

# Unit: Health Safety, and Physical Education-Safety

Content Area: **Health and Physical Education**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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This unit will provide students with opportunities to develop health and safety awareness. Students will have opportunities to engage in developmentally appropriate indoor and outdoor experiences to assist in their development.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

HE.PK.2.3.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
HE.PK.2.3.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
HE.PK.2.3.3	Identify community helpers who assist in maintaining a safe environment.
HE.PK.2.3.4	Know how to dial 911 for help.

## Transfer

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## Essential Questions

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- How can I stay safe outside?
- What can I do to stay safe in the classroom?
- What do signs I see in my environment mean?
- What should I do if I need help? Who can I trust to help me?

## **Essential Understandings**

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- Adults can assist in safety and provide help when needed
- It's important to practice safety measures inside and outside the classroom
- Signs have meaning and help keep us safe

## **Students Will Know**

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- Different ways to ask for help (i.e. find police officer, call 911, etc.)
- It's important to follow directions during safety drills
- Signs outside have meaning and help keep us safe (e.g. STOP sign and red light mean stop)
- The ways to stay safe in the classroom (e.g. walking, listening to instructions, etc.)

## **Students Will Be Skilled At**

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- Following rules during safety drills
- Identifying a police officer
- Identifying and following classroom safety rules
- Identifying common signs and their meanings
- Knowing how to dial 911

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Children will act out what to do in an emergency situation
- Children will identify a "STOP" sign and explain what to do when you see one
- Children will identify a police officer and discuss when they can be of help
- Children will participate in all school wide safety drills

## **Learning Plan**

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- Explain how to behave during the various safety drills
- Read books about safety
- Schedule visits from firefighters and police officers
- Take a walk or use the SMARTBoard to show common signs such as the “STOP” sign
- Teach children about fire safety
- Teach children how to call “911” using role play situations
- Teach children songs about safety

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Allow for extra time and practice
- Incorporate accommodations and modifications of the students’ IEPs
- Incorporate multi-sensory strategies
- Provide 1:1 time and assistance
- Repeat directions and provide multiple examples
- Use visuals