

Age / Grade Level	PrekindergartenPK3/PK4	Kindergarten	Grade 1	
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
SubDomains / Strands	I. Social and Emotional Development Domain A. Self-Concept B. Self-Regulation 1. Behavior Control 2. Emotional Control 3. Control of Attention C. Relationships with Others D. Social Awareness IX. Physical Development Domain C. Personal Safety and Health	Health Education 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 Physical Education 1. Lifetime Wellness 2. Social and Emotional Health 3. Performance Strategies 4. Health,		

Self-Concept

Prekindergarten

PK3PK4

*I. Social and
Emotional*

Self

Social and Emotional Health & Self-Regulation

<u>Prekindergarten</u> <u>PK3/4</u>	<u>Kindergarten</u> <u>K(6)</u> Physical Development	<u>Grade 1</u> <u>1(6)</u> Physical Development	<u>Grade 2</u> <u>2(6)</u> Physical Development
I. Social and Emotional Development Domain B. Self-Regulation 1. Behavior Control 2. Emotional Control 3. Control of Attention	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:	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:	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:

PK3.I.B.1. Child follows simple rules and routines when assisted by adults.

PK4.I.B.1. Child follows classroom rules and routines with occasional reminders from adults.

K(6)(C) demonstrate safe practices by following rules, procedures, and directions during class and activities.

Social and Emotional Health/ Self-Regulation

<u>Prekindergarten PK3PK4</u>	<u>Kindergarten</u>
<p>I. Social and Emotional Development Domain</p> <p>B. Self-Regulation</p> <ol style="list-style-type: none">1. Behavior Control2. Emotional Control3. Control of Attention	<p>K(3)Health Education</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 style="text-align: center;">AND</p> <p>K(12) Physical Development</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 style="text-align: center;">AND</p> <p>K(13)</p>

<u>Prekindergarten PK3PK4</u>	<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<p>I. Social and Emotional Development Domain</p> <p>B. Self-Regulation</p> <ol style="list-style-type: none"> 1. Behavior Control 2. Emotional Control 3. Control of Attention 	<p>K(3) Health Education</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 style="text-align: center;">AND</p> <p>K(12) Physical Development</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 style="text-align: center;">AND</p> <p>K(13) Physical Development</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>1(3) Health Education</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 style="text-align: center;">AND</p> <p>1(12) Physical Development</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 style="text-align: center;">AND</p> <p>1(13) Physical Development</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>2(3) Health Education</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 style="text-align: center;">AND</p> <p>2(12) Physical Development</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 style="text-align: center;">AND</p> <p>2(13) Physical Development</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>

PK3.I.B.2. Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).

PK4.I.B.2. Child uses verbal

Social Skills for Physical Activities

<u>Prekindergarten</u> <u>PK3PK4</u>	<u>Kindergarten</u> <u>K(6) Physical Development</u>	<u>Grade 1</u> <u>1(6) Physical Development</u>	<u>Grade 2</u>
<p><i>I. Social and Emotional Development Domain</i></p> <p>B. Self-Regulation</p> <p>1. Behavior Control</p> <p><i>IX. Physical Development Domain</i></p> <p>C. Personal Safety and Health</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>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>	

Social and Emotional Health Relationships with Others

<p><u>Prekindergarten PK3PK4</u> I. Social and Emotional Development Domain C. Relationships with Others</p>	<p><u>Kindergarten</u> K(3) Health Education 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: to: AND K(13) Physical Development 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><u>Grade 1</u> 1(3) Health Education Mental health and wellness- Social and emotional health. -</p>
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<p><u>Prekindergarten PK3PK4</u> I. Social and Emotional Development Domain C. Relationships with Others</p>	<p><u>Kindergarten</u> K(3)Health Education 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: AND K(13) Physical Development 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><u>Grade 1</u> 1(3) Health Education 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: AND 1(13) Physical Development 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><u>Grade 2</u> 2(3) Health Education 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: AND 2(13) Physical Development 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>
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PK3.I.C. Child interacts with

Respect for Others



Injury and Violence Prevention and Safety

<p><u>Prekindergarten</u> <u>PK3 PK4</u></p> <p><i>I. Social and Emotional Development Domain</i> C. Relationships with Others</p> <p><i>IX. Physical Development Domain</i> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> <u>K(8)Health Education</u></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>AND</p> <p><u>K(11) Physical Development</u></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><u>Grade 1</u> <u>1(9)Health Education</u></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>AND</p> <p><u>1(11) Physical Development</u></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><u>Grade 2</u> <u>2(9)Health Education</u></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>AND</p> <p><u>2(11) Physical Development</u></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>
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Injury and

Injury and Violence Prevention and Safety

<p><u>Prekindergarten</u> PK3 PK4</p> <p><i>I. Social and Emotional Development Domain</i> C. Relationships with Others</p> <p><i>IX. Physical Development Domain</i> C. Personal Safety and Health</p>	<p><u>Kindergarten</u> K(12)Health Education</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> 1(13)Health Education</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> 2(13)Health Education</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	1(13)(A)describe consequences for both the victim and the bully and the impact of bullying on the victim.	2(13)(A)describe consequences for the bully and the impact of bullying on the victim.
PK4.IX.C. Child practices good habits of personal safety.	K(12)(A)identify bullying behaviors and the role of the bystander.	1(13)(C)explain the differences between teasing, joking, and playing around and bullying.	2(13)(C)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	K(12)(B)identify ways to discourage bullying.	1(13)(B)discuss ways of discouraging bullying.	No standard present in the vertical progression
<p>PK3.I.C. Child responds with concern when a child or adult is distressed.</p> <p>PK4.I.C. Child demonstrates empathy and caring for others.</p> <p>PK4.IX.C. Child practices good habits of personal safety.</p>	<p>K(12)(C)describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult.</p> <p style="text-align: center;">AND</p> <p>K(12)(D)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>	1(13)(D) identify how to get help from a parent or another	

Alcohol, Tobacco, and Other Drugs

<p><u>Prekindergarten</u> <u>PK3PK4</u> N/A</p>	<p><u>Kindergarten</u> <u>K(13)Health Education</u> 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> <u>1(14)Health Education</u> 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: AND <u>1(15) Health Education</u> 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> <u>2(14)Health Education</u> 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: AND <u>2(15) Health Education</u> 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	K(13)(A)discuss the proper usage of medications.	1(14)(A)identify the difference between over-the-counter and prescription drugs.	2(14)(A)describe the purposes of prescription and over-the-counter drugs and their intended benefits.
No standard present in the vertical progression	K(13)(B)discuss the harmful effects of alcohol, tobacco, and drugs on physical health.	1(14)(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.	2(14)(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	1(15)describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	2(15)describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

Physical Health and Hygiene

<p><u>Prekindergarten</u> PK3PK4</p> <p>IX. Physical Development Domain</p> <p>C. Personal Safety and Health</p>	<p><u>Kindergarten</u> K(1)Health Education</p> <p>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:</p> <p style="text-align: center;">AND</p> <p>K(2)Health Education</p> <p>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> 1(1)Health Education</p> <p>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:</p> <p style="text-align: center;">AND</p> <p>1(2)Health Education</p> <p>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> 2(1)Health Education</p> <p>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:</p> <p style="text-align: center;">AND</p> <p>2(2)Health Education</p> <p>Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and expecas aecBD2(en)5.519 (d)-0.8)-6a)-dperaenents</p>
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Healthy Eating and Physical Activity

<p><u>Prekindergarten</u> PK3PK4</p> <p>IX. Physical Development Domain</p> <p>C. Personal Safety and Health</p>	<p><u>Kindergarten</u> K(7)Health Education</p> <p>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:</p> <p>AND</p> <p>K(7)Physical Development</p> <p>Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to:</p> <p>AND</p> <p>K(9) Physical Development</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><u>Grade 1</u> 1(8)Health Education</p> <p>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:</p> <p>AND</p> <p>1(7) Physical Development</p> <p>Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to:</p> <p>AND</p> <p>1(9) Physical Development</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><u>Grade 2</u> 2(8)Health Education</p> <p>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:</p> <p>AND</p> <p>2(7) Physical Development</p> <p>Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to:</p> <p>AND</p> <p>2(7) Physical Development</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>No standard present in the vertical progression</p>	<p>K(7)(A)describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies.</p>	<p>1(8)(A)identify common food allergies and explain the importance of respecting others who have allergies.</p>	<p>2(8)(A)identify signs and symptoms of common food allergies.</p>
<p>PK4.IX.C.3child identifies good habits of nutrition and exercise.</p>	<p>K(7)(B)identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.</p>	<p>1(8)(B)describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.</p>	<p>2(8)(B)identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.</p>