

# Physical Health and Development 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	Physical Health and Motor Development	IX. Physical Development Domain	Physical Education and Health Education	Physical Education and Health Education	Physical Education and Health Education
Sub-Domains / Strands	Health and Well-being Gross Motor Skills Fine Motor Skills	A. Gross Motor Development Skills B. Fine-Motor Development Skills C. Personal Safety and Health Skills	<b>Physical Education</b> 1. Movement 2. Physical Activity and Health  <b>Health Education</b> 1. Health Behaviors 2. Health Information 3. Influencing Factors	<b>Physical Education</b> 1. Movement 2. Physical Activity and Health  <b>Health Education</b> 1. Health Behaviors 2. Health Information 3. Influencing Factors	<b>Physical Education</b> 1. Movement 2. Physical Activity and Health  <b>Health Education*</b> 1. Health Behaviors 2. Health Information 3. Influencing Factors

## Healthy Development and Physical Needs

Infant, Toddler, Three-Year-Old Health and Well-Being	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	No standard present in the vertical progression
H.WB.1. Shows signs of healthy development	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
H.WB.2. Responds when physical needs are met	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
H.WB.3. Expresses physical needs nonverbally and verbally	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

## Fine Motor Skills

Infant, Toddler, Three-Year-Old Fine Motor Skills	Prekindergarten	Kindergarten	Grade 1	Grade 2
	IX.B. Fine-Motor Development Skills	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
FM.1. Uses hands or feet to touch objects or people	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
FM.2. Develops small muscle control and coordination	IX.B.1. Child shows control to tasks that require small-muscle strength and control.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
FM.3. Coordinates eye and hand movements	IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
FM.4. Uses tools and different actions on objects	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

## Gross Motor Skills (Part 1)

Infant, Toddler, Three-Year-Old Gross Motor	Prekindergarten	Kindergarten - Physical Education	Grade 1 - Physical Education	Grade 2 - Physical Education
	IX.A. Gross Motor Development Skills	K(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	1(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	2(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
GM.1. Moves body, arms, and legs with increasing coordination  GM.2. Demonstrates increasing balance, stability and control, and coordination	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	K(1)(A) travel in different ways in a large group without bumping into others or falling;	1(1)(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;	2(1)(A) travel independently in a large group while safely and quickly changing speed and direction;
GM.1. Moves body, arms, and legs with increasing coordination  GM.2. Demonstrates increasing balance, stability and control, and coordination	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	K(1)(B) demonstrate clear contrasts between slow and fast movement when traveling;	No standard present in the vertical progression	No standard present in the vertical progression
GM.1. Moves body, arms, and legs with increasing coordination  GM.3. Develops increasing ability to change positions and move body from place to place	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	No standard present in the vertical progression	No standard present in the vertical progression	2(1)(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;
GM.1. Moves body, arms, and legs with increasing coordination  GM.3. Develops increasing ability to change positions and move body from place to place	IX.A.2. Child coordinates sequence of movements to perform tasks.	K(1)(C) demonstrate non-locomotor (axial) movements such as bend and stretch;	No standard present in the vertical progression	No standard present in the vertical progression
GM.1. Moves body, arms, and legs with increasing coordination  GM.2. Demonstrates increasing balance, stability and control, and coordination	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	K(1)(D) maintain balance while bearing weight on a variety of body parts;	1(1)(C) demonstrate control in balancing and traveling activities;	2(1)(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;
GM.1. Moves body, arms, and legs with increasing coordination  GM.2. Demonstrates increasing balance, stability and control, and coordination	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	K(1)(E) walk forward and sideways the length of a beam without falling;	1(1)(C) demonstrate control in balancing and traveling activities;	No standard present in the vertical progression
GM.1. Moves body, arms, and legs with increasing coordination	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(1)(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

## Gross Motor Skills (Part 2)

Infant, Toddler, Three-Year-Old Gross Motor	Prekindergarten	Kindergarten - Physical Education	Grade 1 - Physical Education	Grade 2 - Physical Education
	IX.A. Gross Motor Development Skills	K(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	1(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	2(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
GM.1. Moves body, arms, and legs with increasing coordination	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(1)(C) combine shapes, levels, and pathways into simple sequences;
GM.1. Moves body, arms, and legs with increasing coordination	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	No standard present in the vertical progression	1(1)(D) demonstrate the ability to work with a partner such as leading and following;	2(1)(J) demonstrate the ability to mirror a partner;
GM.3. Develops increasing ability to change positions and move body from place to place.	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	No standard present in the vertical progression	1(1)(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;	2(1)(D) demonstrate mature form in walking, hopping, and skipping;
GM.1. Moves body, arms, and legs with increasing coordination	IX.A.2. Child coordinates sequences of movements to perform tasks.	No standard present in the vertical progression	1(1)(E) clap in time to a simple rhythmic beat;	2(1)(K) walk in time to a 4/4 underlying beat;
GM.1. Moves body, arms, and legs with increasing coordination	IX.A.2. Child coordinates sequences of movements to perform tasks.	No standard present in the vertical progression	1(1)(F) create and imitate movement in response to selected rhythms;	2(1)(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;
GM.1. Moves body, arms, and legs with increasing coordination	IX.A.2. Child coordinates sequences of movements to perform tasks.	K(1)(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;	No standard present in the vertical progression	2(1)(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;
GM.1. Moves body, arms, and legs with increasing coordination  GM.3. Develops increasing ability to change positions and move body from place to place	No standard present in the vertical progression	K(1)(G) roll sideways (right or left) without hesitating; and	No standard present in the vertical progression	2(1)(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;
GM.1. Moves body, arms, and legs with increasing coordination	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(1)(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;
GM.1. Moves body, arms, and legs with increasing coordination	No standard present in the vertical progression	No standard present in the vertical progression	1(1)(G) jump a long rope;	2(1)(M) jump a self-turned rope repeatedly;
GM.1. Moves body, arms, and legs with increasing coordination  GM.4. Moves body to achieve a goal	IX.A.2. Child coordinates sequences of movements to perform tasks.	K(1)(H) toss a ball and catch it before it bounces twice.	1(1)(H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.	2(1)(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

### Gross Motor Skills (Part 3)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten – Physical Education	Grade 1 – Physical Education	Grade 2 – Physical Education
No standard present in the vertical progression	C. Personal Safety and Health Skills	K(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	1(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	2(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
No standard present in the vertical progression	IX.C.2. Child practices good habits of personal health and hygiene.	K(2)(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; 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	No standard present in the vertical progression	1(2)(A) recognize that motor skill development requires correct practice;	2(2)(A) recognize that attention to the feeling of movement is important in motor skill development;
No standard present in the vertical progression	No standard present in the vertical progression	K(2)(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.	No standard present in the vertical progression	2(2)(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	1(2)(B) demonstrate a base of support and explain how it affects balance.	

### Gross Motor Skills (Part 4)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten – Health Education	Grade 1 – Health Education	Grade 2 – Health Education
No standard present in the vertical progression	C. Personal Safety and Health Skills	K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. 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	IX.C.2. Child practices good habits of personal health and hygiene.	K(4)(B) name major body parts and their functions;	No standard present in the vertical progression	No standard present in the vertical progression

## Exercise, Nutrition, and The Body (Part 1)

<b>Infant, Toddler, Three-Year-Old</b> No standard present in the vertical progression	<b>Prekindergarten</b> C. Personal Safety and Health Skills	<b>Kindergarten – Physical Education</b> K(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:	<b>Grade 1 – Physical Education</b> 1(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:	<b>Grade 2 – Physical Education</b> 2(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(A) describe and select physical activities that provide opportunities for enjoyment and challenge;	1(3)(A) describe and select physical activities that provide opportunities for enjoyment and challenge;	2(3)(A) describe and select physical activities that provide for enjoyment and challenge;
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;	1(3)(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;	2(3)(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;	1(3)(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;	2(3)(C) participate in appropriate exercises for developing flexibility in shoulders, legs, and trunk;
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	1(3)(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	2(3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping;
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(3)(E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

## Exercise, Nutrition, and The Body (Part 2)

<b>Infant, Toddler, Three-Year-Old</b> No standard present in the vertical progression	<b>Prekindergarten</b> IX.C. Personal Safety and Health Skills	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
No standard present in the vertical progression	No standard present in the vertical progression	<b>Physical Education</b> K(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:  K(4)(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	No standard present in the vertical progression	<b>Physical Education</b> 1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:  1(4)(A) distinguish between active and inactive lifestyles;	No standard present in the vertical progression
No standard present in the vertical progression		<b>Health Education</b> K(4) Health information. The student knows the basic structure and functions of the human body and how they relate to personal health. The student is expected to:  K(4)(A) name the five senses;	<b>Health Education</b> 1(4) Health information. The student understands the basic structure and function of the human body and how they relate to personal health throughout the life span. The student is expected to:  1(4)(A) identify and demonstrate use of the five senses;	No standard present in the vertical progression
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	<b>Health Education</b> K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:  K(1)(C) identify types of exercise and active play that are good for the body.	No standard present in the vertical progression	<b>Physical Education</b> 2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:  2(4)(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;

### Exercise, Nutrition, and The Body (Part 3)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	IX.C. Personal Safety and Health Skills			
No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Physical Education</b> K(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>K(4)(B) locate the lungs and explain their purpose;</p>	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	IX.C.2. Child practices good habits of personal health and hygiene.	<p><b>Health Education</b> K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</p> <p>K(4)(B) name major body parts and their functions;</p>	<p><b>Health Education</b> 1(4) Health information. The student understands the basic structure and function of the human body and how they related to personal health throughout the life span. The student is expected to:</p> <p>1(4)(B) identify major body structures and organs and describe their basic functions;</p>	<p><b>Health Education</b> 2(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:</p> <p>2(3)(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and</p>
No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Health Education</b> K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</p> <p>K(4)(B) name major body parts and their functions;</p>	No standard present in the vertical progression	<p><b>Health Education</b> 2(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:</p> <p>2(3)(C) identify the major systems of the body.</p>
No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Health Education</b> K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</p> <p>K(4)(B) name major body parts and their functions;</p>	<p><b>Physical Education</b> 1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>1(4)(B) describe the location and function of the heart;</p>	<p><b>Physical Education</b> 2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>2(4)(B) describe how the blood carries oxygen and nutrients through the body;</p>



## Exercise, Nutrition, and The Body (Part 4)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	IX.C. Personal Safety and Health Skills			
No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Health Education</b> K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</p> <p>K(4)(B) name major body parts and their functions;</p>	<p><b>Physical Education</b> 1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>1(4)(C) describe how muscles and bones work together to produce movement;</p>	No standard present in the vertical progression
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	<p><b>Health Education</b> K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:</p> <p>K(1)(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks;</p>	<p><b>Physical Education</b> 1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>1(4)(D) describe food as a source of energy; and</p>	<p><b>Physical Education</b> 2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>2(4)(D) explain the need for foods as a source of nutrients that provide energy for physical activity;</p>
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	<p><b>Health Education</b> K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:</p> <p>K(1)(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks;</p>	No standard present in the vertical progression	<p><b>Physical Education</b> 2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>2(4)(C) identify foods that enhance a healthy heart;</p>

## Exercise, Nutrition, and The Body (Part 5)

<b>Infant, Toddler, Three-Year-Old</b> No standard present in the vertical progression	<b>Prekindergarten</b> IX.C. Personal Safety and Health Skills	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Health Education</b></p> <p>K(2) Health behaviors. The student understands that behaviors result in health or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(C) name the harmful effects of tobacco, alcohol, and other drugs;</p>	<p><b>Health Education</b></p> <p>1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(C) explain the harmful effects of, and how to avoid, alcohol, tobacco and other drugs;</p> <p><b>Physical Education</b></p> <p>1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>1(4)(E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.</p>	<p><b>Health Education</b></p> <p>2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;</p> <p><b>Physical Education</b></p> <p>2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>2(4)(E) describe the negative effects of smoking on the lungs and the ability to exercise; and</p>

## Exercise, Nutrition, and The Body (Part 6)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	IX.C. Personal Safety and Health Skills			
No standard present in the vertical progression	IX.C.2. Child practices good habits of personal health and hygiene.	<p><b>Physical Education</b> K(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>K(4)(C) state that rest and sleep are important in caring for the body.</p> <p><b>Health Education</b> K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:</p> <p>K(1)(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands.</p>	<p><b>Physical Education</b> 1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>1(4)(E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.</p>	<p><b>Physical Education</b> 2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>2(4)(F) describe the need for rest and sleep in caring for the body.</p>
No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Health Education</b> K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</p> <p>K(4)(C) name and demonstrate good posture principles such as standing with straight shoulders back.</p>	<p><b>Health Education</b> 1(4) Health information. The student understands the basic structure and function of the human body and how they related to personal health throughout the life span. The student is expected to:</p> <p>1(4)(C) identify and apply principles of good posture for healthy growth and development.</p>	No standard present in the vertical progression

## Safety (Part 1)

Infant, Toddler, Three-Year-Old Health and Well-Being	Prekindergarten C. Personal Safety and Health Skills	Kindergarten	Grade 1	Grade 2
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Physical Education</b> K(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:</p> <p>K(5)(A) use equipment and space properly;</p>	<p><b>Physical Education</b> 1(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>1(5)(A) use equipment and space safely and properly;</p>	<p><b>Physical Education</b> 2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>2(5)(A) use equipment and space safely and properly;</p>
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Physical Education</b> K(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:</p> <p>K(5)(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;</p>	No standard present in the vertical progression	No standard present in the vertical progression
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Physical Education</b> K(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:</p> <p>K(5)(C) explain how proper shoes and clothing promotes safe play and prevent injury;</p>	<p><b>Physical Education</b> 1(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>1(5)(B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;</p> <p><b>Health Education</b> 1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(A) identify and use protective equipment to prevent injury;</p>	<p><b>Physical Education</b> 2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>2(5)(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;</p> <p><b>Health Education</b> 2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;</p>

## Safety (Part 2)

Infant, Toddler, Three-Year-Old Health and Well-Being	Prekindergarten C. Personal Safety and Health Skills	Kindergarten	Grade 1	Grade 2
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	No standard present in the vertical progression	<p><b>Physical Education</b> 1(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>1(5)(C) describe how to protect himself/herself from harmful effects of the sun;</p>	<p><b>Physical Education</b> 2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>2(5)(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;</p>
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Physical Education</b> K(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:</p> <p>K(5)(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and</p>	<p><b>Physical Education</b> 1(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>1(5)(D) list water safety rules and demonstrate simple extension rescue; and</p>	<p><b>Physical Education</b> 2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>2(5)(D) list water safety rules and describe their importance;</p>
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Health Education</b> K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(E) practice safety rules during physical activity such as water safety and bike safety;</p>	<p><b>Health Education</b> 1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(G) identify and practice safety rules during play; and</p>	No standard present in the vertical progression

### Safety (Part 3)

Infant, Toddler, Three-Year-Old Health and Well-Being	Prekindergarten C. Personal Safety and Health Skills	Kindergarten	Grade 1	Grade 2
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Health Education</b> K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;</p>	<p><b>Health Education</b> 1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(F) identify and describe safe bicycle skills;</p>	<p><b>Physical Education</b> 2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>2(5)(E) identify safe cycling and road practices; and</p> <p><b>Health Education</b> 2(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:</p> <p>2(3)(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;</p>
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Physical Education</b> K(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:</p> <p>K(5)(E) explain appropriate reactions during emergencies in physical activities.</p> <p><b>Health Education</b> K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(G) demonstrate procedures for responding to emergencies including dialing 911;</p>	<p><b>Physical Education</b> 1(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>1(5)(E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.</p>	<p><b>Physical Education</b> 2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:</p> <p>2(5)(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.</p>

## Safety (Part 4)

Infant, Toddler, Three-Year-Old Health and Well-Being	Prekindergarten C. Personal Safety and Health Skills	Kindergarten	Grade 1	Grade 2
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Health Education</b> K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(B) identify safe and unsafe places to play such as a back yard and a street;</p>	<p><b>Health Education</b> 1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(B) name safe play environments;</p>	No standard present in the vertical progression
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	No standard present in the vertical progression	No standard present in the vertical progression	<p><b>Health Education</b> 2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(B) identify ways to avoid deliberate and accidental injuries;</p>
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Health Education</b> K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(D) identify ways to avoid harming oneself or another person</p>	<p><b>Health Education</b> 1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p>	
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Health Education</b> K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful</p>		<p><b>Health Education</b> 2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(E) explain ways to avoid weapons and report the presence of weapons to an adult;</p>

## Safety (Part 5)

Infant, Toddler, Three-Year-Old Health and Well-Being	Prekindergarten C. Personal Safety and Health Skills	Kindergarten	Grade 1	Grade 2
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	No standard present in the vertical progression	<p><b>Health Education</b></p> <p>1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(E) identify rules that help to prevent poisoning;</p>	<p><b>Health Education</b></p> <p>2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(D) explain the importance of avoiding dangerous substances;</p>
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	<p><b>Health Education</b></p> <p>K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;</p>	<p><b>Health Education</b></p> <p>1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p>	<p><b>Health Education</b></p> <p>2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and make to feel uncomfortable or unsafe by another person/adult.</p>



### Physical Health (Part 1)

<b>Infant, Toddler, Three-Year-Old</b>	<b>Prekindergarten</b>	<b>Kindergarten - Health Education</b>	<b>Grade 1 - Health Education</b>	<b>Grade 2 – Health Education</b>
No standard present in the vertical progression	No standard present in the vertical progression	K(5) Health information. The student understands how to recognize health information. The student is expected to:	1(5) Health information. The student recognizes health information. The student is expected to:	2(6) Health information. The student understands how to recognize health information. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(5)(A) name people who can provide helpful information such as parents, doctors, teachers, and nurses;	1(5)(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and	2(6)(A) identify people who can provide health information.
No standard present in the vertical progression	No standard present in the vertical progression	K(5)(B) explain the importance of health information.	1(5)(B) list ways health information can be used such as knowing how to brush teeth properly.	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)(B) identify various media that provide health information.

### Physical Health (Part 2)

<b>Infant, Toddler, Three-Year-Old</b>	<b>Prekindergarten</b>	<b>Kindergarten – Health Education</b>	<b>Grade 1 – Health Education</b>	<b>Grade 2 – Health Education</b>
Health and Well-Being	C. Personal Safety and Health Skills	K(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:	1(7) Influencing factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:	2(4) Health information. The student understands the difference between sickness and health in people of all ages. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(6)(A) tell how germs cause illness and disease in people of all ages;	1(7)(A) name types of germs that cause illness and disease;	2(4)(A) explain ways in which germs are transmitted, methods for preventing the spread of germs and the importance of immunization;
H.WB.5. Begins to develop self-care skills.	IX.C.2. Child practices good habits of personal health and hygiene.	K(6)(C) explain practices used to control the spread of germs such as washing hands; and	1(7)(C) explain common practices that control the way germs are spread.	2(4)(D) apply practices to control spread of germs in daily life such as hand washing and skin care.
No standard present in the vertical progression	No standard present in the vertical progression	K(6)(B) name symptoms of common illnesses and diseases;	1(7)(B) identify common illnesses and diseases and their symptoms; 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(4)(B) identify causes of disease other than germs such as allergies and heart disease;
No standard present in the vertical progression	No standard present in the vertical progression	K(6)(D) discuss basic parts of the body’s defense system against germs such as the skin.	No standard present in the vertical progression	2(4)(C) explain how the body provides protection from disease;

### Physical Education (Part 3)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten – Health Education	Grade 1 – Health Education	Grade 2 – Health Education
No standard present in the vertical progression	No standard present in the vertical progression	K(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:	1(8) Influencing factors. The student understands factors that influence the health of an individual. The student is expected to:	2(5) Health information. The student recognizes factors that influence the health of an individual. 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(8)(A) name various members of his/her family who help them promote and practice health habits; and	2(5)(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.
No standard present in the vertical progression	No standard present in the vertical progression	K(7)(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and	1(8)(B) describe ways in which a person’s health may be affected by weather and pollution.	2(5)(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and
No standard present in the vertical progression	No standard present in the vertical progression	K(7)(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.	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(5)(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

### Health Decisions and Influences (Part 1)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten – Health Education	Grade 1 – Health Education	Grade 2 – Health Education
No standard present in the vertical progression	C. Personal Safety and Health Skills	K(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:	1(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem solving skills for making health-promoting decisions. The student is expected to:	2(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem solving skills for making health-promoting decisions. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(3)(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and	1(3)(A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;	2(11)(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.
No standard present in the vertical progression	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(B) plan a healthy meal and/or snack.	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	1(3)(B) describe how decisions can be reached and problems can be solved; and	2(11)(A) explain steps in the decision-making process and the importance of following the steps;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	1(3)(C) explain the importance of goal setting and task completion.	2(11)(C) list the steps and describe the importance of task completion and goal setting;
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(11)(B) describe how personal-health decisions affect self and others;

### Health Decisions and Influences (Part 2)

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1 – Health Education	Grade 2 – Health Education
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	1(6) Health information. The student recognizes the influence of media and technology on health behaviors. The student is expected to:	2(7) Influencing factors. The student recognizes the influence of media and technology on personal health. 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(6)(A) identify examples of health information provided by various media;	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(6)(B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.	2(7)(A) describe how the media can influence an individual’s health choices such as television ads for fast foods and breakfast cereals; 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(7)(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

### Health Decisions and Influences (Part 3)

<b>Infant, Toddler, Three-Year-Old</b>	<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2 – Health Education</b>
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(8) Influencing factors. The student understands how relationships influence personal health. 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	No standard present in the vertical progression	2(8)(A) describe how friends can influence a person’s health; 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(8)(B) recognize unsafe requests made by friends such as playing in the street.