Publisher: *[Enter Publisher Name]*

Program Title *[Enter Program Title]*

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

Page 1 of 11

Components *[Enter Components]*

# Criteria Map Template–2020 Health Education Adoption

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

## Category 1: Alignment with the CA Health Education Content Standards

| **Criterion** | Health Content/Alignment with Standards | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1 | Instructional materials, as defined in *Education Code (EC)* Section 60010(h), must align to the *CA Health Education Content Standards*, adopted by the SBE in March 2008. |  |  |  |  |
| 1.2 | Instructional materials are consistent with the content of the *Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve* (*CA Health Education Framework*). |  |  |  |  |
| 1.3 | Instructional materials must include instructional strategies and student activities that incorporate skill development and health-enhancing behaviors with essential concepts. |  |  |  |  |
| 1.4 | Instructional materials must be consistent with current state statutes and support statutorily mandated instruction. |  |  |  |  |
| 1.5 | Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045). |  |  |  |  |
| 1.6 | Instructional materials must be medically accurate pursuant to the definition in EC 51931(f). |  |  |  |  |
| 1.7 | Medical and health vocabulary must be used appropriately and defined accurately. |  |  |  |  |
| 1.8 | The resources include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the *CA Health Education Content Standards.* |  |  |  |  |

## Category 2: Program Organization

| **Criterion** | Program Organization | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1 | The resources include an organization that provides a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span as described in the *CA Health Education Framework.* |  |  |  |  |
| 2.2 | The resources include an overview of the content in each chapter or unit that describes how it supports instruction and learning of the *CA Health Education Content Standards*. |  |  |  |  |
| 2.3 | The resources include a pacing guide or scope and sequence for planning instruction. |  |  |  |  |
| 2.4 | The resources include support materials that are an integral part of the instructional program and are clearly aligned with the *CA Health Education Content Standards.* |  |  |  |  |
| 2.5 | The resources include a well-organized structure that provides students with opportunities to achieve the grade-level or grade-span standards. |  |  |  |  |
| 2.6 | The resources include a structure that builds on knowledge and skills acquired at earlier grade levels and makes explicit the connections between the health education essential concepts and the other overarching skills-based standards across the grade levels and grade spans. |  |  |  |  |
| 2.7 | The resources include a list of the grade-level or grade-span standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the content standards. |  |  |  |  |

## Category 3: Assessment

| **Criterion** | Assessment | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1 | The resources include strategies or instruments that teachers can use to determine students’ prior knowledge. |  |  |  |  |
| 3.2 | The resources include diagnostic, formative, and summative assessments. |  |  |  |  |
| 3.3 | The resources include multiple measures of individual student progress at regular intervals to evaluate students’ attainment of grade-level or grade-span knowledge and skills. |  |  |  |  |
| 3.4 | The resources include multiple measures of students’ ability to independently apply health concepts, principles, and health-enhancing behaviors. |  |  |  |  |
| 3.5 | The resources include multiple means to evaluate students’ abilities to evaluate the accuracy of health-related information and to seek reputable resources and information. |  |  |  |  |
| 3.6 | The resources include a broad array of assessment strategies that allow students to demonstrate what they know, understand, and are able to do. |  |  |  |  |
| 3.7 | The resources include guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning. |  |  |  |  |
| 3.8 | The resources include assessments that provide students evidence of their current progress in order to actively manage and adjust their own learning to improve the quality of their work. |  |  |  |  |

## Category 4: Access and Equity

| **Criterion** | Access and Equity | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1 | The resources are appropriate for use with all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, or living situation. |  |  |  |  |
| 4.2 | The resources include suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs. |  |  |  |  |
| 4.3 | The resources include comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-risk students, LGBTQ+ students, and students with disabilities. |  |  |  |  |
| 4.4 | The resources include strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811. |  |  |  |  |
| 4.5 | The resources include strategies for English learners in both lessons and teacher’s editions, as appropriate, at every grade level and grade span. |  |  |  |  |
| 4.6 | The resources include strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand the health content. |  |  |  |  |
| 4.7 | The resources include suggestions for advanced learners that are tied to the *CA Health Education Framework* and that allow students to study content in greater depth. |  |  |  |  |
| 4.8 | The resources include images that are age-appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive. |  |  |  |  |

## Category 5: Instructional Planning and Support

| **Criterion** | Instructional Planning and Support | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1 | The resources include lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons. |  |  |  |  |
| 5.2 | The resources include a variety of pedagogical strategies. |  |  |  |  |
| 5.3 | The resources include Suggestions for connecting health education concepts with other areas of the curriculum and examples of interdisciplinary instruction within the appropriate grade level or grade span. |  |  |  |  |
| 5.4 | The resources include technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit. |  |  |  |  |
| 5.5 | The resources include user-friendly components and platform-neutral electronic materials. |  |  |  |  |
| 5.6 | Homework assignments, if included in the program, that support classroom learning, give clear directions, and provide practice and reinforcement for the skills taught in the classroom. |  |  |  |  |
| 5.7 | Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement. |  |  |  |  |
| 5.8 | The resources include clearly written and accurate explanations of health education content. |  |  |  |  |
| 5.9 | The resources include background information for teachers on the health education topics presented and references and resources to guide teachers’ further study of health education topics and effective health education pedagogy. |  |  |  |  |
| 5.10 | The resources include suggestions for teachers to locate, interpret, and convey medically accurate content and current, confirmed research and resources for teachers to remain current on health information and statistics. |  |  |  |  |
| 5.11 | The resources include suggestions for linking the classroom with reputable community resources in a manner consistent with state laws. |  |  |  |  |
| 5.12 | The resources include suggestions for activities and strategies for informing parents, guardians, and other caretakers about the health education program and creating connections among students, parents, guardians, caretakers, and the community. |  |  |  |  |
| 5.13 | Student writing assignments are aligned with the appropriate grade-level expectations in the *California Common Core State Standards for English Language Arts* (adopted by the SBE in 2013) including both the Writing Standards for K–5 and 6–12 (as applicable), and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects for 6–12. |  |  |  |  |