



Safety- Course Teacher Overview

Safety Course Teacher Overview

Welcome to the Safety Course. This is one of four courses in Year 1 of CMS's Transition Curriculum. These 18 week courses are designed to address transition skills for students following the NC Extended Content Standards who have previously completed the requirements to receive their Certificate of Graduation, and should be used with all students that meet that criteria. This work will continue to expand and will ultimately be a four year, 16 course series.

Over the past several years, a team of CMS teachers for students following the NC Extended Content Standards has been heavily involved in the development of this new Transition Curriculum. A special thanks to:

Shannon Clark, Providence High School
Jonathan Lee Collins, Metro School
Paige Henderson, Olympic High School
Erin King, Metro School
Amber Martinez, Metro School
Wanda Sowell, Myers Park High School
Debbie Taylor, East Mecklenburg High School
Staci Vredevelde, Hough High School

Course Materials:

The course materials include 18 weeks of content, an introduction, and supplemental materials.

INTRODUCTION: The introduction section includes the *Safety Course Teacher Overview* as well as the *Syllabus*. The syllabus should be shared with students and can also be shared with families. It is designed to set expectations for the course and give an overview of the content that will be covered.

CONTENT: This course is made up of 18 weeks of content. While each week's content varies, the elements that you'll see across the course include the following:

Lesson Plan: A detailed guide of that week's lesson for the teacher.

Presentation: The main content that the teacher will instruct.

Activities: Designed to apply the content learned in the presentation.

Resources: Additional materials that support the lesson. Some resources may be used by some (or all) students as tools during the lesson, while others may not necessarily be completed during class time but are relevant and can either be used by the teacher or shared with students and their families.

SUPPLEMENTAL MATERIALS: The supplemental materials section includes a Student Workbook, a Credit Checklist, and a Certificate of Completion. The Student Workbook should be used to collect evidence of participation in the activities. The workbook can also be used to guide lesson activities. The Credit Checklist can be used to track which activities the students have completed. Participation in a minimum of 10 activities across various weeks will be needed by each student in order for them to be able to qualify as having completed a course. However, completion of as many activities as possible is encouraged. Teacher discretion is advised. The Certificate of Completion should be presented to each student who completes the minimum number of activities in the course and may be kept as part of their Student Portfolio.

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ADDITIONAL MATERIALS: Everything that you will need to teach the lessons is included in the folders of materials that are provided to you. In some cases, you may find that lessons can be enhanced by showing artifacts that you have either in your school building or at home. We encourage you to be creative and use these resources and artifacts as much as you can. Additionally, you may want funding for items such as bus passes. There are several creative options for obtaining funding, such as asking your school to swap out ADM funds for you, doing a CBI/CBT fundraiser, or asking your PTO or families for donations. If you are struggling to access the resources you need- either resources that are in your school building or funding- contact Tracie-Lynn Zakas who may be able to work with you and your school to provide you with what you need.

Access to Course Materials:

High school teachers of students following the NC Extended Content Standards, selected EC teacher assistants, and department chairs will have access to the materials. Course materials will be available electronically and in printed format. Each school will receive one paper copy of the Transition Curriculum, and each appropriate teacher, assistant, and department chair will receive electronic access.

ELECTRONIC ACCESS: The electronic copy of the curriculum is available via Google Drive. You can find it by searching “Transition Courses-Year 1”. You will then see a list of the courses within Year 1, and can click on the “Safety” folder to access the materials for this course. If you or anyone at your school needs electronic access to the materials and does not already have it, please contact Tracie-Lynn Zakas.

PAPER ACCESS: The paper copy of the curriculum will be presented as one binder per course and will include the Introduction, Content (Lesson Plan, Activities, and Resources), and Supplemental Materials sections. It does NOT include the presentations, as these are generally PowerPoints and are designed to be presented electronically. The presentations are stored in the Google Drive and will be in PowerPoint. Some presentations are also available in Notebook 10, for use on a SmartBoard.

Layout of Materials and Naming Conventions:

The materials have been intentionally organized, formatted, and named to make them easy to access.

ELECTRONIC LAYOUT AND NAMING CONVENTIONS:

- Within the “Safety” folder, all materials are grouped into either “Introduction-Safety”, “Supplemental Materials-Safety”, or by the week and title of the content.
 - Ex. “Week 01-Safety-First Aid Kits”
- Within each specific week’s folder, a lesson plan is included and labeled as “Safety- Lesson Plan- Week #”.
 - Ex. “Safety- Lesson Plan- Week 01”
- Within each specific week’s folder, Presentation(s) are included and labeled as “Safety- Presentation Week # . Presentation #- Title of content”
 - Ex. “Safety- Presentation 14.1- Safe Interactions 2 Vocabulary” and “Safety- Presentation 14.2- Appropriate and Inappropriate”.
 - In some cases, presentations have multiple parts that should be used together. These are differentiated by “A” or “B”, etc.
 - Ex. “Safety- Presentation 3.1A- Medicine Vocabulary” and “Safety- Presentation 3.1B- Medication Safety”.

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- Many Presentations have an Activity associated with them. The Activities are labeled as “Safety- Activity Week # . Presentation # . Activity #- Title of content”
 - Ex. “Safety- Activity 17.1.1- Social Networking Survey” and “Safety- Activity 12.1.2- Social Networking Graph.
 - In some cases, Activities have multiple parts that can be used together or are differentiated so students should complete one or the other.
 - Ex. “Safety- Activity 1.1.2A- Roll-A-First-Aid-Kit-Cards” and “Safety- Activity 1.1.2B- First-Aid-Kit-Canister-Labels”.
- Some weeks may include a Resource. These are labeled with the same naming convention as Activities- “Safety- Resource Week # . Presentation # . Resource #- Title of content”.
 - Ex. “Safety- Resource 8.1.1- Preventing Future House Fires.

PAPER LAYOUT AND NAMING CONVENTIONS:

- The binders have tabs labeled as “Introduction”, “Week 1, Week 2, Week 3, etc.”, and “Supplemental Materials”. The materials for those sections are behind that particular tab.
- The naming conventions for the Lesson Plans, Activities, and Resources are the same for the paper version as they are for the electronic version.
- All printed pages include labeling (generally at the top of the document) to make it clear which Lesson Plan, Activity, or Resource it is.

Questions or Concerns:

We welcome your feedback on this course so we can improve it in the future. Please contact the following people depending on your question or concern:

TRACIE-LYNN ZAKAS, NC EXTENDED CONTENT STANDARDS PROGRAM SPECIALIST

(tracie.zakas@cms.k12.nc.us or 980-343-2776)

- General questions about the curriculum, support with implementing the curriculum in your classroom, gaining access to the electronic or print materials, suggestions for future edits, ideas for future content.

MARIANNA SARTIN, HIGH SCHOOL PROGRAM SPECIALIST

(marianna.sartin@cms.k12.nc.us or 980-343-2771)

- Issues with scheduling courses and course codes.

TRACY HALES, TRANSITION COORDINATOR

(tracy.hales@cms.k12.nc.us or 980-343-5328)

- General questions about transition programming, CBI/CBT, IEP development support.