

Health and Wellness Vertical Alignment, Birth to Grade 2

Age / Grade Level	Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Standards	Texas Early Learning Guidelines	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	Social and Emotional Development	I. Social and Emotional Development Domain	Physical Education and Health Education	Physical Education and Health Education	Physical Education and Health Education
Sub-Domains / Strands	Trust and Emotional Security Self-Awareness Self-Regulation Relationship with Others	A. Self-Concept Skills B. Self-Regulation Skills C. Relationships with Others D. Social Awareness Skills	Physical Education 1. Social Development Health Education 1. Personal/Interpersonal Skills	Physical Education 1. Social Development Health Education 1. Personal/Interpersonal Skills	Physical Education 1. Social Development Health Education 1. Personal/Interpersonal Skills

Trust and Emotional Security

Infant, Toddler, Three-Year-Old Trust and Emotional Security	Prekindergarten	Kindergarten	Grade 1	Grade 2
	No standard present in vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
T.ES.1. Establishes secure relationships with primary caregivers.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
T.ES.2. Differentiates between familiar and unfamiliar adults.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
T.ES.3. Shows emotional connections and attachment to others while beginning to show independence.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Concept of Self

Infant, Toddler, Three-Year-Old Self-Awareness	Prekindergarten	Kindergarten	Grade 1	Grade 2
	A. Self-Concept Skills B. Self-Regulation Skills	No standard present in the vertical progression	Health Education 1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Health Education 2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
SA.1. Expresses needs and wants through facial expressions, sounds, or	No standard present in the vertical progression	No standard present in the vertical progression	1(9)(C) express needs, wants, and emotions in appropriate ways;	2(10)(B) express needs, wants, and emotions in healthy ways;
No standard present in the vertical progression	I.B.2.b. Child can communicate basic emotions/feelings.	No standard present in the vertical progression	1(9)(C) express needs, wants, and emotions in appropriate ways;	2(10)(B) express needs, wants, and emotions in healthy ways;
SA.2. Develops awareness of self as separate from others	I.A.1. Child is aware of where own body is in space and respects personal boundaries.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
SA.3. Shows confidence in increasing abilities	I.A.2. Child Shows self-awareness and can express pride in age appropriate abilities and skills	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
SA.4. Shows awareness of relationships to family/community/cultural group	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	I.A.3. Child shows reasonable opinion of his abilities and limitations.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Self-Regulation Skills

Infant, Toddler, Three-Year-Old Self-Regulation	Prekindergarten B. Self-Regulation Skills	Kindergarten No standard present in the vertical progression	Grade 1 Health Education 1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Grade 2 Health Education 2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
SR.1. Begins to manage own behavior and demonstrates increasing control of emotion	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	No standard present in the vertical progression	1(9)(D) describe and practice techniques of self-control such as thinking before acting;	2(10)(C) explain the benefits of practicing self-control;
SR.1. Begins to manage own behavior and demonstrates increasing control of emotion	1.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.	No standard present in the vertical progression	1(9)(D) describe and practice techniques of self-control such as thinking before acting;	2(10)(C) explain the benefits of practicing self-control;
SR.1. Begins to manage own behavior and demonstrates increasing control of emotion	1.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	No standard present in the vertical progression	1(9)(D) describe and practice techniques of self-control such as thinking before acting;	2(10)(C) explain the benefits of practicing self-control;
SR.2. Shows ability to cope with stress	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
SR.3. Develops understanding of simple routines, rules or limitations	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
SR.3. Develops understanding of simple routines, rules or limitations	I.B.1.b. Child takes care of and manages classroom materials.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	1.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	1.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Relationships with Others (Part 1)

Infant, Toddler, Three-Year-Old Relationships with Others	Prekindergarten C. Relationships with Others	Kindergarten Health Education K(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	Grade 1 Health Education 1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Grade 2 Health Education 2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
RO.1. Shows interest in and awareness of others	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
RO.2. Responds to and interacts with others	I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teacher/adults.	No standard present in the vertical progression	1(9)(A) demonstrate respectful communication;	2(10)(A) describe how to effectively communicate;
RO.2. Responds to and interacts with others	I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teacher/adults.	No standard present in the vertical progression	1(9)(B) list unique ways that individuals use to communicate such as using body language and gestures;	No standard present in the vertical progression

Relationships with Others (Part 2)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Relationships with Others	C. Relationships with Others	Health Education K(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	Health Education 1(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	Health Education 2(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
RO.2. Responds to and interacts with others	I.C.3. Child shows competence in initiating social interactions.	K(9)(B) demonstrate skills for making new acquaintances.	1(10)(A) describe ways to build and maintain friendships; and	No standard present in the vertical progression
RO.2. Responds to and interacts with others	I.C.7. Child interacts with a variety of playmates and may have preferred friends.	No standard present in the vertical progression	1(10)(A) describe ways to build and maintain friendships; and	No standard present in the vertical progression
No standard present in the vertical progression	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(9)(A) identify characteristics needed to be a responsible family member or friend
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(9)(B) list and demonstrate good listening skills; and

Relationships with Others (Part 3)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	No standard present in the vertical progression	Health Education K(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	Health Education 1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Health Education 2(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(9)(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and	1(9)(F) practice refusal skills and replacement behaviors to avoid and resolve conflicts	2(9)(C) demonstrate refusal skills.

Relationships with Others (Part 4)

Infant, Toddler, Three Year-Old Relationships with Others	Prekindergarten C. Relationships with Others	Kindergarten Health Education K(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	Grade 1 Health Education 1(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	Grade 2 Health Education 2(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(9)(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and	1(10)(B) practice refusal skills to avoid and resolve conflict	2(9)(C) demonstrate refusal skills.
No standard present in the vertical progression	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
RO.3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern	I.C.6. Child demonstrates empathy and caring for others.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Respect for Others

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	D. Social Awareness Skills	Health Education K(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Health Education 1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Health Education 2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
No standard present in the vertical progression	I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(8)(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals;	1(9)(A) demonstrate respectful communication	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(8)(B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals; and	No standard present in the vertical progression	2(10)(E) Explain the benefits of treating friends, teachers, family members, and peers with respect.
No standard present in the vertical progression	No standard present in the vertical progression	K(8)(C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect.	No standard present in the vertical progression	No standard present in the vertical progression

Bullying Prevention (Part 1)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	Health Education 1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	Health Education 2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	1(9)(E) list ways of actively discouraging bullying; and	2(10)(D) describe how to effectively respond to bullying of oneself or others; and

Bullying Prevention (Part 2)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	No standard present in the vertical progression	Health Education K(10) Personal/interpersonal skills. The student understands that bullying behaviors result in unhealthy conditions throughout the life span. The student is expected to:	Health Education 1(11) Personal/interpersonal skills. The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:	Health Education 2(12) Personal/interpersonal skills. The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(10)(A) identify bullying behaviors	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(10)(B) identify replacement behaviors to avoid bullying friends, family members, and peers;	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(10)(C) demonstrate how to get help from a teacher, parent, trusted adult in solving problems and conflicts with peers; and	1(11)(A) demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult; and	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(10)(D) describe appropriate actions to take in response to bullying.	No standard present in the vertical progression	2(12)(B) identify ways to respond when made to feel uncomfortable or unsafe.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	1(11)(B) describe negative consequences for both the victim and the bully.	2(12) (A) identify negative consequences that result from bullying behaviors; and

Social Skills for Physical Activities

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	No standard present in the vertical progression	Physical Education K(6) Social development. The student understands basic components such as strategies and rules of structured physical activities, including, but not limited to, games, sports, dance, and gymnastics. The student is expected to	Physical Education 1(6) Social development. The student understands basic components such as strategies and rules of structured physical activities, including, but not limited to, games, sports, dance, and gymnastics. The student is expected to	Physical Education 2(6) Social development. The student understands basic components such as strategies and rules of structured physical activities, including, but not limited to, games, sports, dance, and gymnastics. The student is expected to
No standard present in the vertical progression	No standard present in the vertical progression	K(6)(A) respond appropriately to starting and stopping signals; and	1(6)(A) demonstrate starting and stopping signals; and	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(6)(B) demonstrate the ability to play within boundaries during games and activities.	1(6)(B) explain boundaries and rules for simple games.	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(6)(A) identify goals to be accomplished during simple games such as not getting tagged; and
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(6)(B) identify strategies in simple games and activities such as dodging to avoid being tagged.
No standard present in the vertical progression	No standard present in the vertical progression	Physical Education K(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:	Physical Education 1(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:	Physical Education 2(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(7)(A) follow rules, procedures, and safe practices;	1(7)(A) follow directions and apply safe movement practices;	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(7)(B) work in a group setting in cooperation with others; and	1(7)(B) interact, cooperate, and respect others; and	2(7)(A) display good sportsmanship; and
No standard present in the vertical progression	No standard present in the vertical progression	K(7)(B) work in a group setting in cooperation with others; and	1(7)(B) interact, cooperate, and respect others; and	2(7)(B) treat others with respect during play.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	1(7)(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	K(7)(C) share space and equipment with others.	No standard present in the vertical progression	No standard present in the vertical progression