

Unit 4-Safety

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

General Overview, Course Description or Course Philosophy

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

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

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

CONTENT AREA STANDARDS

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)

WRK.K-12.P.2	Attend to financial well-being.
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STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will know:

- One method of communicating pain in the body.

Procedural Knowledge

Students will be able to:

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

EVIDENCE OF LEARNING

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

Formative Assessments

Task Analysis (ABA)

Summative Assessments

Graph showing prompt hierarchy (ABA)

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

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

specialedconnections.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,

School Police Liaison/ Student Resource Officer

INTERDISCIPLINARY CONNECTIONS

Social Emotional Learning

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.