



# Pemberton Township Schools

## Curriculum Guide

**Subject:** Transition Program

**Course:** Personal Health and Fitness

**Grade Level(s):** 18-21 Transition Program

**Written By:** Emily O'Brien/Shana Campbell/Merri Hirsh

**Date:** October 13, 2021

**Course Description:** This Transition Program provides a functional and vocational focus on the acquisition of skills necessary for increased independence in the community and employment. Our program is designed to offer direct instruction to assist students in gaining the skills necessary for independence at home, in the workplace, and in the community. This course is designed to provide students with a foundation for maintaining a healthy lifestyle. Topics covered will include fitness and exercise, nutrition and healthy eating, hygiene, mindfulness and mental health, coping with stress, and healthy relationships.

**Reviewed by:** Kimberly Brucale  
Supervisor

**Approved by:** Ma Smith  
Chief Academic Officer

**Approved by:** [Signature]  
Assistant Superintendent

APPROVED NOV 18 2021

**Board of Education Approval:** \_\_\_\_\_

# Personal Health and Fitness

<b>Unit 1 Title: Personal Fitness</b>		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b> <b><u>AFLS - Independent Living Skills Protocol</u></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><u>Central Idea/Enduring Understanding:</u></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><u>Essential/Guiding Question:</u></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><u>Content:</u></b> <ul style="list-style-type: none"> <li>AFLS Protocol</li> </ul>		<b><u>Skills(Objectives):</u></b>

# Personal Health and Fitness

<ul style="list-style-type: none"> <li>Guided exercises and instruction</li> </ul>	<p>Understand how to safely execute various exercises and use equipment</p> <ul style="list-style-type: none"> <li>Exhibit proper etiquette in the gym</li> <li>Participate in structured group activities</li> <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>Mange exercise 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 lose, 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> </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> </ul>
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## Personal Health and Fitness

<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga Kit</li> <li>• Fitness items- weights, bands, mat</li> <li>• Flocabulary</li> <li>• YouTube</li> <li>• NSCA</li> <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>
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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>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</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> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

## Personal Health and Fitness

	challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.		
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### **Unit 2 Title: Personal Nutrition**

#### **Stage 1: Desired Results**

#### **Standards & Indicators:**

#### **AFLS - Independent Living Skills Protocol**

#### **Career Readiness, Life Literacies and Key Skills**

<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.

#### **Central Idea/Enduring Understanding:**

- Learning about food groups, nutrition, and daily healthful eating builds a basis to maintain a happy and healthy lifestyle.

#### **Essential/Guiding Question:**

- Why is nutrition important to my health?
- What foods and beverages are nutritious?
- What does it mean to have a balanced diet?
- Are my favorite foods and beverages nutritious?
- Why should I read food labels?
- How do I identify the ingredients in a recipe?
- How do I know what to look for at the grocery store?
- How does eating healthy improve your overall health and wellness?
- What app can I use for healthy meals?
- How does eating healthy affect your overall mood (emotional and mental health)?
- How does nutrition improve strength?
- How does nutrition help prevent diseases (i.e. hypertension, diabetes, etc.)?
- How does meal preparation help maintain healthy eating habits?
- How can I maintain a healthy eating style while on a budget?
- How can I eat "healthy" with limited selections in my community?
- How can I make better choices while eating out?
- Why is it important to prep food properly?

#### **Content:**

- AFLS Protocol

#### **Skills(Objectives):**

## Personal Health and Fitness

<ul style="list-style-type: none"> <li>Guided instruction and hands-on learning</li> </ul>	<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> <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><u>Performance Task(s):</u></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><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>Think Pair Share</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>MyFitnessPal</li> </ul>
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## Personal Health and Fitness

<ul style="list-style-type: none"><li>● Formative assessment</li><li>● Student self-assessment</li></ul>	<ul style="list-style-type: none"><li>● Flocabulary</li><li>● YouTube</li><li>● NSCA</li><li>● Central PE</li></ul> <p>GLSEN Educator Resources <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>		
<b><u>Differentiation</u></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.			
<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>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>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> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

## Personal Health and Fitness

	Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.		
<b>Unit 3 Title: Personal Health and Wellness</b>			
<b>Stage 1: Desired Results</b>			
<b>Standards &amp; Indicators:</b> <b><u>AFLS - Independent Living Skills Protocol</u></b>			
<b>Career Readiness, Life Literacies and Key Skills</b>			
Standard	Performance Expectations	Core Ideas	
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><u>Central Idea/Enduring Understanding:</u></b> <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>		<b><u>Essential/Guiding Question:</u></b> <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> </ul>	



## Personal Health and Fitness

	<ul style="list-style-type: none"> <li>How does becoming a new parent affect mental, emotional, financial, and physical health?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>AFLS Protocol</li> <li>Guided instruction and independent practice</li> </ul>	<p><b><u>Skills(Objectives):</u></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> <li>Appropriately deal with illness/injury</li> <li>Showing empathy to others</li> <li>Tolerate short-term unpleasantness</li> <li>Identify personal strengths and limitations</li> <li>Deals appropriately with anxiety and fears</li> <li>Speak up about concerns</li> <li>Physically projects confidence</li> <li>Deals with attempts to manipulate</li> <li>Seeks advice from trusted sources</li> <li>Knows and respects rights of others</li> <li>Let small things go</li> <li>Accepts apologies and forgives others</li> <li>Walks away from confrontations</li> <li>Responds appropriately to authority figures</li> <li>Identify problems that require immediate action</li> <li>Use the decision-making process</li> <li>Use refusal skills</li> <li>Accepts compliments and gives compliments</li> <li>Maintains secrets when appropriate</li> <li>Avoids questions does not want to answer</li> <li>Allows others to talk uninterrupted</li> <li>Active listening</li> <li>Refrains from criticizing and bragging</li> <li>Avoids others who make fun of learner or are unfriendly</li> <li>Avoids people acting unusually</li> <li>Responds appropriately when others are attracted to others or when others are attracted to learner</li> <li>States difference between casual friendship vs. romantic relationship</li> <li>Describes concepts of dating, engaged, married, etc</li> <li>State what is expected if one enters into a romantic relationship</li> <li>Deals with start and end of friendships</li> <li>Identify when others are inappropriate or taking advantage</li> <li>States what is sexual behavior</li> <li>State when, where, and with whom it is ok to physically interact in a sexual manner</li> <li>Respecting personal boundaries</li> <li>Identify when others are making sexual advances</li> <li>Discrete when discussing sexual activity and topics</li> </ul>

## Personal Health and Fitness

	<ul style="list-style-type: none"> <li>• Understand sexual behavior and its relationship to reproduction or medical conditions</li> <li>• Sending or posting content online</li> <li>• Avoids online predators</li> <li>• Screens others prior to meeting them</li> <li>• Reports inappropriate touching</li> <li>• States how to stop unwanted sexual advances</li> <li>• Being aware of the responsibilities from being a parent</li> <li>• Learn the importance of time management between working and being a parent</li> <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 environment 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**

#### **Performance Task(s):**

- Learn to remain clean by bathing or showering on a regular basis
- Learn to brush teeth and floss at least twice per day
- Maintain an adequate supply of grooming products
- State importance of obtaining adequate sleep
- Learners will maintain clean hands by wash or applying hand sanitizer
- Cover cough, use tissues when needed, and avoid unnecessary contact with people who are sick
- Identify which non-prescription medicine is used to treat particular symptoms
- Determine presence of fever by taking own temperature

#### **Other Evidence:**

- AFLS Grids
- Demonstration of mastery of tasks

## Personal Health and Fitness

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| <ul style="list-style-type: none"><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><li>• Address concerns regarding the actions of others</li><li>• When needing to present one's opinion or perspective, learner will physically interact with others in a manner that indicates confidence</li><li>• Identify and take appropriate actions to prevent others from taking advantage of the learner</li><li>• 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</li><li>• Respect the rights and boundaries of others</li><li>• Remain calm when minor issues arise</li><li>• Use breathing techniques to help stay focused</li><li>• Accept sincere apologies from others</li><li>• Readily forgive others for forgetting to do something or for actions that unintentionally caused minor problems</li><li>• Know when to walk away or physically remove self from an individual who is being inappropriately confrontative and may pose a physical threat</li><li>• Know how to respond appropriately when approached or stopped by police, store security, or other authority figure</li><li>• Identify and respond appropriately when a situation requires immediate action</li><li>• Respond in a socially acceptable manner to acknowledge compliments given to learner and give or make positive statements to others</li><li>• Keep confidential information to self unless there is an appropriate reason to breach that confidentiality</li><li>• Recognize signs of a panic attack</li></ul> |  |
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## Personal Health and Fitness

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| <ul style="list-style-type: none"><li>• Redirect conversation to avoid answering certain questions</li><li>• Consistently wait for others to complete their statements before attempting to add to the conversation</li><li>• Display gestures and other behavior to demonstrate active listening to what others are saying</li><li>• Refrain from criticizing or talking negatively about others</li><li>• Describe own accomplishments in a humble or respectful manner such that others would not describe as being bragging or boastful</li><li>• 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</li><li>• Avoid people acting in an unusual way</li><li>• Respond appropriate when attracted to or having a crush on a peer and respond appropriately when others are attracted to the learner</li><li>• State the difference between a friendship and a romantic relationship</li><li>• Describe what is meant by the terms, dating, engaged, and married and be able to describe behaviors that are expected within those relationships</li><li>• State expectations associated with a romantic relationship</li><li>• Emotionally adjust to changes associated with changes or ending of relationships</li><li>• Take action to stop others who are inappropriate with or taking advantage of learner</li><li>• State behaviors that are considered to be sexual</li><li>• Identify when, where, and with whom sexual behavior would be appropriate</li><li>• Identify when the approaches and actions by others are attempts to engage learner in sexual behavior</li><li>• Use discretion with regard to with whom and when it is appropriate to discuss sexual issues</li><li>• Identify the potential outcomes from engaging in sexual activities</li><li>• Understand the reproductive cycle</li><li>• Refrain from posting revealing pictures and personal information</li><li>• Use online etiquette</li></ul> |  |
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## Personal Health and Fitness

- 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

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Think Pair Share
- Formative assessment
- Student self-assessment

#### Resources:

- IEP
- EverFi
- Instructional Videos
- Online resources
- Teacher developed worksheets
- Journals
- Online Classroom (Google Classroom)
- Prevocational Kits
- AFLS Independent Living Skills Assessment Protocol
- Flocabulary
- YouTube
- NSCA
- Central PE

#### GLSEN Educator Resources

For Educators: Supporting LGBTQIA Youth Resource List  
Respect Ability: Fighting Stigmas, Advancing Opportunities

#### 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.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder	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  ELL supports should include, but are not limited to, the following::

## Personal Health and Fitness

<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>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>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>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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# Personal Health and Fitness

## 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
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