

Health Education/Quest Simplified Scope & Sequence Grade 4

Unit	TITLE	TEKS	TIMELINE
Unit 1	Building A School Community	4.8 B 4.9 A,B,D,F 4.10 A,B	4 weeks
Unit 2	Growing As A Group	4.8 B 4.9 B,F 4.10 B,C 4.11 B,C	4 weeks
Unit 3	Making Positive Decisions	4.9 C,E,H 4.11 A,E	4 weeks
Unit 4	Growing Up Drug Free	4.1 A-F 4.2 A,B 4.3 A,B 4.4 A-C 4.7 A,B 4.8 A 4.9 C,G 4.11 A-D	6 weeks
Unit 5	Celebrating You & Me	4.8 A,B	4 weeks

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

Resources	TEKS Objectives	TEKS	Timeline
Growing Healthy Chapter 4	Knowing How to Be Safe	4.4 E,F,G	2 weeks
Growing Healthy Chapter 8	Preventing Disease	4.5 A,B,C,D	2 weeks
Growing Healthy Chapter 9	Working For A Healthy Environment	4.6 A,B	2 weeks
Health Promotion Wave (Family Life Human Sexuality Objective)		4.4 G	3 weeks

Total 31 Weeks

Recommended Resources:

Growing Healthy
Health Promotion Wave
Quest-Skills For Growing

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UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
1	4.9 A 4.10 A	<p>The student is expected to:</p> <ul style="list-style-type: none"> • name feelings associated with starting school-Counselor • describe different feelings people can have about a new experience-Counselor • define “community” as it relates to the classroom-Teacher • explain ways he or she can help create a caring classroom community-Teacher 	-					
	4.9 BD	<ul style="list-style-type: none"> • explain the concept of “interdependence” as it applies to the classroom”-Teacher • name some benefits of team work -Physical Ed. 	-					
	4.9 F	<ul style="list-style-type: none"> • say the name he or she wants to be called in class-Teacher • say the names of the teacher and other class mates-Teacher 	-					
	4.9 F	<ul style="list-style-type: none"> • name interests of classmates and the teacher-Teacher • introduce a partner to the class-Teacher 						
	4.9 F	<ul style="list-style-type: none"> • introduce himself or herself to classmates Teacher 						
	4.8 A 4.9 A 4.10 A 4.8 B 4.10 B	<ul style="list-style-type: none"> • participate in making classroom rules for treating each other with respect-Teacher • demonstrate or illustrate helping behaviors Teacher 	-					
	4.8 B 4.9 F	<ul style="list-style-type: none"> • contribute his or her skills and ideas to a group project-Teacher 						
2	4.9 B 4.10 C	<ul style="list-style-type: none"> • describe behaviors that help people cooperate-Physical Ed. 		-				
	4.9 F 4.10 C	<ul style="list-style-type: none"> • participate in an activity that requires cooperation-Physical Ed. 						
	4.9 F 4.10 C	<ul style="list-style-type: none"> • identify listening behaviors-Physical Ed. 						

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2		The student is expected to: • demonstrate listening to the messages of others- Teacher						
	4.8 B 4.11 B C	• demonstrate how to carry out group work roles- Physical Ed.		—				
	4.10 B	• distinguish between messages that identify the problem and messages that blame and accuse- Counselor						
	4.10 B	• respond appropriately to annoying behaviors- Teacher • work cooperatively to complete an assignment- Teacher		—				
	4.10 B	• demonstrate ways to give and receive compliments- Teacher						
3	4.11 E	• explain the meaning of terms related to decision making- Counselor		—				
	4.11 A	• name choices offered by trusted adults- Counselor						
	4.11 E	• classify decisions as positive/helpful or negative/harmful- Counselor						
	4.11 E	• predict the positive or negative consequences of a decision- Counselor						
	4.11 E	• name and describe the steps in a decision making process- Counselor		—				
	4.11 E	• use the steps to choose among safe choices						
	4.11 E	• identify trusted adults who can help him or her use the steps- Counselor						
	4.9 H	• demonstrate ways to say “yes” to helpful decisions and “no” to harmful ones - Counselor			—			
4.9 E 4.9 C	• identify situations in which others may try to influence him or her to make negative decisions - Counselor							

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3	4.9 C	<p>The student is expected to:</p> <ul style="list-style-type: none"> name negative peer pressure student may face-Counselor 						
4	4.2 B	<ul style="list-style-type: none"> describe the function and location of body organs-Nurse state ways to take care of his or her body Nurse 			-			
	4.1 A-F 4.2 A	<ul style="list-style-type: none"> name behaviors that promote a healthy lifestyle-Physical Ed. 						
	4.3 A 4.3 B	<ul style="list-style-type: none"> set a personal health goal-Physical Ed. 						
	4.4 A	<ul style="list-style-type: none"> explain the terms “drug” and “medicine” -Nurse 			-			
	4.4 B	<ul style="list-style-type: none"> explain the three categories of drugs -Nurse 						
	4.4 C	<ul style="list-style-type: none"> state reasons for learning about the dangers of using drugs-Nurse 						
	4.4 A	<ul style="list-style-type: none"> explain how medicine can be both helpful and harmful-Nurse 						
	4.4 A	<ul style="list-style-type: none"> name safety rules for medicine-Nurse 						
	4.4 A	<ul style="list-style-type: none"> distinguish over-the-counter and prescription medicines-Nurse 						
	4.7 B	<ul style="list-style-type: none"> name and describe medical discoveries that have helped people-Nurse state ways medicines can help when used properly-Nurse 						
	4.4 C	<ul style="list-style-type: none"> describe the effects of alcohol on the body and behavior-Counselor 			-			
	4.4 C	<ul style="list-style-type: none"> define “alcoholism”Counselor 						
	4.4 C	<ul style="list-style-type: none"> describe the health hazards associated with tobacco-Counselor 						
	4.4 C	<ul style="list-style-type: none"> explain the meaning of “addiction” and/or “chemical dependence”-Counselor 						
	4.4 C	<ul style="list-style-type: none"> explain the effects of chemical dependence on individuals, their families, and society -Counselor 						

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4	4.4-9 G	<p>The student is expected to:</p> <ul style="list-style-type: none"> • identify resources in the community that help chemically dependent people and their families-Counselor 						
	4.4 C	<ul style="list-style-type: none"> • describe the effects of marijuana upon the body and behaviors-Counselor 			-			
	4.4 C	<ul style="list-style-type: none"> • identify health hazards of using marijuana Counselor 						
	4.4 C	<ul style="list-style-type: none"> • describe the effects of cocaine/crack on the body and behavior-Counselor 						
	4.4 C	<ul style="list-style-type: none"> • identify health hazards of using crack/ cocaine-Counselor 						
	4.4 C	<ul style="list-style-type: none"> • describe the harmful effects of cocaine and crack use on society-Counselor 						
	4.4 C	<ul style="list-style-type: none"> • describe the harmful effects of inhalants upon behavior and the body-Counselor 						
	4.8 A	<ul style="list-style-type: none"> • identify situations when drugs might be offered-Counselor 			-			
	4.9 C	<ul style="list-style-type: none"> • practice saying “no to drugs”-Counselor • explain the purpose of advertising -Teacher 						
	4.7 A	<ul style="list-style-type: none"> • identify the message of an advertisement -Teacher • say what is left out of the message -Teacher 						
	4.11 D	<ul style="list-style-type: none"> • identify influences that encourage and that discourage drug use-Counselor 						
	4.11 A 4.11 C	<ul style="list-style-type: none"> • identify trusted adults who can answer questions or help with drug issues -Counselor 			-			
	4.4 D	<ul style="list-style-type: none"> • present information about the dangers of drugs to others-Counselor 						

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4	4.3 A 4.4 C	<p>The student is expected to:</p> <ul style="list-style-type: none"> work with a team to play and carry out an activity to teach others in the school and/or community about the dangers of drugs -Counselor 						
5	4.8 A 4.8 B 4.8 B	<ul style="list-style-type: none"> define “skill” and “talent”-Teacher name some of his or her skills and talents of others-Teacher define responsible-Teacher identify ways grade four students are responsible-Teacher express how it feels to be responsible Teacher identify someone he or she wants to honor -Teacher select or carry out a way to honor this special person-Teacher name something he or she likes and appreciates about classmates-Teacher sign and/or autograph page for each classmate-Teacher 				—		
4	4.4 E 4.4 F	<ul style="list-style-type: none"> explain and develop a home-safety and emergency response plan such as fire safety-Teacher identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home -Physical Ed. 					—	
8	4.5 A 4.5 B	<ul style="list-style-type: none"> set personal-health goals for preventing illness-Nurse identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi-Nurse 					—	

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8	4.5 C 4.5 D	<p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss ways in which prevention and transmission of disease are affected by individual behaviors-Nurse • distinguish between communicable and non-communicable diseases -Nurse 						
9	4.6 A 4.6 B 4.4 G 4.2 B 4.5 C 4.5 D	<ul style="list-style-type: none"> • identify similarities in which healthy environments can be promoted in homes, schools, and communities-Physical Ed. • explain the importance of a community environmental health plan-Nurse • identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult-Counselor <p>• Human Sexuality Refer to: Family Life Human Sexuality Curriculum Health Promotion Wave Materials</p>					—	—