

Safety		
Essential Learning	Knowledge Expectations	Skill Expectations
Kindergarten		
1. Safety rules and emergency procedures.	Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.	Identify trusted adults at home, school, and in the community who can help promote safety and injury prevention.
2. Setting individual safety goals.	Identify safe behaviors when getting on and off the bus and while riding on a bus.	Demonstrate effective refusal skills, including firmly saying "no", going to a safe place, and telling a trusted adult.
3. Support others to avoid risky behaviors and be safe.	Identify safety rules for playing on the playground, swimming, and playing sports.	Identify safe and unsafe touches.
Alaska Safe Children's Act	Identify all situations in which it is important to wear a helmet.	Identify situations that need a decision related to safety and injury prevention (e.g. fire safety, transportation safety, helmets).
4. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Identify safety rules for being around fire. (Stop, drop, and roll; crawl; family escape plan)	Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. (i.e. not wearing a life jacket or helmet)
	Describe how to be a safe pedestrian.	Demonstrate safety and injury prevention practices. (fire, proper seatbelt placement, helmet placement)
	Identify safety hazards in the home.	Set a realistic personal goal to avoid or reduce injury (i.e., "I will wear my seatbelt.")
	Identify how household products are harmful if ingested or inhaled.	
	Identify people who can help when someone is injured or suddenly ill.	
First Grade		
1. Safety rules and emergency procedures.	State the benefits of riding in the back seat when a passenger is in a motor vehicle.	Identify trusted adults at home, school, and in the community who can help promote safety and injury prevention.
2. Setting individual safety goals.	Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.	Demonstrate effective refusal skills, including firmly saying "no", going to a safe place, and telling a trusted adult.
3. Support others to avoid risky behaviors and be safe.	Identify safety rules for playing on the playground, swimming, and playing sports.	Identify safe and unsafe touches.
Alaska Safe Children's Act	Identify all situations in which it is important to wear a helmet.	Identify situations that need a decision related to safety and injury prevention (e.g. gun safety, animal <bear, dog> safety).
4. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Describe how fire arm injuries can be prevented. (Gun Safety)	Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. (i.e. not wearing a life jacket or helmet)
	Identify safety rules for being around fire. (Stop, drop, and roll; crawl; family escape plan)	Demonstrate safety and injury prevention practices. (fire, proper seatbelt placement, helmet placement)
	Describe how to be a safe pedestrian.	Set a realistic personal goal to avoid or reduce injury (i.e., "I will wear my seatbelt.")
	Identify how household products are harmful if ingested or inhaled.	
	Identify ways to encourage others to stay safe.	
	Identify ways to stay safe around animals. (bear, dog)	

Second Grade	Second Grade	Second Grade
1. Safety rules and emergency procedures.	State the benefits of riding in the back seat when a passenger is in a motor vehicle.	Identify trusted adults at home, school, and in the community who can help promote safety and injury prevention.
2. Setting individual safety goals.	Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.	Demonstrate effective refusal skills, including firmly saying "no", going to a safe place, and telling a trusted adult.
3. Support others to avoid risky behaviors and be safe.	Identify all situations in which it is important to wear a helmet.	Identify situations that need a decision related to safety and injury prevention (e.g. Pedestrian safety, water safety.).
Alaska Safe Children's Act	Describe how to be a safe pedestrian.	Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
4. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Identify safety hazards in the home, school, and community.	Demonstrate safety and injury prevention practices. (PFD, helmet placement, seatbelt placement)
	Identify people who can help when someone is injured or suddenly ill.	Set a realistic personal goal to avoid or reduce injury (i.e., "I will wear my helmet.")
	Identify ways to encourage others to stay safe.	
	Describe how wearing a pfd is a safe choice.	
Third Grade	Third Grade	Third Grade
1. Safety rules and emergency procedures.	List examples of dangerous or risky behavior and how injuries can be prevented.	Describe characteristics of valid safety and injury prevention products. (e.g. life jackets, helmets, bear spray, smoke alarms).
2. Setting individual safety goals.	Identify ways to reduce risk of injuries while riding in a motor vehicle.	Identify situations that need a decision related to safety and injury prevention.
3. Support others to avoid risky behaviors and be safe.	Describe how to safely ride a bike, skateboard, hoverboard, and scooter.	Set a realistic personal goal to avoid or reduce injury. (i.e., "I will talk with my grownups about a family escape plan.")
Alaska Safe Children's Act	Identify when it is important to wear a helmet and /or other appropriate protective gear when participating in sports or other physical activity.	Demonstrate effective refusal skills, including firmly saying "no", going to a safe place, and telling a trusted adult.
4. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Identify ways to reduce injuries in case of fire. (Family Escape Plan)	Describe ways to encourage others to reduce risk of injuries and stay safe.
	Identify ways to reduce risk of injuries around water.	
	Identify ways to reduce injuries from fire arms. (Gun Safety)	
	Identify ways to reduce injuries as a pedestrian.	
	Identify ways to reduce risk of injuries from animals and insect bites and stings.	
	List ways to prevent injuries at home, school, and in the community.	
	Explain why household products are harmful if ingested or inhaled.	
	Explain what to do if someone is poisoned or injured and needs help.	
Fourth Grade	Fourth Grade	Fourth Grade
1. Safety rules and emergency procedures.	List examples of dangerous or risky behavior, and explain how injuries can be prevented.	Describe how media and technology influence safety practices and behaviors.

2. Setting individual safety goals.	Identify ways to reduce risk of injuries while riding in a motor vehicle.	Give factual information to improve the safety and injury prevention of others. (i.e., fireworks safety etc.)
3. Support others to avoid risky behaviors and be safe.	Describe how to safely ride a bike, skateboard, hoverboard, and scooter.	Set a realistic personal goal to avoid or reduce injury. (i.e., "I will talk with my grownups about a family escape plan.")
Alaska Safe Children's Act	Identify when it is important to wear a helmet and /or other appropriate protective gear when participating in sports or other physical activity.	Demonstrate effective refusal skills, including firmly saying "no", going to a safe place, and telling a trusted adult.
4. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Identify ways to reduce injuries in case of fire. (Family Escape Plan)	
	Identify ways to reduce risk of injuries around water.	
	Identify ways to protect vision or hearing from injury.	
	Identify ways to reduce injuries from fire arms.	
	Identify ways to reduce injuries as a pedestrian.	
	Identify ways to reduce risk of injuries from animals.	
	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety or self and others.	
	Explain what to do if someone is poisoned or injured and needs help.	
Fifth Grade	Fifth Grade	Fifth Grade
1. Safety rules and emergency procedures.	List examples of dangerous behavior, explain how injuries can be prevented, and identify ways to encourage others to reduce risk of injuries to stay safe.	Describe how peers influence safety and injury prevention practices and behaviors.
2. Setting individual safety goals.	Identify ways to reduce risk of injuries while riding in a motor vehicle.	Demonstrate effective peer resistance skills.
3. Support others to avoid risky behaviors and be safe.	Describe how to safely ride a bike, skateboard, hoverboard, and scooter.	Identify options and their potential outcomes when making a decision related to safety and injury prevention.
Alaska Safe Children's Act	Identify when it is important to wear a helmet and /or other appropriate protective gear when participating in sports or other physical activity.	Set a realistic personal goal to avoid or reduce injury.
4. Get help for self or others to prevent or stop unsafe touches (refusal skills).	Identify ways to reduce injuries in case of fire. (Family Escape Plan)	Demonstrate effective refusal skills, including firmly saying "no", going to a safe place, and telling a trusted adult.
	Identify ways to reduce risk of injuries around water.	
	Identify ways to reduce injuries from firearms.	
	Identify ways to reduce injuries as a pedestrian.	
	Describe how to avoid injuries when preparing food or cooking.	
	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety or self and others.	
	Explain what to do if someone is poisoned or injured and needs help.	