

**Kentucky Academic Standards for Intermediate Health Education**

**Aligned to National Health Education Standards**

The National Health Education Standards (NHES) are provided by the Joint Committee on National Health Education Standards and have been aligned to the corresponding Kentucky Academic Standards (KAS).

The Kentucky Academic Standards are being provided with the codes that are aligned in the Continuous Instructional Improvement Technology System (CIITS).

[National Health Education Standards](http://www.cdc.gov/healthyyouth/sher/standards/)

**Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:**

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:**

Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 4:**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:**

Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:**

Students will demonstrate the ability to use goal-setting skills to enhance health

**Standard 7:**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:**

Students will demonstrate the ability to advocate for personal, family, and community health.

**Kentucky Academic Standards**

**Grade 4**

**1.PL-4-PW: Personal Wellness (Health Education)**

**Big Idea:**

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental,

emotional, spiritual and social well-being. It involves making choices and decisions each day that promote

an individual’s physical well-being, the prevention of illnesses and diseases, and the ability to remain,

physically, mentally, spiritually, socially and emotionally healthy.

**Academic Expectations**

**2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility

for their own physical well-being.

**2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

**3.2** Students demonstrate the ability to maintain a healthy lifestyle.

**4.1** Students effectively use interpersonal skills.

**4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.

**5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a

variety of problems in real-life situations.

* 1. Students use a decision-making process to make informed decisions among options.

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| **A. PL-4-PW: Enduring Knowledge – Understandings**  *Students will understand that…* | NHES |
| **PL-4-PW-U-1:**  responsibility to oneself promotes health enhancing behaviors. | 7 |
| **PL-4-PW-U-2:**  physical, emotional and social changes are normal and each individual is unique in the growth and development process. | 1 |
| **PL-4-PW-U-3:**  interpersonal skills and strategies can influence social, mental and emotional well-being and affect an individual’s relationships. | 4 |
| **PL-4-PW-U-4:**  culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health. | 2 |
| **PL-4-PW-U-5:**  behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one’s health. | 1 |
| **PL-4-PW-U-6:**  positive health habits prevent the spreading of diseases and injuries to self and others. | 7 |
| **PL-4-PW-U-7:**  self-management and coping strategies can enhance mental and emotional health. | 7 |

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| **B. PL-4-PW-S-PPH: Skills and Concepts – Personal and Physical Health**  *Students will*… | NHES |
| **PL-4-PW-S-PPH1:**  describe the relationship between personal health behaviors and individual well-being | 7 |
| **PL-4-PW-S-PPH2:**  explain the characteristics of mental/emotional, social and physical health | 1 |
| **PL-4-PW-S-PPH3:**  explain and exhibit responsibility to oneself and others | 7, 8 |
| **PL-4-PW-S-PPH4:**  describe how individual behaviors and choices of diet, exercise and rest affect the body | 7 |

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| **C. PL-4-PW-S-GD: Grade 4 Skills and Concepts – Growth and Development**  *Students will…* | NHES |
| **PL-4-PW-S-GD1:**  explain why growth and development are unique to each individual | 1 |
| **PL-4-PW-S-GD2:**  develop an awareness of the interrelatedness of body functions and the impact lifestyle choices has on body systems | 1 |
| **PL-4-PW-S-GD3:**  describe physical, social and emotional changes that occur during preadolescence | 1 |

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| **D. PL-4-PW-S-SMEH: Skills and Concepts – Social, Mental and Emotional Health**  *Students will demonstrate social interaction skills by…* | NHES |
| **PL-4-PW-S-SMEH1:**  demonstrate social interaction skills by: | 4 |
| **PL-4-PW-S-SMEH1.a:**  using etiquette, politeness, sharing and other social interaction skills | 4 |
| **PL-4-PW-S-SMEH1.b:**  working and playing collaboratively in large and small groups | 4 |
| **PL-4-PW-S-SMEH1.c:**  using appropriate means to express needs, wants and feelings | 4 |
| **PL-4-PW-S-SMEH1.d:**  distinguishing between verbal and nonverbal communication | 4 |
| **PL-4-PW-S-SMEH1.e:**  describing characteristics needed to be a responsible friend and family member | 4 |
| **PL-4-PW-S-SMEH1.f:**  identifying social interaction skills that enhance individual health | 4 |
| **PL-4-PW-S-SMEH2:**  describe how goal setting can lead to personal achievement | 6 |
| **PL-4-PW-S-SMEH3:**  identify and describe common social and emotional problems (aggression, anxiety, depression) | 1 |
| **PL-4-PW-S-SMEH4:**  demonstrate the ability to apply a decision-making process to solve health issues and health problems | 5 |
| **PL-4-PW-S-SMEH5:**  identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health | 5, 6, 7 |

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| **E. PL-4-PW-S-FH: Skills and Concepts – Family Health**  *Students will…* | NHES |
| **PL-4-PW-S-FH1:**  describe how culture influences personal health behaviors | 2 |
| **PL-4-PW-S-FH2:**  describe ways technology and media influences thoughts, feelings and personal health | 2 |
| **PL-4-PW-S-FH3:**  explain how family traditions/values impact personal health practices | 2 |
| **PL-4-PW-S-FH4:**  explain how information from school and family influences health | 2 |

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| **F. PL-4-PW-S-DP: Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention**  *Students will…* | NHES |
| **PL-4-PW-S-DP1:**  describe symptoms and treatments of: | 1 |
| **PL-4-PW-S-DP1.a:**  communicable diseases (cold, strep throat and chicken pox) | 1 |
| **PL-4-PW-S-DP1.b:**  non-communicable diseases (asthma, heart disease, diabetes, skin cancer) | 1 |
| **PL-4-PW-S-DP2:**  demonstrate an understanding of how to maintain a healthy body by: | 1, 7 |
| **PL-4-PW-S-DP2.a:**  explaining how body systems work together (e.g., digestive, circulatory and respiratory systems) | 1, 7 |
| **PL-4-PW-S-DP2.b:**  listing body defenses that fight pathogens | 1, 7 |
| **PL-4-PW-S-DP2.c:**  describing ways pathogens from the environment enter the body | 1, 7 |
| **PL-4-PW-S-DP2.d:**  identifying and explaining behaviors that promote personal hygiene (e.g., the use of grooming  products) or can affect self and others in the prevention and spread of disease (e.g., hand washing,  care of teeth and eyes, covering coughs and sneezes, sun protection) | 1, 7 |
| **PL-4-PW-S-DP2.e:**  describing reasons for regular visits to health care providers | 1,7 |

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| **Grade 4 Skills and Concepts – Alcohol, Tobacco and Other Drugs**  *Students will…* | NHES |
| **PL-4-PW-S-ATOD1:**  demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs: | 1, 7 |
| **PL-4-PW-S-ATOD1.a:**  distinguish between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body | 1 |
| **PL-4-PW-S-ATOD1.b:**  describe their effects on physical, mental, emotional and social health (e.g., effects on family life) | 1, 7 |

**2.PL-4-N: Nutrition (Health Education)**

**Big Idea:**

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical

activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy

bodies.

**Academic Expectations**

**2.30** Students evaluate consumer products and services and make effective consumer decisions.

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility

for their own physical well-being.

**3.2** Students demonstrate the ability to maintain a healthy lifestyle.

**3.5** Students will demonstrate self-control and self-discipline.

**5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a

variety of problems in real-life situations.

* 1. Students use a decision-making process to make informed decisions among options.

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| **A. PL-4-N-U: Enduring Knowledge – Understandings**  *Students will understand that…* | NHES |
| **PL-4-N-U-1:**  proper nutrition is essential to growth and development. | 1 |
| **PL-4-N-U-2:**  nutrients provide energy for daily living. | 1 |
| **PL-4-N-U-3:**  resources are available to assist in making nutritional choices. | 3 |

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| **B. PL-4-N-S: Skills and Concepts**  *Students will…* | NHES |
| **PL-4-N-S-1:**  explain the role of the digestive system in nutrition | 1 |
| **PL-4-N-S-2:**  describe the relationship between food choices in staying healthy | 1, 7 |
| **PL-4-N-S-3:**  explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices | 3, 7 |
| **PL-4-N-S-4:**  identify nutrients which are important to growth and development of healthy bodies | 1 |
| **PL-4-N-S-5:**  identify and explain the nutritional information provided on food labels | 1 |

**3.PL-4-S: Safety (Health Education)**

**Big Idea:**

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries

involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

**Academic Expectations**

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

**2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.

**3.2** Students will demonstrate the ability to maintain a healthy lifestyle.

**4.3** Students individually demonstrate consistent, responsive and caring behavior.

**4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.

**5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

**5.4** Students use a decision-making process to make informed decisions among-options.

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| **A. PL-4-S-U: Enduring Knowledge – Understandings**  *Students will understand that…* | NHES |
| **PL-4-S-U-1:**  safety practices and procedures help to prevent injuries and provide a safe environment. | 1 |
| **PL-4-S-U-2:**  community resources are available to assist in hazardous situations. | 3 |

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| **B. PL-4-S-S: Skills and Concepts**  *Students will…* | NHES |
| **PL-4-S-S-1:**  practice safety rules/procedures for crossing streets/highway, riding in cars and on buses and using playground equipment | 1, 7 |
| **PL-4-S-S-2:**  identify and explain ways to prevent injuries at home and at school (e.g., seat belts, helmets, knee pads, falls, poisonings) in a variety of situations | 1, 7 |
| **PL-4-S-S-3:**  explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills) | 1, 7 |
| **PL-4-S-S-4:**  identify the effects injuries have on the body (e.g., skeletal system, skin, eyes) | 1 |
| **PL-4-S-S-5:**  identify proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns) | 1 |
| **PL-4-S-S-6:**  demonstrate awareness of how to avoid danger (e.g., fires, strangers) (e.g., through role plays, discussions, drawing) | 1, 7 |
| **PL-4-S-S-7:**  identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services | 3 |

**Grade 5**

**1.PL-5-PW: Personal Wellness (Health Education)**

**Big Idea:**

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental,

emotional, spiritual and social well-being. It involves making choices and decisions each day that promote

an individual’s physical well-being, the prevention of illnesses and diseases, and the ability to remain,

physically, mentally, spiritually, socially and emotionally healthy.

**Academic Expectations**

**2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility

for their own physical well-being.

**2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

**3.2** Students demonstrate the ability to maintain a healthy lifestyle.

**4.1** Students effectively use interpersonal skills.

**4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.

**5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a

variety of problems in real-life situations.

* 1. Students use a decision-making process to make informed decisions among options.

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| **A. PL-5-PW-U: Enduring Knowledge – Understandings**  *Students will understand that…* | NHES |
| **PL-5-PW-U-1:**  maintaining a healthy lifestyle is an individual’s responsibility. | 7 |
| **PL-5-PW-U-2:**  physical, emotional and social changes are normal in the growth and development process. | 1 |
| **PL-5-PW-U-3:**  social interaction skills can influence an individual’s physical, mental and emotional health and affect relationships. | 4 |
| **PL-5-PW-U-4:**  physical, social, mental and emotional health are impacted by the environment, lifestyle, family history, peers and other factors. | 2 |
| **PL-5-PW-U-5:**  culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health. | 2 |
| **PL-5-PW-U-6:**  behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one’s health. | 1 |
| PL-5-PW-U-7:  positive health habits prevent the spreading of diseases and injuries to self and others. | 7 |
| PL-5-PW-U-8:  self-management and coping strategies can enhance mental and emotional health. | 7 |
| PL-5-PW-U-9:  a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs. | 3 |

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| **B. PL-5-PW-S-PPH: Skills and Concepts – Personal and Physical Health**  *Students will…* | NHES |
| **PL-5-PW-S-PPH1:**  explain the importance of assuming responsibility for personal health behaviors | 1, 7 |
| **PL-5-PW-S-PPH2:**  determine health goals by identifying personal strengths and weakness | 6 |
| **PL-5-PW-S-PPH3:**  describe how individual behaviors and choices of diet, exercise and rest affect the body | 7 |

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| **C. PL-5-PW-S-GD: Skills and Concepts – Growth and Development**  *Students will…* | NHES |
| **PL-5-PW-S-GD1:**  explain the concept of maturity as it relates to physical, social and emotional development | 1 |
| **PL-5-PW-S-GD2:**  describe physical, social and emotional changes that occur during preadolescence | 1 |

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| **D. PL-5-PW-S-SMEH: Skills and Concepts – Social, Mental and Emotional Health**  *Students will…* | NHES |
| **PL-5-PW-S-SMEH1:**  demonstrate social interaction skills by: | 4 |
| **PL-5-PW-S-SMEH1.a:**  using appropriate means to express needs, wants and feelings | 4 |
| **PL-5-PW-S-SMEH1.b:**  using effective social interaction skills (e.g., listening, cooperation, making friends, empathy) | 4 |
| **PL-5-PW-S-SMEH1.c:**  recommending ways to avoid or reduce stressful situations/harmful behaviors in relationships (e.g.  bullying, peer pressure, conflict) | 4 |
| **PL-5-PW-S-SMEH2:**  demonstrate the ability to apply a decision-making process to solve health issues and health problems | 5 |
| **PL-5-PW-S-SMEH3:**  identify common social and emotional problems (aggression, anxiety, depression) | 1 |
| **PL-5-PW-S-SMEH4:**  identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health | 5,6,7 |

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| **E. PL-5-PW-S-FCH: Skills and Concepts – Family and Community Health**  *Students will…* | NHES |
| **PL-5-PW-S-FCH1:**  analyze how personal health, health behaviors and use of health services can be influenced by: | 2 |
| **PL-5-PW-S-FCH1.a:**  family traditions/values | 2 |
| **PL-5-PW-S-FCH1.b:**  technology and media messages | 2 |
| **PL-5-PW-S-FCH1.c:**  cultural beliefs | 2 |
| **PL-5-PW-S-FCH1.d:**  physical and social environments | 2 |
| **PL-5-PW-S-FCH1.e:**  information from peers | 2 |

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| **F. PL-5-PW-S-DP: Skills and Concepts – Communicable, Non-Communicable and Chronic Disease Prevention**  *Students will…* | NHES |
| **PL-5-PW-S-DP1:**  demonstrate an understanding of diseases by: | 1 |
| **PL-5-PW-S-DP1.a:**  describing symptoms and treatments of communicable diseases (cold, strep throat, chicken pox) | 1 |
| **PL-5-PW-S-DP1.b:**  describing symptoms and treatments of non-communicable diseases (asthma, heart disease, diabetes,  skin cancer) | 1 |
| **PL-5-PW-S-DP2:**  investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems | 1 |
| **PL-5-PW-S-DP3:**  demonstrate an understanding of how to maintain a healthy body by: | 1, 7 |
| **PL-5-PW-S-DP3.a:**  explaining how body systems work together (e.g., digestive, circulatory and respiratory systems) | 1 |
| **PL-5-PW-S-DP3.b:**  describing ways pathogens from the environment enter the body and body defenses that fight  pathogens | 1, 7 |
| **PL-5-PW-S-DP3.c:**  identifying and explaining behaviors that promote personal hygiene (e.g., the use of grooming  products) or can affect self and others in the prevention and spread of disease (e.g., hand washing,  care of teeth and eyes, covering coughs and sneezes, sun protection) | 1, 7 |
| **PL-5-PW-S-DP3.d:**  describing reasons for regular visits to health care providers | 1, 7 |

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| **G. PL-5-PW-S-ATOD: Skills and Concepts – Alcohol, Tobacco and Other Drugs**  *Students will…* | NHES |
| **PL-5-PW-S-ATOD1:**  demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by: | 1, 3 |
| **PL-5-PW-S-ATOD1.a:**  distinguishing between the use and misuse of drugs, alcohol and tobacco and identify the effects each  use might have on the body | 1 |
| **PL-5-PW-S-ATOD1.b:**  describing their effects on physical, mental, emotional and social health (e.g., effects on family life) | 1 |
| **PL-5-PW-S-ATOD1.c:**  identifying illegal drugs (inhalants, marijuana, stimulants, depressants) and describing how their usage  affects the body systems | 1 |
| **PL-5-PW-S-ATOD1.d:**  identifying resources available to individuals seeking treatment or counseling for negative behaviors  or addictions | 3 |

**2.PL-5-N: Nutrition (Health Education)**

**Big Idea:**

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical

activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy

bodies.

**Academic Expectations**

**2.30** Students evaluate consumer products and services and make effective consumer decisions.

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility

for their own physical well-being.

**3.2** Students demonstrate the ability to maintain a healthy lifestyle.

**3.5** Students will demonstrate self-control and self-discipline.

**5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a

variety of problems in real-life situations.

* 1. Students use a decision-making process to make informed decisions among options.

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| **A.PL-5-N-U: Enduring Knowledge – Understandings**  *Students will understand that…* | NHES |
| **PL-5-N-U-1:**  proper nutrition is essential to growth and development. | 1 |
| **PL-5-N-U-2:**  nutrients provide energy for daily living. | 1 |
| **PL-5-N-U-3:**  resources are available to assist in making nutritional choices. | 3 |

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| **B. PL-5-N-S: Skills and Concepts**  *Students will…* | NHES |
| **PL-5-N-S-1:**  provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water) | 1 |
| **PL-5-N-S-2:**  identify the role of nutrients and food sources which are important in the growth and development of healthy bodies | 1 |
| **PL-5-N-S-3:**  interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices | 1, 5 |
| **PL-5-N-S-4:**  explain the role of the digestive system in nutrition | 1 |
| **PL-5-N-S-5:**  explain how the nutritional information provided on food labels impacts dietary choices | 1, 5 |

**3.PL-5-S: Safety (Health Education)**

**Big Idea:**

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries

involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

**Academic Expectations**

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being

**2.33** Students demonstrate the skills to evaluate and use services and resources available in their community

**3.2** Students will demonstrate the ability to maintain a healthy lifestyle

**4.3** Students individually demonstrate consistent, responsive and caring behavior

**4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others

**5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to

solve a variety of problems in real-life situations

**5.4** Students use a decision-making process to make informed decisions among-options

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| **A. PL-5-S-U: Enduring Knowledge – Understandings**  *Students will understand that…* | NHES |
| **PL-5-S-U-1:**  safety practices and procedures help to prevent injuries and provide a safe environment. | 1 |
| **PL-5-S-U-2:**  community and state resources are available to assist in hazardous situations. | 3 |
| **PL-5-S-U-3:**  proper procedures must be used in emergency situations. | 1 |

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| **B. PL-5-S-S: Skills and Concepts**  *Students will…* | NHES |
| **PL-5-S-S-1:**  explain and practice safety rules/procedures for crossing streets/highway, riding in cars and on buses and using playground equipment | 1, 7 |
| **PL-5-S-S-2:**  identify and explain ways to prevent injuries at home and at school (e.g., seat belts, helmets, knee pads, falls, poisonings) for a variety of situations | 1, 7 |
| **PL-5-S-S-3:**  demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills) | 1, 7 |
| **PL-5-S-S-4:**  explain and demonstrate the effects injuries have on the body (e.g., skeletal system, skin, eyes) | 1, 7 |
| **PL-5-S-S-5:**  describe proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns and broken bones) | 1 |
| **PL-5-S-S-6:**  explain safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school and play | 1 |

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| **PL-5-S-S-7:**  describe how to avoid dangerous situations involving strangers, fires and internet safety | 1, 7 |
| **PL-5-S-S-8:**  identify the available community and state health and safety agencies and the services they provide (e.g., health department, fire department, state police, hospital transport services) | 3 |
| **PL-5-S-S-9:**  access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations | 3 |

\*KY Academic Standards was aligned to National Health Education Standards by Renee White, Ph.D., Coordinated School Health Team, Division of Program Standards, Kentucky Department of Education, September 2012. The National Health Education Standards can be found at <http://www.cdc.gov/HealthyYouth/SHER/standards/>