?</li> <li>How does eating healthy affect your overall mood (emotional and mental health)?</li> <li>How does nutrition improve strength?</li> <li>How does nutrition help prevent diseases (i.e. hypertension, diabetes, etc.)?</li> <li>How does meal preparation help maintain healthy eating habits?</li> <li>How can I maintain a healthy eating style while on a budget?</li> <li>How can I eat “healthy” with limited selections in my community?</li> <li>How can I make better choices while eating out?</li> <li>Why is it important to prep food properly?</li> </ul>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>AFLS Protocol</li> <li>Guided instruction and hands-on learning</li> </ul>	<p><b>Skills(Objectives):</b></p> <p>Learners will identify food groups and the make up of a balanced daily diet.</p> <ul style="list-style-type: none"> <li>Learners will understand the importance of regularly consuming nourishing and healthful foods</li> <li>Learners will understand the importance of daily hydration.</li> <li>Learners will read and understand the main components of a nutrition label (with a focus on ingredients for those students with allergies).</li> <li>Learners will plan a day of healthy meals and snacks.</li> <li>Consumes a variety of healthy foods</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Creates a shopping list for recipes</li> <li>● Use apps to research healthy recipes</li> <li>● Plan a healthy meal</li> <li>● Plan a weekly menu</li> <li>● Weekly meal preparation</li> <li>● Compare and contrast food items</li> <li>● Be aware of individual allergies</li> <li>● Understand effects and consequences of drugs, alcohol, and smoking</li> <li>● Prevent diseases due to cross contamination while preparing food</li> </ul>
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**Interdisciplinary Connections:** Students will learn to apply the principles and health and fitness to their everyday life and lifelong development.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Learners will learn to eat a well-balanced variety of healthy foods.</li> <li>● Plan a meal to include at least 6 dishes with a reasonable balance of fruits, vegetables, source of protein, dairy, etc.</li> <li>● Develop a weekly plan for meals</li> <li>● Look at a recipe and determine what items need to be purchased</li> <li>● Identify various mental and physical outcomes of drug, alcohol, and tobacco use.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● AFLS Grids</li> <li>● Demonstration of mastery of tasks</li> <li>● Task Analysis</li> </ul>
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## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● Guided instruction</li> <li>● Cooperative learning</li> <li>● Effective verbal and nonverbal communication with peers and teachers</li> <li>● Situational roleplay</li> <li>● Prevocational kit completion and hands-on learning opportunities</li> <li>● Student journaling and reflection</li> <li>● Student and peer interviews</li> <li>● Think Pair Share</li> <li>● Formative assessment</li> <li>● Student self-assessment</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IEP</li> <li>● EverFi</li> <li>● Instructional Videos</li> <li>● Online resources</li> <li>● Teacher developed worksheets</li> <li>● Journals</li> <li>● Online Classroom (Google Classroom)</li> <li>● Prevocational Kits</li> <li>● AFLS Independent Living Skills Assessment Protocol</li> <li>● MyFitnessPal</li> <li>● Flocabulary</li> <li>● YouTube</li> <li>● NSCA</li> <li>● Central PE</li> </ul> <p style="color: blue; text-decoration: underline;"> <a href="#">GLSEN Educator Resources</a>  <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas. Advancing Opportunities</a> </p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to struggling and/or Special Needs Section for differentiation.

## Personal Health and Fitness

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p> <p>Provide study guides.</p> <p>Weekly conference to set short term goals.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

# Personal Health and Fitness

<b>Unit 3 Title: Personal Health and Wellness</b>		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b> <b>AFLS - Independent Living Skills Protocol</b>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Importance of personal hygiene in everyday life</li> <li>● Coping with stress, depression, and anxiety</li> <li>● Making personal life choices as they relate to drugs and alcohol, relationships, work, living situations, safe internet use, budgeting</li> <li>● Relating to others and friendship skills</li> <li>● Qualities of good character</li> <li>● Types of relationships</li> <li>● Maintaining healthy relationships</li> <li>● Treating others with respect and dignity</li> <li>● Having self-respect to build confidence</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>● Why is it important that I take care of my body and maintain proper hygiene?</li> <li>● What does it look like to maintain proper hygiene?</li> <li>● How can I treat and avoid illness?</li> <li>● What do I do if I get sick or have an emergency?</li> <li>● How can I deal with stressors?</li> <li>● What should I consider before making choices about my life?</li> <li>● How can I be a better friend and how can I identify a good friend?</li> <li>● What are my values?</li> <li>● What do I need to know about engaging in sexual relationships?</li> <li>● How can I use refusal skills in relationships?</li> <li>● How can I enhance my communication skills?</li> <li>● How does a fetus develop into a healthy baby?</li> <li>● What steps need to take place during pregnancy to keep the mother/child safe and healthy?</li> <li>● What should moms avoid to keep themselves and their child healthy?</li> <li>● How can the partner, family, and friends support both the expecting mother and baby?</li> <li>● Once born, what will keep the baby healthy and developing?</li> <li>● How often should the mother visit their doctor?</li> <li>● What are the typical prenatal tests expecting mothers undergo throughout their pregnancy?</li> <li>● What screenings do infants have once born to show healthy development?</li> <li>● How can families financially support the baby?</li> <li>● How does becoming a new parent affect mental, emotional, financial, and physical health?</li> </ul>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● AFLS Protocol</li> <li>● Guided instruction and independent practice</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>● Understand importance of regular bathing/showering</li> <li>● Brush teeth correctly</li> <li>● Maintain correct hair care</li> <li>● Maintain grooming instruments and supplies</li> <li>● Understand the importance of adequate sleep</li> <li>● Wash and sanitize hands appropriately</li> </ul>	

## Personal Health and Fitness

- Appropriately deal with illness/injury
- Showing empathy to others
- Tolerate short-term unpleasanties
- Identify personal strengths and limitations
- Deals appropriately with anxiety and fears
- Speak up about concerns
- Physically projects confidence
- Deals with attempts to manipulate
- Seeks advice from trusted sources
- Knows and respects rights of others
- Let small things go
- Accepts apologies and forgives others
- Walks away from confrontations
- Responds appropriately to authority figures
- Identify problems that require immediate action
- Use the decision-making process
- Use refusal skills
- Accepts compliments and gives compliments
- Maintains secrets when appropriate
- Avoids questions does not want to answer
- Allows others to talk uninterrupted
- Active listening
- Refrains from criticizing and bragging
- Avoids others who make fun of learner or are unfriendly
- Avoids people acting unusually
- Responds appropriately when others are attracted to others or when others are attracted to learner
- States difference between casual friendship vs. romantic relationship
- Describes concepts of dating, engaged, married, etc
- State what is expected if one enters into a romantic relationship
- Deals with start and end of friendships
- Identify when others are inappropriate or taking advantage
- States what is sexual behavior
- State when, where, and with whom it is ok to physically interact in a sexual manner
- Respecting personal boundaries
- Identify when others are making sexual advances
- Discrete when discussing sexual activity and topics
- Understand sexual behavior and its relationship to reproduction or medical conditions
- Sending or posting content online
- Avoids online predators
- Screens others prior to meeting them
- Reports inappropriate touching
- States how to stop unwanted sexual advances
- Being aware of the responsibilities from being a parent
- Learn the importance of time management between working and being a parent

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	<ul style="list-style-type: none"> <li>● Understand the emotional, financial, and physical demands of raising a newborn</li> <li>● Understand how to feed a child</li> <li>● Understand the importance of making and keeping appointments</li> <li>● Understand how the baby’s environmental plays a role on their development</li> <li>● Create awareness for community supports for infant care and strengthen families</li> <li>● Have skills to self-advocate during times of stress to avoid child neglect and abuse</li> <li>● Use the “Five Protective Frameworks of Strengthening Families”             <ul style="list-style-type: none"> <li>○ Child and Parent Development</li> <li>○ Social/Emotional Development of Children</li> <li>○ Social Connections</li> <li>○ Enhancing Parental Resilience</li> <li>○ Providing Parents Support in Times of Need</li> </ul> </li> </ul>
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**Interdisciplinary Connections:** Students will learn to apply the principles and health and fitness to their everyday life and lifelong development.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Learn to remain clean by bathing or showering on a regular basis</li> <li>● Learn to brush teeth and floss at least twice per day</li> <li>● Maintain an adequate supply of grooming products</li> <li>● State importance of obtaining adequate sleep</li> <li>● Learners will maintain clean hands by wash or applying hand sanitizer</li> <li>● Cover cough, use tissues when needed, and avoid unnecessary contact with people who are sick</li> <li>● Identify which non-prescription medicine is used to treat particular symptoms</li> <li>● Determine presence of fever by taking own temperature</li> <li>● Identify physical conditions that can be treated by self and those that will require treatment by a physician or dentist</li> <li>● Learn to schedule routine medical and dental appointments</li> <li>● Identify coping mechanisms to remain calm when certain problematic situations cannot be quickly resolved</li> <li>● Shows concern for the well-being of others</li> <li>● State personal strengths and limitations</li> <li>● Identify own fears and anxieties and take appropriate measures to remain calm when dealing with such situations</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● AFLS Grids</li> <li>● Demonstration of mastery of tasks</li> </ul>
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## Personal Health and Fitness

- Address concerns regarding the actions of others
- When needing to present one's opinion or perspective, learner will physically interact with others in a manner that indicates confidence
- Identify and take appropriate actions to prevent others from taking advantage of the learner
- Identify who can be asked for advice about personal and interpersonal issues, work related issues, and who to ask for specific information in multiple settings
- Respect the rights and boundaries of others
- Remain calm when minor issues arise
- Use breathing techniques to help stay focused
- Accept sincere apologies from others
- Readily forgive others for forgetting to do something or for actions that unintentionally caused minor problems
- Know when to walk away or physically remove self from an individual who is being inappropriately confrontative and may pose a physical threat
- Know how to respond appropriately when approached or stopped by police, store security, or other authority figure
- Identify and respond appropriately when a situation requires immediate action
- Respond in a socially acceptable manner to acknowledge compliments given to learner and give or make positive statements to others
- Keep confidential information to self unless there is an appropriate reason to breach that confidentiality
- Recognize signs of a panic attack
- Redirect conversation to avoid answering certain questions
- Consistently wait for others to complete their statements before attempting to add to the conversation
- Display gestures and other behavior to demonstrate active listening to what others are saying
- Refrain from criticizing or talking negatively about others
- Describe own accomplishments in a humble or respectful manner such that others would not describe as being bragging or boastful

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- Avoids people who are mean or treat learner in an inappropriate manner (e.g., bullying, making fun, hurtful teasing) and will seek assistance as needed to remedy those situations
- Avoid people acting in an unusual way
- Respond appropriate when attracted to or having a crush on a peer and respond appropriately when others are attracted to the learner
- State the difference between a friendship and a romantic relationship
- Describe what is meant by the terms, dating, engaged, and married and be able to describe behaviors that are expected within those relationships
- State expectations associated with a romantic relationship
- Emotionally adjust to changes associated with changes or ending of relationships
- Take action to stop others who are inappropriate with or taking advantage of learner
- State behaviors that are considered to be sexual
- Identify when, where, and with whom sexual behavior would be appropriate
- Identify when the approaches and actions by others are attempts to engage learner in sexual behavior
- Use discretion with regard to with whom and when it is appropriate to discuss sexual issues
- Identify the potential outcomes from engaging in sexual activities
- Understand the reproductive cycle
- Refrain from posting revealing pictures and personal information
- Use online etiquette
- Discriminate between appropriate and inappropriate online interactions
- Obtain sufficient information about a person met online prior to arranging to meet that individual in person and arranges to meet in a public place or in the presence of friends
- State who to tell about instances of inappropriate touching
- State actions to take in order to stop others from making unwanted sexual advances

# Personal Health and Fitness

## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Guided instruction</li> <li>● Cooperative learning</li> <li>● Effective verbal and nonverbal communication with peers and teachers</li> <li>● Situational roleplay</li> <li>● Prevocational kit completion and hands-on learning opportunities</li> <li>● Student journaling and reflection</li> <li>● Student and peer interviews</li> <li>● Think Pair Share</li> <li>● Formative assessment</li> <li>● Student self-assessment</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● IEP</li> <li>● EverFi</li> <li>● Instructional Videos</li> <li>● Online resources</li> <li>● Teacher developed worksheets</li> <li>● Journals</li> <li>● Online Classroom (Google Classroom)</li> <li>● Prevocational Kits</li> <li>● AFLS Independent Living Skills Assessment Protocol</li> <li>● Flocabulary</li> <li>● YouTube</li> <li>● NSCA</li> <li>● Central PE</li> </ul> <p style="margin-top: 10px;"> <a href="#">GLSEN Educator Resources</a>  <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas. Advancing Opportunities</a> </p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

## Personal Health and Fitness

	<p>An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>Provide study guides. Weekly conference to set short term goals.</p>
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## Pacing Guide

Course Name Personal Health and Fitness	Resources/Materials	Standards
MP 1-2		
<b>UNIT 1</b> <b>Personal Fitness</b> (60 days)	AFLS Protocol IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits  End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Independent Living Skills Protocol
MP 2-3		
<b>UNIT 2</b> <b>Personal Nutrition</b> (60 days)	AFLS Protocol IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits  End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Independent Living Skills Protocol

## Personal Health and Fitness

MP 3-4		
<b>UNIT 3</b> <b>Personal Health and Wellness</b> (60 days)	AFLS Protocol IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits  End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Independent Living Skills Protocol