



# Health and Wellness Vertical Alignment, Prekindergarten – Grade 2

Age / Grade Level	Prekindergarten-PK3/PK4	Kindergarten	Grade 1	Grade 2
Standards	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)*	Texas Essential Knowledge and Skills (TEKS)*	Texas Essential Knowledge and Skills (TEKS)*
Domain(s) / Content Area	I. Social and Emotional Development Domain IX. Physical Development Domain	Health Education Physical Education	Health Education Physical Education	Health Education Physical Education
Sub-Domains / Strands	<b>I. Social and Emotional Development Domain</b> A. Self-Concept B. Self-Regulation 1. Behavior Control 2. Emotional Control 3. Control of Attention C. Relationships with Others D. Social Awareness  <b>IX. Physical Development Domain</b> C. Personal Safety and Health	<b>Health Education</b> 1. Mental Health and Wellness 2. Injury and Violence Prevention and Safety 3. Alcohol, Tobacco, and Other Drugs 4. Physical Health and Hygiene 5. Healthy Eating and Physical Activity  <b>Physical Education</b> 1. Lifetime Wellness 2. Social and Emotional Health 3. Performance Strategies 4. Health, Physical Activity, and Fitness	<b>Health Education</b> 1. Mental Health and Wellness 2. Injury and Violence Prevention and Safety 3. Alcohol, Tobacco, and Other Drugs 4. Physical Health and Hygiene 5. Healthy Eating and Physical Activity  <b>Physical Education</b> 1. Lifetime Wellness 2. Social and Emotional Health 3. Performance Strategies 4. Health, Physical Activity, and Fitness	<b>Health Education</b> 1. Mental Health and Wellness 2. Injury and Violence Prevention and Safety 3. Alcohol, Tobacco, and Other Drugs 4. Physical Health and Hygiene 5. Healthy Eating and Physical Activity  <b>Physical Education</b> 1. Lifetime Wellness 2. Social and Emotional Health 3. Performance Strategies 4. Health, Physical Activity, and Fitness

\* Refers to the **Health Education** and **Physical Education TEKS** implemented in the 2022-2023 school year.

# Self-Concept

<p><b>Prekindergarten- PK3/PK4</b></p> <p><b>I. Social and Emotional Development Domain</b></p> <p>A. Self-Concept</p>	<p><b>Kindergarten</b></p> <p><b>K(4) Health Education</b></p> <p>Mental health and wellness- Developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(9) Physical Development</b></p> <p>Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(16) Physical Development</b></p> <p>Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:</p>	<p><b>Grade 1</b></p> <p><b>1(4) Health Education</b></p> <p>Mental health and wellness- Developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(9) Physical Development</b></p> <p>Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(16) Physical Development</b></p> <p>Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:</p>	<p><b>Grade 2</b></p> <p><b>2(4) Health Education</b></p> <p>Mental health and wellness- Developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(9) Physical Development</b></p> <p>Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(16) Physical Development</b></p> <p>Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:</p>
<p><b>PK3.I.A.2</b> Child can identify own physical attributes and indicate some likes and dislikes when prompted.</p> <p><b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p>	<p><b>K(4)(A)</b> describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness.</p> <p><b>AND</b></p> <p><b>K(16)(B)</b> identify physical activity for personal enjoyment with teacher guidance.</p>	<p><b>1(4)(A)</b> discuss ways to be kind to self and how to identify areas for growth.</p> <p><b>AND</b></p> <p><b>1(16)(B)</b> describe physical activity for personal enjoyment with teacher guidance.</p>	<p><b>2(4)(A)</b> discuss ways to be kind to self and others.</p> <p><b>AND</b></p> <p><b>2(4)(B)</b> define personal growth and identify areas for one's personal growth.</p> <p><b>AND</b></p> <p><b>2(16)(B)</b> identify and select physical activities for personal enjoyment.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(4)(B)</b> discuss the meaning of goals and identify at least one health-related goal.</p> <p><b>AND</b></p> <p><b>K(9)(A)</b> describe the importance of goal setting.</p>	<p><b>1(4)(B)</b> explain the importance of goal setting and task completion.</p> <p><b>AND</b></p> <p><b>1(9)(A)</b> develop a health-related goal with teacher guidance.</p>	<p><b>2(4)(C)</b> list the steps and describe the importance of goal setting and task completion.</p> <p><b>AND</b></p> <p><b>2(9)(A)</b> develop health-and skill-related goals with teacher guidance.</p>

# Self-Concept

<p><u>Prekindergarten- PK3/PK4</u></p> <p><i>I. Social and Emotional Development Domain</i></p> <p>A. Self-Concept</p>	<p><u>Kindergarten</u></p> <p><b>K(14) Physical Development</b></p> <p>Social and emotional health-perseverance. The physically literate student perseveres while addressing challenges. The student is expected to:</p>	<p><u>Grade 1</u></p> <p><b>1(14) Physical Development</b></p> <p>Social and emotional health-perseverance. The physically literate student perseveres while addressing challenges. The student is expected to:</p>	<p><u>Grade 2</u></p> <p><b>2(14) Physical Development</b></p> <p>Social and emotional health-perseverance. The physically literate student perseveres while addressing challenges. The student is expected to:</p>
<p><b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p> <p><b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p>	<p><b>K(14)</b> explain why some physical activities are challenging.</p>	<p><b>1(14)</b> explain how, with practice, challenges in physical activities can turn into successes.</p>	<p><b>2(14)</b> explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills.</p>

# Social and Emotional Health/ Self-Regulation

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b>I. Social and Emotional Development Domain</b></p> <p>B. Self-Regulation</p> <ol style="list-style-type: none"> <li>1. Behavior Control</li> <li>2. Emotional Control</li> <li>3. Control of Attention</li> </ol>	<p><u>Kindergarten</u></p> <p><b>K(6) Physical Development</b></p> <p>Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>	<p><u>Grade 1</u></p> <p><b>1(6) Physical Development</b></p> <p>Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>	<p><u>Grade 2</u></p> <p><b>2(6) Physical Development</b></p> <p>Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>
<p><b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults.</p> <p><b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults.</p>	<p><b>K(6)(C)</b> demonstrate safe practices by following rules, procedures, and directions during class and activities.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p><b>PK3.I.B.1.b</b> Child takes care of and manages classroom materials with adult assistance.</p> <p><b>PK4.I.B.1.b</b> Child takes care of and manages classroom materials.</p>	<p>No standard present in the vertical progression</p>	<p><b>1(6)(C)</b> demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.</p>	<p><b>2(6)(C)</b> demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.</p>

# Social and Emotional Health/ Self-Regulation

<p><b>Prekindergarten- PK3/PK4</b>  <b>I. Social and Emotional Development Domain</b>  <b>B. Self-Regulation</b>                      1. Behavior Control                      2. Emotional Control                      3. Control of Attention</p>	<p><b>Kindergarten</b>  <b>K(3) Health Education</b>                      Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>K(12) Physical Development</b>                      Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:  <b>AND</b>  <b>K(13) Physical Development</b>                      Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 1</b>  <b>1(3) Health Education</b>                      Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>1(12) Physical Development</b>                      Social and emotional health—personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:  <b>AND</b>  <b>1(13) Physical Development</b>                      Social and emotional health—resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 2</b>  <b>2(3) Health Education</b>                      Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>2(12) Physical Development</b>                      Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:  <b>AND</b>  <b>2(13) Physical Development</b>                      Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>
<p><b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.   <b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.</p>	<p><b>K(3)(B)</b> describe and practice calming and self-management strategies.  <b>AND</b>  <b>K(12)(C)</b> identify personal impulses and emotions with teacher guidance.</p>	<p><b>1(3)(C)</b> describe and practice calming and self-management strategies.  <b>AND</b>  <b>1(12)(C)</b> identify personal impulses and emotions with teacher guidance.</p>	<p><b>2(3)(B)</b> describe and practice calming and self-management strategies.  <b>AND</b>  <b>2(12)(C)</b> identify self-management skills to control.</p>
<p><b>PK3.I.B.2.a</b> Child recognizes and expresses a range of emotions.   <b>PK4.I.B.2.a</b> Child begins to understand the connection between emotions and behaviors.</p>	<p><b>K(3)(A)</b> identify their own feelings and emotions.</p>	<p><b>1(3)(A)</b> identify their own feelings and emotions.  <b>AND</b>  <b>1(3)(B)</b> discuss and explain how emotions can interrupt thinking and the self-management process.</p>	<p><b>2(3)(A)</b> communicate needs, wants, and emotions in healthy ways.  <b>AND</b>  <b>2(3)(C)</b> discuss and explain how thoughts and emotions are related.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(3)(C)</b> discuss how friends can influence a person's behavior.</p>	<p>No standard present in the vertical progression</p>	<p><b>2(3)(D)</b> explain the effect of peer influence on an individual's social and emotional health.</p>

<p><b>Prekindergarten- PK3/PK4</b></p> <p><b>I. Social and Emotional Development Domain</b></p> <p><b>B. Self-Regulation</b></p> <p>1. Behavior Control</p> <p>2. Emotional Control</p> <p>3. Control of Attention</p>	<p><b>Kindergarten</b></p> <p><b>K(3) Health Education</b></p> <p>Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(12) Physical Development</b></p> <p>Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(13) Physical Development</b></p> <p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 1</b></p> <p><b>1(3) Health Education</b></p> <p>Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(12) Physical Development</b></p> <p>Social and emotional health—personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(13) Physical Development</b></p> <p>Social and emotional health—resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 2</b></p> <p><b>2(3) Health Education</b></p> <p>Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(12) Physical Development</b></p> <p>Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(13) Physical Development</b></p> <p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>
<p><b>PK3.I.B.2.b</b> Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).</p> <p><b>PK4.I.B.2.b</b> Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</p>	<p><b>K(3)(A)</b> identify their own feelings and emotions.</p> <p><b>AND</b></p> <p><b>K(13)(B)</b> communicate feelings and thoughts appropriately with teacher guidance.</p>	<p><b>1(3)(A)</b> identify their own feelings and emotions.</p> <p><b>AND</b></p> <p><b>1(13)(B)</b> communicate feelings and thoughts appropriately with teacher guidance.</p>	<p><b>2(3)(A)</b> communicate needs, wants, and emotions in healthy ways.</p> <p><b>AND</b></p> <p><b>2(13)(B)</b> communicate feelings and thoughts appropriately without cue.</p>
<p><b>PK3.I.B.2.c</b> Child manages intensity of emotions with adult assistance.</p> <p><b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<p><b>K(3)(B)</b> describe and practice calming and self-management strategies.</p>	<p><b>1(3)(C)</b> describe and practice calming and self-management strategies.</p>	<p><b>2(3)(B)</b> describe and practice calming and self-management strategies.</p> <p><b>AND</b></p> <p><b>2(12)(C)</b> identify self-management skills to control personal impulses and emotions.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(12)(A)</b> give examples of consequences resulting from personal actions.</p>	<p><b>1(12)(A)</b> describe how personal actions may have positive or negative consequences.</p>	<p><b>2(12)(A)</b> differentiate between the positive and negative consequences of personal actions.</p>

# Social Skills for Physical Activities

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b>I. Social and Emotional Development Domain</b></p> <p>B. Self-Regulation</p> <p>1. Behavior Control</p> <p><b>IX. Physical Development Domain</b></p> <p>C. Personal Safety and Health</p>	<p><u>Kindergarten</u></p> <p><b>K(6) Physical Development</b></p> <p>Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>	<p><u>Grade 1</u></p> <p><b>1(6) Physical Development</b></p> <p>Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>	<p><u>Grade 2</u></p> <p><b>2(6) Physical Development</b></p> <p>Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>
<p><b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults.</p> <p><b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults.</p> <p><b>PK4.IX.C.1</b> Child practices good habits of personal safety</p>	<p><b>K(6)(B)</b> practice the correct techniques for motor development skills following teacher direction.</p> <p><b>AND</b></p> <p><b>K(6)(C)</b> demonstrate safe practices by following rules, procedures, and directions during class and activities.</p>	<p><b>1(6)(B)</b> identify and follow teacher instructions to improve performance for specific motor development skills.</p> <p><b>AND</b></p> <p><b>1(6)(C)</b> demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.</p>	<p><b>2(6)(B)</b> participate in appropriate drills and activities to enhance the learning of specific motor development skills.</p> <p><b>AND</b></p> <p><b>2(6)(C)</b> demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.</p>

# Social and Emotional Health/ Relationships with Others

<p><b>Prekindergarten- PK3/PK4</b>  <b>I. Social and Emotional Development Domain</b>  <b>C. Relationships with Others</b></p>	<p><b>Kindergarten</b>  <b>K(3) Health Education</b>                      Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>K(13) Physical Development</b>                      Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 1</b>  <b>1(3) Health Education</b>                      Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>1(13) Physical Development</b>                      Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 2</b>  <b>2(3) Health Education</b>                      Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>2(13) Physical Development</b>                      Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>
<p><b>PK3.I.C.1</b> Child forms positive relationships with adults and peers.</p> <p><b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p>	<p><b>K(3)(E)</b> demonstrate respect and communicate appropriately with individuals.  <b>AND</b>  <b>K(13)(A)</b> demonstrate respect and cooperation through words and actions with teacher guidance.  <b>AND</b>  <b>K(13)(B)</b> communicate feelings and thoughts appropriately with teacher guidance.</p>	<p><b>1(3)(D)</b> describe ways in which peers and families can work together to build healthy relationships.  <b>AND</b>  <b>1(3)(F)</b> identify ways to respectfully communicate verbally and nonverbally.  <b>AND</b>  <b>1(13)(A)</b> demonstrate respect for and cooperation between self and others through words and actions with teacher guidance.  <b>AND</b>  <b>1(13)(B)</b> communicate feelings and thoughts appropriately with teacher guidance.</p>	<p><b>2(3)(F)</b> describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others.  <b>AND</b>  <b>2(13)(B)</b> communicate feelings and thoughts appropriately without cue.</p>
<p><b>PK3.I.C.2</b> Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p> <p><b>PK4.I.C.2</b> Child assumes various roles and responsibilities as part of the classroom community.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>



<p><b>Prekindergarten- PK3/PK4</b>  <b>I. Social and Emotional Development Domain</b>  <b>C. Relationships with Others</b></p>	<p><b>Kindergarten</b>  <b>K(3) Health Education</b>  Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>K(13) Physical Development</b>  Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 1</b>  <b>1(3) Health Education</b>  Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>1(13) Physical Development</b>  Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 2</b>  <b>2(3) Health Education</b>  Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>2(13) Physical Development</b>  Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>
<p><b>PK3.I.C.3</b> Child shows interest in peer play but may be less skilled in initiating and joining a group.</p> <p><b>PK4.I.C.3</b> Child shows competence in initiating social interactions.</p>	<p><b>K(3)(D)</b> demonstrate skills for making new acquaintances.</p>	<p><b>1(3)(E)</b> describe ways to build and maintain friendships.</p>	<p>No standard present in the vertical progression</p>
<p><b>PK3.I.C.5</b> Child seeks adult help when experiencing conflicts with another child.</p> <p><b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p>	<p><b>K(3)(F)</b> identify and practice ways to solve conflicts with a friend.</p>	<p><b>1(3)(H)</b> identify and practice ways to solve conflicts with friends and peers.</p>	<p><b>2(3)(H)</b> identify ways to prevent and repair broken friendships.</p>
<p><b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed.</p> <p><b>PK4.I.C.6</b> Child demonstrates empathy and caring for others.</p>	<p>No standard present in the vertical progression</p>	<p><b>1(3)(G)</b> identify feelings and emotions expressed by others.</p>	<p><b>2(3)(G)</b> identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues.</p>

<p><b>Prekindergarten- PK3/PK4</b>  <b>I. Social and Emotional Development Domain</b>  <b>C. Relationships with Others</b></p>	<p><b>Kindergarten</b>  <b>K(3) Health Education</b>  Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>K(13) Physical Development</b>  Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 1</b>  <b>1(3) Health Education</b>  Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>1(13) Physical Development</b>  Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>	<p><b>Grade 2</b>  <b>2(3) Health Education</b>  Mental health and wellness- Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:  <b>AND</b>  <b>2(13) Physical Development</b>  Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p>
<p><b>PK3.I.C.7</b> Child interacts with peers and may have preferred friends.</p> <p><b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.</p>	<p>No standard present in the vertical progression</p>	<p><b>1(3)(E)</b> describe ways to build and maintain friendships.</p>	<p><b>2(3)(E)</b> describe the qualities of a good friend.</p>

# Respect for Others

<p><b>Prekindergarten- PK3/PK4</b>  <b>I. Social and Emotional Development Domain</b>            A. Self-Concept            C. Relationships with Others            D. Social Awareness</p>	<p><b>Kindergarten</b>  <b>K(9) Health Education</b>            Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:</p>	<p><b>Grade 1</b>  <b>1(10) Health Education</b>            Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:  <b>AND</b>  <b>1(6) Physical Development</b>            Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>	<p><b>Grade 2</b>  <b>2(10) Health Education</b>            Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:  <b>AND</b>  <b>2(6) Physical Development</b>            Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:</p>
<p><b>PK3.I.D.1</b> Child shows interest in other people and their feelings.</p> <p><b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>No standard present in the vertical progression</p>	<p><b>K(9)(A)</b> identify roles and characteristics of a trusted adult.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p><b>PK3.I.A.1</b> Child is building competence in controlling own body movements.</p> <p><b>PK4.I.A.1</b> Child is aware of where own body is in space and respects personal boundaries</p>	<p><b>K(9)(B)</b> identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.  <b>AND</b>  <b>K(9)(C)</b> identify personal space and appropriate boundaries.</p>	<p><b>1(10)(A)</b> practice refusal skills to protect personal space and avoid unsafe situations.  <b>AND</b>  <b>1(10)(B)</b> identify appropriate personal boundaries, privacy, and space.  <b>AND</b>  <b>1(6)(C)</b> demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.</p>	<p><b>2(10)(A)</b> demonstrate refusal skills to protect personal space and avoid unsafe situations.  <b>AND</b>  <b>2(10)(B)</b> discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.  <b>AND</b>  <b>2(6)(C)</b> demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.</p>

# Respect for Others

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b>I. Social and Emotional Development Domain</b></p> <p>A. Self-Concept C. Relationships with Others D. Social Awareness</p>	<p><u>Kindergarten</u></p> <p><b>K(13) Physical Development</b></p> <p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(15) Physical Development</b></p> <p>Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to:</p>	<p><u>Grade 1</u></p> <p><b>1(13) Physical Development</b></p> <p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(15) Physical Development</b></p> <p>Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to:</p>	<p><u>Grade 2</u></p> <p><b>2(13) Physical Development</b></p> <p>Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(15) Physical Development</b></p> <p>Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to:</p>
<p><b>PK3.I.A.3</b> Child begins to show awareness of own abilities.</p> <p><b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations.</p>	<p><b>K(12)(B)</b> demonstrate respect for differences and similarities in abilities of self and others.</p>	<p><b>1(12)(B)</b> demonstrate respect for differences and similarities in the abilities of self and others.</p>	<p><b>2(12)(B)</b> explain and demonstrate respect for differences and similarities in abilities of self and others.</p>
<p><b>PK3.I.C.4</b> Child enjoys parallel and associative play with peers.</p> <p><b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>	<p><b>K(13)(A)</b> demonstrate respect and cooperation through words and actions with teacher guidance.</p>	<p><b>1(13)(A)</b> demonstrate respect for and cooperation between self and others through words and actions with teacher guidance.</p>	<p><b>2(13)(A)</b> identify the causes of problems and propose solutions with teacher guidance.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(15)</b> listen respectfully and respond appropriately to corrective feedback with teacher guidance.</p>	<p><b>1(15)</b> listen respectfully and respond appropriately to corrective feedback with teacher guidance.</p>	<p><b>2(15)</b> listen respectfully and respond appropriately to specific corrective feedback with teacher guidance.</p>

# Mental Health and Wellness Concerns

<p><u>Prekindergarten-</u> <u>PK3/PK4</u> <b><i>I. Social and Emotional Development Domain</i></b> C. Relationships with Others</p>	<p><u>Kindergarten</u> <b>K(5)</b> Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(5)</b> Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(5)</b> Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</p>
<p><b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed.</p> <p><b>PK4.I.C.6</b> Child demonstrates empathy and caring for others.</p>	<p><b>K(5)(A)</b> discuss how to treat peers with different learning needs with dignity.</p>	<p><b>1(5)(A)</b> discuss and demonstrate how to treat peers with different learning needs with dignity and respect.</p>	<p><b>2(5)(A)</b> identify strategies for managing different learning needs of self and others.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(5)(B)</b> identify situations that can create positive stress and positive emotions.</p> <p style="text-align: center;"><b>AND</b></p> <p><b>1(5)(C)</b> discuss the signs and symptoms associated with negative stress such as loss or grief.</p>	<p><b>2(5)(B)</b> identify positive and negative stressors and how they impact emotions and learning.</p>

# Injury and Violence Prevention and Safety

<p><b>Prekindergarten- PK3/PK4</b></p> <p><b>I. Social and Emotional Development Domain</b></p> <p>C. Relationships with Others</p> <p><b>IX. Physical Development Domain</b></p> <p>C. Personal Safety and Health</p>	<p><b>Kindergarten K(8) Health Education</b></p> <p>Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(11) Physical Development</b></p> <p>Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:</p>	<p><b>Grade 1 1(9) Health Education</b></p> <p>Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(11) Physical Development</b></p> <p>(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:</p>	<p><b>Grade 2 2(9) Health Education</b></p> <p>Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe steps one can take to:</p> <p><b>AND</b></p> <p><b>2(11) Physical Development</b></p> <p>Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:</p>
<p><b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed.</p> <p><b>PK4.I.C.6</b> Child demonstrates empathy and caring for others.</p>	<p><b>K(8)(A)</b> discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911.</p>	<p><b>1(9)(A)</b> discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911.</p>	<p><b>2(9)(A)</b> reduce hazards, avoid accidents, and prevent accidental injuries for self and others.</p>
<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>K(8)(B)</b> identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.</p> <p><b>AND</b></p> <p><b>K(11)(A)</b> identify proper clothing and footwear for physical activity.</p> <p><b>AND</b></p> <p><b>K(11)(B)</b> identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.</p>	<p><b>1(9)(B)</b> identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.</p> <p><b>AND</b></p> <p><b>1(11)(A)</b> identify proper clothing, footwear, and safety equipment for a variety of physical activities.</p> <p><b>AND</b></p> <p><b>1(11) (B)</b> identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.</p>	<p><b>2(11)(A)</b> explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities.</p> <p><b>AND</b></p> <p><b>2(11) (B)</b> identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety.</p>

# Injury and Violence Prevention and Safety

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b><i>I. Social and Emotional Development Domain</i></b> C. Relationships with Others</p> <p><b><i>IX. Physical Development Domain</i></b> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> <b>K(10) Health Education</b></p> <p>Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(11) Health Education</b></p> <p>Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(10) Health Education</b></p> <p>Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(11) Health Education</b></p> <p>Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(12) Health Education</b></p> <p>Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(11) Health Education</b></p> <p>Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(12) Health Education</b></p> <p>Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>
<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>K(10)(A)</b> name safe play environments.</p>	<p><b>1(11)(A)</b> describe the difference between safe and unsafe environments.</p>	<p><b>2(11)(A)</b> describe unsafe situations, including interacting with strangers.</p>
<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>K(11)(A)</b> identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.</p>	<p><b>1(12)(A)</b> demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.</p>	<p><b>2(12)(A)</b> identify unsafe requests made in a digital or online environment and how to take appropriate action.</p> <p><b>2(12)(B)</b> explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use.</p> <p><b>2(12)(C)</b> identify consequences that result from cyberbullying and inappropriate digital and online usage.</p>

<p><u>Prekindergarten- PK3/PK4</u> <b><i>I. Social and Emotional Development Domain</i></b> C. Relationships with Others</p> <p><b><i>IX. Physical Development Domain</i></b> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> <b>K(10) Health Education</b> Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(11) Health Education</b> Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(10) Health Education</b> Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(11) Health Education</b> Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(12) Health Education</b> Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(11) Health Education</b> Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(12) Health Education</b> Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>
<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>K(10)(B)</b> name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful.</p>	<p><b>1(11)(B)</b> identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.</p>	<p><b>2(11)(B)</b> explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult.</p> <p><b>AND</b></p> <p><b>2(11)(C)</b> identify the hazards of unsupervised and improper handling of guns and other weapons.</p>
<p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>K(10)(C)</b> recall personal home address as part of a personal safety plan.</p>	<p><b>1(10)(C)</b> recall parents'/caregivers' phone numbers as part of a personal safety plan.</p>	<p><b>2(11)(D)</b> identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.</p>



# Injury and Violence Prevention and Safety

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b><i>I. Social and Emotional Development Domain</i></b> C. Relationships with Others</p> <p><b><i>IX. Physical Development Domain</i></b> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> <b>K(12) Health Education</b></p> <p>Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(13) Health Education</b></p> <p>Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(13) Health Education</b></p> <p>Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</p>
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(13)(A)</b> describe consequences for both the victim and the bully and the impact of bullying on the victim.	<b>2(13)(A)</b> describe consequences for the bully and the impact of bullying on the victim.
<b>PK4.IX.C.1</b> Child practices good habits of personal safety.	<b>K(12)(A)</b> identify bullying behaviors and the role of the bystander.	<b>1(13)(C)</b> explain the differences between teasing, joking, and playing around and bullying.	<b>2(13)(C)</b> explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.
No standard present in the vertical progression	<b>K(12)(B)</b> identify ways to discourage bullying.	<b>1(13)(B)</b> discuss ways of discouraging bullying.	No standard present in the vertical progression
<p><b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed.</p> <p><b>PK4.I.C.6</b> Child demonstrates empathy and caring for others.</p> <p><b>PK4.IX.C.1</b> Child practices good habits of personal safety.</p>	<p><b>K(12)(C)</b> describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult.</p> <p><b>AND</b></p> <p><b>K(12)(D)</b> explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.</p>	<b>1(13)(D)</b> identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.	<b>2(13)(B)</b> describe the difference between reporting and tattling.

# Alcohol, Tobacco, and Other Drugs

<p><u>Prekindergarten- PK3/PK4</u> N/A</p>	<p><u>Kindergarten</u> <b>K(13) Health Education</b> Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(14) Health Education</b> Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: <b>AND</b> <b>1(15) Health Education</b> Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(14) Health Education</b> Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to: <b>AND</b> <b>2(15) Health Education</b> Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to:</p>
No standard present in the vertical progression	<b>K(13)(A)</b> discuss the proper usage of medications.	<b>1(14)(A)</b> identify the difference between over-the-counter and prescription drugs.	<b>2(14)(A)</b> describe the purposes of prescription and over-the-counter drugs and their intended benefits.
No standard present in the vertical progression	<b>K(13)(B)</b> discuss the harmful effects of alcohol, tobacco, and drugs on physical health.	<b>1(14)(B)</b> identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.	<b>2(14)(B)</b> explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(15)</b> describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	<b>2(15)</b> describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

# Alcohol, Tobacco, and Other Drugs

<p><u>Prekindergarten- PK3/PK4</u> N/A</p>	<p><u>Kindergarten</u> <b>K(14) Health Education</b> Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(16) Health Education</b> Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to: <b>AND</b> <b>1(17) Health Education</b> Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to:</p>	<p><u>Grade 2</u> <b>2(16) Health Education</b> Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to: <b>AND</b> <b>2(17) Health Education</b> Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.</p>
No standard present in the vertical progression	<b>K(14)</b> identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.	<b>1(16)</b> identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.	<b>2(16)(A)</b> identify unsafe requests related to alcohol, tobacco, and other drugs made by friends.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(16)(B)</b> identify a trusted adult such as a parent, teacher, or law enforcement officer.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(17)</b> identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.	<b>2(17)</b> identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.

# Physical Health and Hygiene

<p><u>Prekindergarten- PK3/PK4</u> <b>IX. Physical Development Domain</b> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> <b>K(1) Health Education</b> Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to: <b>AND</b> <b>K(2) Health Education</b> Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(1) Health Education</b> Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to: <b>AND</b> <b>1(2) Health Education</b> Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(1) Health Education</b> Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to: <b>AND</b> <b>2(2) Health Education</b> Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:</p>
No standard present in the vertical progression	<b>K(1)</b> name the five senses.	<b>1(1)</b> demonstrate use of the five senses.	<b>2(1)(A)</b> describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.
No standard present in the vertical progression	<b>K(2)(A)</b> name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals.	<b>1(2)(A)</b> identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings.	<p><b>2(2)(A)</b> describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings.</p> <p><b>AND</b></p> <p><b>2(2)(B)</b> explain actions an individual should take when not feeling well.</p>
<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.	<b>K(2)(B)</b> identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth.	<b>1(2)(B)</b> describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep.	<b>2(2)(C)</b> discuss the importance of practicing personal hygiene and health habits.
<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.	<b>K(2)(C)</b> discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization.	<b>1(2)(C)</b> describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization.	<b>2(2)(D)</b> explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(2)(E)</b> identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms.

No standard present in the vertical progression	<b>K(2)(D)</b> identify head lice and biting insects that may cause illness and their proper removal and care.	<b>1(2)(D)</b> describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.	<b>2(2)(F)</b> discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos.
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## Healthy Eating and Physical Activity

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b>IX. Physical Development Domain</b></p> <p>C. Personal Safety and Health</p>	<p><u>Kindergarten</u></p> <p><b>K(6) Health Education</b></p> <p>Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(10) Physical Development</b></p> <p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>	<p><u>Grade 1</u></p> <p><b>1(6) Health Education</b></p> <p>Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(7) Health Education</b></p> <p>Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(10) Physical Development</b></p> <p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>	<p><u>Grade 2</u></p> <p><b>2(6) Health Education</b></p> <p>Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(7) Health Education</b></p> <p>Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(10) Physical Development</b></p> <p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>
<p><b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.</p>	<p><b>K(6)(A)</b> demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily.</p> <p><b>AND</b></p> <p><b>K(10)(B)</b> identify the best source of hydration during physical activity.</p>	<p><b>1(6)(A)</b> explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals.</p> <p><b>AND</b></p> <p><b>1(10)(B)</b> identify different hydration options, including water, that enhance physical activity.</p>	<p><b>2(6)(A)</b> identify types of nutrients.</p> <p><b>AND</b></p> <p><b>2(10)(B)</b> explain the need for proper hydration to enhance physical activity.</p>
<p><b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.</p>	<p><b>K(6)(B)</b> identify healthy portion sizes for common food items.</p>	<p><b>1(6)(B)</b> identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate.</p>	<p><b>2(6)(B)</b> use familiar objects to identify healthy food portions from different food groups.</p>

<p><u>Prekindergarten- PK3/PK4</u></p> <p><b>IX. Physical Development Domain</b></p> <p>C. Personal Safety and Health</p>	<p><u>Kindergarten</u></p> <p><b>K(6) Health Education</b></p> <p>Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(10) Physical Development</b></p> <p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>	<p><u>Grade 1</u></p> <p><b>1(6) Health Education</b></p> <p>Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(7) Health Education</b></p> <p>Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(10) Physical Development</b></p> <p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>	<p><u>Grade 2</u></p> <p><b>2(6) Health Education</b></p> <p>Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(7) Health Education</b></p> <p>Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(10) Physical Development</b></p> <p>Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>
<p><b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.</p>	<p><b>K(6)(C)</b> identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein.</p> <p><b>AND</b></p> <p><b>K(6)(D)</b> identify healthy and unhealthy snack choices.</p> <p><b>AND</b></p> <p><b>K(10)(A)</b> recognize that eating a variety of foods produces energy for physical activity.</p>	<p><b>1(6)(C)</b> identify the food groups and classify examples of foods into each group.</p> <p><b>AND</b></p> <p><b>1(10)(A)</b> identify healthy foods that produce energy for physical activity.</p>	<p><b>2(6)(C)</b> identify healthy and unhealthy choices within the food groups.</p> <p><b>AND</b></p> <p><b>2(10)(A)</b> identify the types of food that produce energy to enhance physical activity.</p>
<p><b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.</p>	<p><b>K(6)(D)</b> identify healthy and unhealthy snack choices.</p>	<p><b>1(6)(D)</b> identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.</p>	<p><b>2(6)(D)</b> identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.</p>
<p><b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.</p>	<p>No standard present in the vertical progression</p>	<p><b>1(7)</b> identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.</p>	<p><b>2(7)</b> identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.</p>

# Healthy Eating and Physical Activity

<p><u>Prekindergarten- PK3/PK4</u> <b>IX. Physical Development Domain</b> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> <b>K(7) Health Education</b> Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: <b>AND</b> <b>K(7) Physical Development</b> Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to: <b>AND</b> <b>K(9) Physical Development</b> Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</p>	<p><u>Grade 1</u> <b>1(8) Health Education</b> Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: <b>AND</b> <b>1(7) Physical Development</b> Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to: <b>AND</b> <b>1(9) Physical Development</b> Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</p>	<p><u>Grade 2</u> <b>2(8) Health Education</b> Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to: <b>AND</b> <b>2(7) Physical Development</b> Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to: <b>AND</b> <b>2(7) Physical Development</b> Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</p>
No standard present in the vertical progression	<b>K(7)(A)</b> describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies.	<b>1(8)(A)</b> identify common food allergies and explain the importance of respecting others who have allergies.	<b>2(8)(A)</b> identify signs and symptoms of common food allergies.
<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.	<b>K(7)(B)</b> identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.	<b>1(8)(B)</b> describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	<b>2(8)(B)</b> identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.	<b>K(7)</b> discuss outdoor recreation and health and fitness activities in school and the community.	<b>1(7)</b> identify outdoor recreation and health and fitness activities in school and the community.	<b>2(7)</b> describe outdoor recreation and health and fitness activities in school and the community.
<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.	<b>K(9)(B)</b> identify how to measure improvement in physical skills such as counting the number of times a student can hop while maintaining balance.	<b>1(9)(B)</b> explain how to measure improvement in physical skills with or without a measuring tool.	<b>2(9)(B)</b> identify how to measure improvement and track progress in physical skills with a measuring tool.