

ASD Academic Plan

Physical Education: IMPACT

Grade Level: 9-12 grade	Course Description: IMPACT (Individuals Making Positive Action Choices Today) empowers students to understand their behaviors and lifestyle choices. Through collaboration and community building, students learn about the social, emotional, and physical aspects of their lives. IMPACT addresses the questions, “Who am I? Where do I belong? What influences me? What do I contribute?” Students will explore healthy life choices and the influence of media; develop leadership and peer education skills; and participate in experiential learning activities (the physical PE component). Active participation and attendance are an integral part of the collaborative learning process.
Length: Semester	
Prerequisites: None	
Repeatable for additional credits: No	

Learning Outcomes At a Glance

QUARTER 1	QUARTER 2
<p>Quarter 1A: Self-Awareness</p> <p>Describe the external event or internal cognition that triggered an emotion. Understand the effect of self-talk on emotions. Describe how changing their interpretation of an event can alter how they feel about it. Identify things about themselves that they cannot change and devote their energy to something they can change. Recognize their personal learning style/intelligence and find ways to employ those styles. Have constructive support systems in place that contribute to school and life success. Analyze the effect taking responsibility or not taking responsibility can have on themselves and others. Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsible citizen promoting the betterment of the community.</p> <p>Quarter 1B: Social Management</p> <p>Demonstrate control of their behavior so as not to behave impulsively. Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) Incorporate personal management skills on a daily basis. Act with a correlation between their words and their actions. Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making. Consider ethical, safety, and societal factors when making their decisions. Apply decision-making skills to foster responsible relationships. Identify outside resources that can help in achieving a goal. Set a positive academic goal.</p>	<p>Quarter 2A: Self-Management</p> <p>Demonstrate control of their behavior so as not to behave impulsively. Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being. Act with a correlation between their words and their actions (walk the talk). Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making. Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices. Monitor progress toward achieving a goal, and make adjustments in their plan as needed.</p> <p>Quarter 2B: Social Awareness</p> <p>Identify verbal, physical, and situational cues that indicate how others may feel. Value and learn from the perspectives of others. Work cooperatively with others to implement a strategy to address a need in the broader community. Analyze their responsibilities as involved citizens of a democratic society. Demonstrate respect for individuals from different social and cultural groups. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. Read social cues and recognize the impact of their reactions to those cues. Recognize and respond to social cues in a manner that contributes to their life-long success.</p>