



American Pyrotechnics Safety & Education Foundation



CELEBRATE SAFELY

Celebrate Safety Learning Standards

Grades 9th – 12th

American Pyrotechnics Association's Safety and Education Foundation
Fireworks Safety Curriculum, Grades 9th–12th
Standards: Centers for Disease Control and Prevention



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<http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

The Centers for Disease Control and Prevention, Division of Adolescent and School Health developed these health education standards grades Pre-K through twelve.

Standard 1. The student will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Standard 3. The student will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. The student will demonstrate the ability to use decision-making skills to enhance health.

Standard 6. The student will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. The student will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.

Standard 8. The student will demonstrate the ability to advocate for personal, family, and consumer health.

Preventing childhood injuries and health problems is a part of Standard 2 and Standard 7.

It is hope that schools will use this curriculum as part of the injury prevention and safety standards to prevent injury and deaths from the unsafe or illegal use of fireworks.

Standards: Grades 9th–12th

<p>Next Generation Science Standards</p> <p>http://www.nextgenscience.org</p>	<p>HS-PS1-1 Matter and Its Interactions</p> <p>Students who demonstrate understanding can use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</p> <p>HS-PS1-5 Matter and Its Interactions</p> <p>Students who demonstrate understanding can apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>
<p>Common Core State Standards for Mathematics</p> <p>http://www.corestandards.org/Math</p>	<p>S-IC Making Inferences and Justifying Conclusions</p> <p>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p>
<p>Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>http://www.corestandards.org/ELA-Literacy</p>	<p>Reading Standards for Informational Text 6–12</p> <p>Key Ideas and Details</p> <p>(1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Writing Standards 6–12</p> <p>Text Types and Purposes</p> <p>(3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Speaking and Listening Standards 6–12</p> <p>Comprehension and Collaboration</p> <p>(2) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Language Standards 6–12</p> <p>Vocabulary Acquisition and Use</p> <p>(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>