

## Health Education/Quest Simplified Scope & Sequence Grade 1

<b>UNIT</b>	<b>TITLE</b>	<b>TEKS</b>	<b>TIMELINE</b>
Unit 1	Building A School Community	1.9 A,B,C,D	4 weeks
Unit 2	Growing As A Group	1.9 A,C,D 1.10 A	4 weeks
Unit 3	Making Positive Decisions	1.2 H 1.3 A,B 1.10 B	4 weeks
Unit 4	Growing Up Drug Free	1.2 C,D,E 1.3 A 1.4 A,B,C 1.5 A,B 1.7 C	6 weeks
Unit 5	Celebrating You & Me	1.2 H 1.3 A 1.5 A 1.8 A	4 weeks

\*These topics are not included in the textbook, however need to be addressed.

<b>Resources</b>	<b>TEKS Objectives</b>	<b>TEKS</b>	<b>Timeline</b>
HBJ Unit 2	Personal Health Practices	1.1A,B 1.3 C	2 weeks
HBJ Unit 8	Safety & First Aid	1.2 A,B,F,G	2 weeks
HBJ Unit 5	Disease Prevention & Control	1.7 A,B	2 weeks
HBJ Unit 9	Community Health	1.8 B	1 week
	Influences of Media & Technology	1.6 A,B	1 week
Health Promotion Wave (Family Life Human Sexuality Curriculum)		1.4 B,C	3 weeks

**Total 33 weeks**

### **Recommended Resources:**

HBJ Health  
Health Promotion Wave  
Quest-Growing Healthy  
DAVE Curriculum

# Health Education/Quest Interdisciplinary Curriculum Framework Grade 1

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	
1	1.9 A	<p><b>The student is expected to:</b></p> <ul style="list-style-type: none"> <li>• explain ways he or she can help create a caring classroom community-<b>Teacher</b></li> <li>• say the name he or she wants to be called in class-<b>Teacher</b></li> <li>• say the names of the teacher and other classmates-<b>Teacher</b></li> <li>• introduce a partner to the class-<b>Teacher</b></li> <li>• demonstrate appropriate ways of asking for help or getting permission in the class room-<b>Teacher</b></li> <li>• participate in making classroom rules for treating each other with respect-<b>Teacher</b></li> <li>• demonstrate or illustrate helping behaviors -<b>Teacher</b></li> <li>• identify the names and roles of school staff-<b>Teacher</b></li> <li>• contribute his or her skills and ideas to a group project-<b>Teacher</b></li> </ul>	—						
	1.9 A								
	1.9 B								
	1.9 A								
	1.9 C			—					
	1.9 A								
	1.9 D								
	1.9 C								
	1.9 A								
	1.9 A								
2	1.9 A	<ul style="list-style-type: none"> <li>• participate in an activity that requires cooperation-<b>Physical Ed.</b></li> <li>• identify listening behaviors-<b>Counselor</b></li> <li>• demonstrate listening to the messages of others-<b>Physical Ed.</b></li> <li>• demonstrate sharing behaviors-<b>Counselor</b></li> <li>• demonstrate how to carry out group work roles-<b>Physical Ed.</b></li> <li>• work cooperatively to complete an assignment-<b>Teacher</b></li> <li>• identify times when he or she feels angry at school-<b>Counselor</b></li> <li>• demonstrate positive ways to respond to anger-<b>Counselor</b></li> </ul>		—					
	1.9 A								
	1.9 C								
	1.9 C								
	1.9 D								
	1.9 C								
	1.9 D								
	1.9 D								

# Health Education/Quest Interdisciplinary Curriculum Framework Grade 1

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	
3	1.10 A	<p><b>The student is expected to:</b></p> <ul style="list-style-type: none"> <li>• name skills required to make and keep friends-<b>Counselor</b></li> <li>• demonstrate friendship behaviors -<b>Counselor</b></li> <li>• name some decisions he or she makes daily-<b>Counselor</b></li> <li>• name choices offered by trusted adults-<b>Counselor</b></li> <li>• classify decisions as positive/helpful or negative/harmful-<b>Counselor</b></li> <li>• name and describe the steps in a decision-making process-<b>Counselor</b></li> <li>• use the steps to choose among safe choices</li> <li>• demonstrate ways to say “yes” to helpful decisions and “no” to harmful ones-<b>Counselor</b></li> </ul>		-					
	1.9 A								
	1.3 B				-				
	1.3 A								
	1.2 H								
	1.3 B					-			
	1.3 AB 1.2 H								
4	1.2 C D	<ul style="list-style-type: none"> <li>• say what to do with an unknown substance-<b>Counselor</b></li> <li>• describe the function and location of body organs-<b>Nurse</b></li> <li>• state ways to take care of his other body-<b>Nure</b></li> <li>• recognize products found in the home that can be poisonous and explain rules for poisons-<b>Nurse</b></li> <li>• explain the terms “drug” and “medicine” -<b>Nurse</b></li> <li>• state reasons for learning about the dangers of using drugs-<b>Counselor</b></li> <li>• describe things to do when he or she isn’t feeling well-<b>Nurse</b></li> </ul>							
	1.4 AB								
	1.4 C								
	1.2 E								
	1.2 C								
	1.2 C 1.2 D								
	1.3 A 1.5 A								



# Health Education/Quest Interdisciplinary Curriculum Framework Grade 1

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
2	1.1 B	<p><b>The student is expected to:</b></p> <ul style="list-style-type: none"> <li>describe activities that are provided by health care professionals such as medical check-up and dental exams-<b>Nurse</b></li> </ul>						
8	1.2 A	<ul style="list-style-type: none"> <li>identify and use protective equipment to prevent injury-<b>Physical Ed.</b></li> <li>name safe play environments-<b>Physical Ed</b></li> </ul>					—	
	1.2 B 1.2 F	<ul style="list-style-type: none"> <li>identify and describe safe bicycle skills-<b>Physical Ed.</b></li> <li>identify and practice safety rules during play-<b>Physical Ed.</b></li> </ul>						
5	1.7 A	<ul style="list-style-type: none"> <li>name types of germs that cause illness and disease-<b>Nurse</b></li> </ul>					—	
	1.7 B	<ul style="list-style-type: none"> <li>identify common illnesses and diseases and their symptoms-<b>Nurse</b></li> </ul>						
9	1.8 B	<ul style="list-style-type: none"> <li>describe ways in which a person’s health may be affected by weather and pollution-<b>Teacher</b></li> </ul>					—	
	1.6 A	<ul style="list-style-type: none"> <li>identify examples of health information provided by various media-<b>Nurse</b></li> </ul>						—
	1.6 B	<ul style="list-style-type: none"> <li>cite examples of how media and technology can affect behaviors such as television, computers, and video games-<b>Teacher</b></li> </ul>						
	1.4 B 1.4 C	<ul style="list-style-type: none"> <li><b>Human Sexuality</b> <b>Refer to:</b> <b>Family Life Human Sexuality Curriculum</b></li> </ul>						—