

Health Education/Quest Simplified Scope & Sequence Grade 2

UNIT	TITLE	TEKS	TIMELINE
Unit 1	Building A School Community	2.9 A 2.10 A,B 2.11 C	4 weeks
Unit 2	Growing As A Group	2.9 B 2.10 A 2.11 C	4 weeks
Unit 3	Making Positive Decisions	2.8 A,B 2.9 C 2.10 C 2.11 A,B,D	4 weeks
Unit 4	Growing Up Drug Free	2.1 A-G 2.2 A-F 2.3 A-C 2.5 C 2.6 A 2.9 C 2.11 D	6 weeks
Unit 5	Celebrating You & Me	2.9 A 2.10 A,B	4 weeks

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

Resources	TEKS Objectives	TEKS	Timeline
HBJ Unit 5	Disease Prevention & Control	2.4 A,B,C,D	2 weeks
HBJ Unit 9	Community Health	2.5 A,B	2 weeks
	Influences of Media & Technology	2.6 B 2.7 A,B	2 weeks
Health Promotion Wave (Family Life Human Sexuality Objectives)		2.2 F 2.3 B,C	3 weeks

Total 31 weeks

Recommended Resources:

HBJ Health
Health Promotion Wave
Quest Growing Healthy
DAVE Curriculum

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TAAS	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
1		The student is expected to:						
	2.10 A	• define “community” as it relates to the classroom- Teacher	—					
	2.9 AC	• explain ways he or she can help create a caring classroom community- Teacher						
	2.10 A	• name some benefits of team work- Physical Ed.						
	2.10 A	• say the name he or she wants to be called in class- Teacher						
	2.10 A	• say the names of the teacher and other classmates- Teacher						
	2.9 B	• name interests of classmates and the teacher- Teacher						
	2.10 A	• introduce a partner to the class- Teacher						
	2.10 B	• demonstrate appropriate ways of asking for help or getting permission in the class room- Teacher	—					
	2.9 A	• participate in making classroom rules for treating each other with respect- Counselor						
	2.10 B	• demonstrate or illustrate helping behaviors- Teacher						
	2.11 C	• contribute his or her skills and ideas to a group project- Teacher						
2	2.11 C	• participate in an activity that requires cooperation- Physical Ed.		—				
	2.9 B	• identify listening behaviors- Physical Ed.						
	2.9 B	• demonstrate listening to the messages of others- Teacher						
	2.11 C	• demonstrate how to carry out group work roles- Physical Ed.						
	2.10 A 2.9 B	• demonstrate the skills of listening, sharing, and playing fair- Physical Ed.		—				
	2.11 C	• work cooperatively to complete an assignment- Teacher						

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2		<p>The student is expected to:</p> <ul style="list-style-type: none"> demonstrate ways to express appreciation through words and actions-Counselor 						
3	2.11 D	<ul style="list-style-type: none"> name choices offered by trusted adults-Counselor 		—				
	2.11 D	<ul style="list-style-type: none"> state whether certain decisions are made alone, made with help from trusted adults, or influenced by others-Counselor 						
	2.11 A 2.11 B	<ul style="list-style-type: none"> classify decisions as positive/helpful or negative/harmful -Counselor 						
	2.11 A	<ul style="list-style-type: none"> name and describe the steps in a decision-making process-Teacher 		—				
	2.11 B	<ul style="list-style-type: none"> use the steps to choose among safe choices-Teacher 						
	2.9 C 2.10 C	<ul style="list-style-type: none"> demonstrate ways to say “yes” to helpful decisions and “no” to harmful ones-Teacher 						
	2.8 A 2.8 B	<ul style="list-style-type: none"> identify situations in which others may try to influence him or her to make negative decisions-Teacher 						
4	2.3 B 2.3 C	<ul style="list-style-type: none"> describe the function and locations of body organs-Nurse 			—			
	2.3 A	<ul style="list-style-type: none"> state ways to take care of his or her body -Nurse 						
	2.1 A-G 2.2 B-E	<ul style="list-style-type: none"> name behaviors that promote a healthy lifestyle-Physical Ed. 						
	2.2 A	<ul style="list-style-type: none"> explain the terms “drug” and “medicine”-Nurse 						
	2.2 A 2.2 D	<ul style="list-style-type: none"> state reasons for learning about the dangers of using drugs-Counselor 						
	2.2 A 2.2 D	<ul style="list-style-type: none"> explain how medicine can be both helpful and harmful-Nurse 						
	2.2 B	<ul style="list-style-type: none"> name some ways to get well without taking medicine-Nurse 			—			

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4	2.2 B 2.2 D	The student is expected to: • name safety rules for medicine- Nurse						
	2.2 A	• distinguish between over-the-counter and prescription medicines- Nurse						
	2.2 B	• state ways medicine can help when used properly- Nurse						
	2.2 A	• describe the effects of alcohol on the body and behavior- Counselor			—			
	2.2 A	• define “alcoholism”- Counselor						
	2.2 A	• describe the health hazards associated with tobacco- Counselor						
		• identify resources in the community that help chemically dependent people and their families- Counselor						
	2.2 A	• describe the effects of marijuana upon the body and behavior- Counselor			—			
	2.2 A	• identify health hazards of using marijuana- Counselor						
	2.2 A	• describe the effects of cocaine/crack on the body and behavior- Counselor						
	• identify health hazards of using crack/cocaine- Counselor							
2.9 C	• practice saying “no” to drugs- Counselor							
2.2 F 2.6 A 2.11 D	• identify trusted adults who can answer questions or help with drug issues - Counselor							
2.5 C	• present information about the dangers of drugs to others- Counselor							
5		• name something he or she enjoys about this school year- Teacher • identify and describe his or her own talents and skills- Teacher				—		

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5		<p>The student is expected to:</p> <ul style="list-style-type: none"> name or describe the skill or talent of a classmate-Teacher 				-		
	2.10 B	<ul style="list-style-type: none"> name a variety of words that express positive feelings-Teacher 						
	2.10 B	<ul style="list-style-type: none"> use words and pictures to tell about positive feelings-Teacher 						
	2.9 A	<ul style="list-style-type: none"> identify what family members do well-Teacher write messages to family members recognizing their skills-Teacher 				-		
	2.10 A	<ul style="list-style-type: none"> name something he or she has accomplished as part of the Skills For Growing program-Teacher share his or her accomplishments with classmates-Teacher 				-		
	2.4 A	<ul style="list-style-type: none"> explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization-Nurse 				-		
	2.4 B	<ul style="list-style-type: none"> identify causes of disease other than germs such as allergies and heart disease-Nurse 						
	2.4 C	<ul style="list-style-type: none"> explain how the body provides protection from disease-Nurse 						
	2.4 D	<ul style="list-style-type: none"> apply practices to control spread of germs in daily life such as hand washing and skin care-Nurse 						
9	2.5 A	<ul style="list-style-type: none"> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water-Teacher 					-	

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9	2.5 B	<p>The student is expected to:</p> <ul style="list-style-type: none"> describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays-Physical Ed. 						
	2.6 B	<ul style="list-style-type: none"> identify various media that provide health information-Teacher describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals-Teacher 					—	
	2.7 A	<ul style="list-style-type: none"> discuss how personal health care products have been improved by technology such as sun-blocked and safety equipment-Physical Ed. 						
	2.2 F 2.3 B 2.3 C	<ul style="list-style-type: none"> Human Sexuality <p style="text-align: center;">Refer to: Family Life Human Sexuality Curriculum Health Promotion Wave Materials</p>						—