

## Health Education/Quest Simplified Scope & Sequence Grade 3

<b>Unit</b>	<b>TITLE</b>	<b>TEKS</b>	<b>TIMELINE</b>
Unit 1	Building A School Community	3.8 B 3.9 A,B 3.10 A,B,C	<b>4 weeks</b>
Unit 2	Growing As A Group	3.8 B 3.9 B,C 3.10 B	4 weeks
Unit 3	Making Positive Decisions	3.7 A 3.9 E,F 3.11 A,B,C,D,E	4 weeks
Unit 4	Growing Up Drug Free	3.1 A-F 3.2 A-E 3.4 A,B,C	6 weeks
Unit 5	Celebrating You & Me	3.6 D	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 5	Disease Prevention & Control	3.3 A,B,C	2 weeks
HBJ Unit 9	Community Health Influences of Media & Technology	3.6 A,B,C 3.7 A,B	2 weeks 1 week
Quest Curriculum	Goal-Setting	3.11 F,G	2 weeks
Health Promotion Wave (Family Life Human Sexuality Objective)		3.4 A,B,C	3 weeks
			<b>Total 32 Weeks</b>

### **Recommended Resources:**

HBJ Health  
Health Promotion Wave  
Quest Skills For Growing  
DAVE Curriculum

# Health Education/Quest Interdisciplinary Curriculum Framework Grade 3

TAAS	TEKS	INSTRUCTIONAL OBJECTIVE	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
1	3.8 B 3.10 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>• name some benefits of team work <b>Physical Ed.</b></li> </ul>	-					
	3.9 A 3.10 A	<ul style="list-style-type: none"> <li>• say the name he or she wants to be called in class<b>Teacher</b></li> </ul>						
	3.9 A 3.10 A	<ul style="list-style-type: none"> <li>• say the names of the teacher and other classmates<b>Teacher</b></li> </ul>						
	3.9 D	<ul style="list-style-type: none"> <li>• name interest of classmates and the teacher-<b>Teacher</b></li> </ul>	-					
	3.10 A	<ul style="list-style-type: none"> <li>• introduce himself or herself to classmates-<b>Teacher</b></li> </ul>						
	3.10 B	<ul style="list-style-type: none"> <li>• participate in making classroom rules for treating each other with respect-<b>Teacher</b></li> <li>• name different ways of giving-<b>Counselor</b></li> <li>• demonstrate “giving” behaviors-<b>Counselor</b></li> <li>• demonstrate or illustrate helping behaviors-<b>Physical Ed.</b></li> </ul>						
	3.10 B 3.10 C							
	3.10 A	<ul style="list-style-type: none"> <li>• identify the names and roles of school staff-<b>Teacher</b></li> </ul>	-					
	3.10 A	<ul style="list-style-type: none"> <li>• interview staff members about their work-<b>Teacher</b></li> </ul>						
	3.10 C 3.8 B	<ul style="list-style-type: none"> <li>• contribute his or her ideas to a group project-<b>Teacher</b></li> </ul>						
2	3.8 B	<ul style="list-style-type: none"> <li>• participate in an activity that requires cooperation-<b>Physical Ed.</b></li> </ul>		-				
	3.9 D 3.9 D	<ul style="list-style-type: none"> <li>• identify listening behaviors-<b>Physical Ed.</b></li> <li>• demonstrate listening to the messages of others-<b>Counselor</b></li> </ul>						
	3.8 B	<ul style="list-style-type: none"> <li>• demonstrate how to carry out group work roles-<b>Physical Ed.</b></li> </ul>		-				
	3.8 B	<ul style="list-style-type: none"> <li>• work cooperatively to complete an assignment-<b>Teacher</b></li> </ul>						

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2	3.10 B	<b>The student is expected to:</b> <ul style="list-style-type: none"> <li>demonstrate responding in a positive way to annoying behaviors-<b>Counselor</b></li> </ul>		—				
	3.9 C		<ul style="list-style-type: none"> <li>name skills to make and keep friends-<b>Counselor</b></li> <li>demonstrate friendship behaviors-<b>Counselor</b></li> </ul>					
3	3.11 A	<b>The student is expected to:</b> <ul style="list-style-type: none"> <li>name some decisions he or she makes everyday-<b>Counselor</b></li> <li>name choices offered by trusted adults-<b>Counselor</b></li> <li>state whether certain decisions are made alone, made with help from trusted adults, or influenced by others-<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-<b>Counselor</b></li> <li>demonstrate ways to say “no” to harmful decisions-<b>Counselor</b></li> <li>identify situations in which others may try to influence him or her to make negative decisions-<b>Counselor</b></li> </ul>		—				
	3.9 E 3.11 D							
	3.9 E 3.11 D							
	3.11 C							
	3.11 A-E				—			
	3.11 A-E							
	3.11 E							
4	3.7 A 3.9 F							
	3.4 B 3.4 C	<ul style="list-style-type: none"> <li>describe the function and location of body organs-<b>Nurse</b></li> <li>state ways to take care of his or her body-<b>Physical Ed.</b></li> </ul>			—			
	3.4 A							
	3.1 A-F 3.2 A-E	<ul style="list-style-type: none"> <li>name behaviors that promote a healthy lifestyle-<b>Physical Ed.</b></li> </ul>						
	3.2 B	<ul style="list-style-type: none"> <li>explain the terms “drug”and “medicine”-<b>Nurse</b></li> </ul>			—			

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4	3.2 B	<p><b>The student is expected to:</b></p> <ul style="list-style-type: none"> <li>• state reasons for learning about the dangers of using drugs-<b>Counselor</b></li> <li>• explain how medicine can be both helpful and harmful-<b>Nurse</b></li> <li>• describe the effects of alcohol on the body and behavior-<b>Counselor</b></li> <li>• define “alcoholism”-<b>Counselor</b></li> <li>• describe the health hazards associated with tobacco-<b>Counselor</b></li> <li>• explain the meaning of “addiction” and/or “chemical dependence”-<b>Counselor</b></li> <li>• explain the effects of chemical dependence on individuals, their families, and society-<b>Counselor</b></li> <li>• identify resources in the community that help chemically dependent people and their families-<b>Counselor</b></li> <li>• describe the effects of marijuana upon the body and behavior-<b>Counselor</b></li> <li>• identify health hazards of using marijuana -<b>Counselor</b></li> <li>• describe the effects of cocaine/crack on the body and behavior-<b>Counselor</b></li> <li>• identify health hazards of using crack/ cocaine-<b>Counselor</b></li> <li>• describe the harmful effects of inhalants upon behavior and the body-<b>Counselor</b></li> <li>• practice saying “no” to drugs-<b>Counselor</b></li> <li>• state school rules concerning drug use-<b>Teacher</b></li> <li>• state laws about drug use by minors-<b>Teacher</b></li> </ul>			-			
	3.2 B							
	3.2 B C					-		
	3.2 B					-		
	3.2 B C							
	3.2 B					-		
	3.2 B							
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	3.2 B							
	3.2 B					-		
	3.2 B							
	3.2 B 3.2 C							
	3.9 F							
	3.2 C					-		

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4	3.5 A 3.5 B	<b>The student is expected to:</b> <ul style="list-style-type: none"> <li>• identify trusted adults who can answer questions or help with drug issues -<b>Counselor</b></li> </ul>						
	3.2 C	<ul style="list-style-type: none"> <li>• present information about the dangers of drugs to others-<b>Counselor</b></li> </ul>						
5		<ul style="list-style-type: none"> <li>• identify ways he or she is unique-<b>Teacher</b></li> <li>• name some things he or she has in common with classmates-<b>Teacher</b></li> <li>• identify what he or she has accomplished in grade three-<b>Teacher</b></li> </ul>				-		
	3.6 D	<ul style="list-style-type: none"> <li>• identify people who have helped support him or her-<b>Teacher</b></li> <li>• share his or her accomplishments with classmates-<b>Teacher</b></li> </ul>				-		
		<ul style="list-style-type: none"> <li>• identify ways he or she can help at home</li> <li>• offer to help family members in specific ways-<b>Teacher</b></li> <li>• identify significant adults in his or her life-<b>Teacher</b></li> </ul>				-		
	3.6D	<ul style="list-style-type: none"> <li>• name reasons these people are special-<b>Teacher</b></li> <li>• make a gift for a special person-<b>Teacher</b></li> </ul>						
		<ul style="list-style-type: none"> <li>• say how each classmate contributed to the class-<b>Teacher</b></li> <li>• contribute to a project that recognizes everyone’s contribution-<b>Teacher</b></li> </ul>				-		
	3.3 A	<ul style="list-style-type: none"> <li>• identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease-<b>Nurse</b></li> </ul>					-	
	3.3 B	<ul style="list-style-type: none"> <li>• explain the body’s defense systems and how they fight disease-<b>Nurse</b></li> </ul>						

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5	3.3C	<p><b>The student is expected to:</b></p> <ul style="list-style-type: none"> <li>explain actions to take when illness occurs such as informing parents/adults-<b>Nurse</b></li> </ul>						
9	3.6 A	<ul style="list-style-type: none"> <li>relate how protecting the environment promotes individual and community health <b>Teacher</b></li> </ul>						
	3.6 B	<ul style="list-style-type: none"> <li>identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness-<b>Physical Ed.</b></li> </ul>						
	3.6 C	<ul style="list-style-type: none"> <li>identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws-<b>Nurse</b></li> </ul>						
	3.7 A	<ul style="list-style-type: none"> <li>describe how the media can influence know-ledge and health behaviors <b>-Teacher</b></li> </ul>						
	3.7 B	<ul style="list-style-type: none"> <li>identify ways in which health care has improved as a result of technology <b>-Teacher</b></li> </ul>						
	3.11 F 3.11G	<ul style="list-style-type: none"> <li>describe goal-setting skills-<b>Teacher</b></li> <li>explain the importance of time passage with respect to a goal-<b>Teacher</b></li> </ul>						
	3.4 ABC	<p><b>Human Sexuality</b> <b>Refer to:</b> <b>Family Life Human Sexuality Curriculum</b></p>						