Publisher: *[Enter Publisher Name]*

Program Title *[Enter Program Title]*

Approved by the State Board of Education on May 8, 2019

Page 1 of 9

Components *[Enter Components]*

# Standards Map Template–2020 Health Education Adoption Grade One

(Download and use to cite where instructional resources fully address each standard)

## Growth and Development

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1.1.G | Describe how living things grow and mature. |  |  |  |  |
| 1.1.2.G | Identify anatomical names of major internal and external body parts. |  |  |  |  |
| 1.1.3.G | Identify a variety of behaviors that promote healthy growth and development. |  |  |  |  |
| 1.1.4.G | Describe how members of a family have various roles, responsibilities, and individual needs. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.2.1.G | Explain why sleep and rest are important for proper growth and good health. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.3.1.G | Recognize parents, guardians, and other trusted adults as resources for information about growth and development. |  |  |  |  |

## Injury Prevention and Safety

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1.1.S | Describe characteristics of safe and unsafe places. |  |  |  |  |
| 1.1.2.S | Identify labels of products that give information about cautions and dangers. |  |  |  |  |
| 1.1.3.S | Discuss the meaning of basic safety-related signs, symbols, and warning labels. |  |  |  |  |
| 1.1.4.S | Identify safety hazards in the home, at school, and in the community. |  |  |  |  |
| 1.1.5.S | Identify ways to reduce risk of injuries at home, at school, and in the community. |  |  |  |  |
| 1.1.6.S | Explain the importance of telling an adult if someone is in danger or being bullied. |  |  |  |  |
| 1.1.7.S | Distinguish between appropriate and inappropriate touching. |  |  |  |  |
| 1.1.8.S | Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags. |  |  |  |  |
| 1.1.9.S | Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.[[1]](#footnote-1) |  |  |  |  |
| 1.1.10.S | Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt). |  |  |  |  |
| 1.1.11.S | Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags. |  |  |  |  |
| 1.1.12.S | Define simple conflict resolution techniques. |  |  |  |  |
| 1.1.13.S | Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay). |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.2.1.S | Describe internal and external influences that could lead to or prevent injury or violence. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.3.1.S | List people to go to for help if feeling unsafe or threatened. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.4.1.S | Describe how to report dangerous situations. |  |  |  |  |
| 1.4.2.S | Identify ways to report inappropriate touching. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.5.1.S | Analyze steps to take in emergency or potentially dangerous situations. |  |  |  |  |
| 1.5.2.S | Identify the benefits of using nonviolent means to resolve conflicts. |  |  |  |  |
| 1.5.3.S | Assess reasons for reporting weapons possession. |  |  |  |  |
| 1.5.4.S | Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.7.1.S | Practice ways to stay safe at home, at school, and in the community. |  |  |  |  |
| 1.7.2.S | Practice emergency, fire, and safety plans at home and at school. |  |  |  |  |
| 1.7.3.S | Explain appropriate protective gear and equipment. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.8.1.S | Encourage others to practice safe behaviors in the classroom and on the playground. |  |  |  |  |

## Personal and Community Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1.1.P | Explain the importance of effective dental and personal hygiene practices. |  |  |  |  |
| 1.1.2.P | Identify the importance of sun safety. |  |  |  |  |
| 1.1.3.P | Discuss the importance of preventing the transmission of germs. |  |  |  |  |
| 1.1.4.P | Identify ways to prevent the transmission of communicable diseases. |  |  |  |  |
| 1.1.5.P | Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza). |  |  |  |  |
| 1.1.6.P | Explain the difference between communicable diseases and non- communicable diseases. |  |  |  |  |
| 1.1.7.P | Discuss how individual behavior affects the environment and community. |  |  |  |  |
| 1.1.8.P | Identify materials that can be reduced, reused, or recycled. |  |  |  |  |
| 1.1.9.P | Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes). |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.2.1.P | Explain how family and friends influence positive health practices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.3.1.P | Identify individuals in the school and in the community who promote health. |  |  |  |  |
| 1.3.2.P | Explain why parents or guardians keep a health record for their child. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.4.1.P | Demonstrate effective communication skills when asking for assistance with health-related problems. |  |  |  |  |
| 1.4.2.P | Demonstrate effective communication skills in an emergency situation. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.5.1.P | Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.6.1.P | Make a plan to practice dental and personal hygiene. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.7.1.P | Demonstrate proper tooth brushing and flossing techniques. |  |  |  |  |
| 1.7.2.P | Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing). |  |  |  |  |
| 1.7.3.P | Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen. |  |  |  |  |
| 1.7.4.P | Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.8.1.P | Educate family and peers to protect against skin damage from the sun. |  |  |  |  |
| 1.8.2.P | Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy). |  |  |  |  |

1. See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon. [↑](#footnote-ref-1)