## California Content Standards for Health Education Summary by Grade

<table>
<thead>
<tr>
<th>Grade-Level Emphasis</th>
<th>Nutrition and Physical Activity</th>
<th>Growth, Development, and Sexual Health</th>
<th>Injury Prevention and Safety</th>
<th>Alcohol, Tobacco, and Other Drugs</th>
<th>Mental, Emotional, and Social Health</th>
<th>Personal and Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td>✓</td>
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<tr>
<td>Grade 2</td>
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<tr>
<td>Grade 3</td>
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<tr>
<td>Grade 4</td>
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<tr>
<td>Grade 5</td>
<td>✓</td>
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<tr>
<td>Grade 6</td>
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<tr>
<td>Grades 7 and 8</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>High School (Grades 9 Through 12)</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td>Health Education Standard</td>
<td>Grade Level Expectation</td>
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<tr>
<td><strong>First Grade</strong></td>
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<tr>
<td>3.1.G</td>
<td>Recognize parents, guardians, and other trusted adults as resources for information about growth and development ✔</td>
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<tr>
<td>1.1.S</td>
<td>Describe characteristics of safe and unsafe places ✔</td>
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<tr>
<td>1.6.S</td>
<td>Explain the importance of telling an adult if someone is in danger or being bullied ✔</td>
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<tr>
<td>1.7.S</td>
<td>Distinguish between appropriate and inappropriate touching ✔</td>
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<tr>
<td>1.9.S</td>
<td>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 ✔</td>
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<tr>
<td>1.12.S</td>
<td>Define simple conflict resolution techniques ✔</td>
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<tr>
<td>1.13.S</td>
<td>Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay) ✔</td>
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<tr>
<td>2.1.S</td>
<td>Describe internal and external influences that could lead to or prevent injury or violence ✔</td>
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<tr>
<td>3.1.S</td>
<td>List people to go to for help if feeling unsafe or threatened ✔</td>
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<tr>
<td>4.1.S</td>
<td>Describe how to report dangerous situations ✔</td>
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<tr>
<td>4.2.S</td>
<td>Identify ways to report inappropriate touching ✔</td>
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<tr>
<td>5.1.S</td>
<td>Analyze steps to take in emergency or potentially dangerous situations ✔</td>
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<tr>
<td>5.2.S</td>
<td>Identify the benefits of using nonviolent means to resolve conflicts ✔</td>
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<tr>
<td>5.3.S</td>
<td>Assess reasons for reporting weapons possession ✔</td>
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<tr>
<td>7.1.S</td>
<td>Practice ways to stay safe at home, at school, and in the community ✔</td>
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<tr>
<td>8.1.S</td>
<td>Encourage others to practice safe behaviors in the classroom and on the playground ✔</td>
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<tr>
<td>4.1.P</td>
<td>Demonstrate effective communication skills when asking for assistance with health-related problems ✔</td>
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<tr>
<td>4.2.P</td>
<td>Demonstrate effective communication skills in an emergency situation ✔</td>
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</tbody>
</table>

http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf
kidpower® School
Safety Curriculum

Skills for Lifelong Safety and Confidence

Kidpower Implementation Project for Prevention Education in Schools