

# Unit 8- Social Awareness and Manners

Content Area: **Special Education**  
Course(s):  
Time Period: **Cycle**  
Length: **4 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- They are a part of their school community.

## **CONTENT AREA STANDARDS**

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HE.K-2.2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
HE.K-2.2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
HE.K-2.2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
HE.K-2.2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
HE.K-2.2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
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## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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Students will know:

- People and locations in their school building and how to address them.

## **Procedural Knowledge**

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Students will be able to:

- Name four staff members and three locations and navigate to them with decreasing support.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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Task Analysis (ABA)

## **Summative Assessments**

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Graph showing prompt hierarchy (ABA)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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365 Days of Autism: <http://365daysofautism.com/index.html>

Crosswalk Coding Guide: [https://www.autismspeaks.org/sites/default/files/docs/letter\\_\\_crosswalk.pdf](https://www.autismspeaks.org/sites/default/files/docs/letter__crosswalk.pdf)

The Autism Helper: <http://theautismhelper.com/>

Behavior Toolbox: <http://conductmanagement.com/>

Rainbow resource Feelings cart

Teachers Pay Teachers

The emergency sub-plan checklist

[sunninsped.blogspot.com](http://sunninsped.blogspot.com)

[specialconnections.blogspot.com](http://specialconnections.blogspot.com)

AAC Prompting Hierarchy

[AutismClassResources.com](http://AutismClassResources.com)

Autism Speaks: <https://www.autismspeaks.org/family-services/resource-library/tools-professionals>

on Instagram- Melissa Toth Finch

Miss Meghan, [https://www.autismspeaks.org/sites/default/files/abilis\\_life\\_curriculum.pdf](https://www.autismspeaks.org/sites/default/files/abilis_life_curriculum.pdf),

Full Value Contract

## **INTERDISCIPLINARY CONNECTIONS**

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Social Emotional Learning

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.