

# Unit 4-Safety

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:

- How to report pain in the body and request help.

## **CONTENT AREA STANDARDS**

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HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
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.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

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

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WRK.K-12.P.2	Attend to financial well-being.
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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:

- One method of communicating pain in the body.

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### **Procedural Knowledge**

Students will be able to:

- Display increasing instances of reporting pain or discomfort in the body to a school staff.

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### **EVIDENCE OF LEARNING**

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

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### **Formative Assessments**

Task Analysis (ABA)

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### **Summative Assessments**

Graph showing prompt hierarchy (ABA)

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

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

specialconnections.blogspot.com

AAC Prompting Hierarchy

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),

School Police Liaison/ Student Resource Officer

## **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.