

**Health Education/Quest
Simplified Scope & Sequence
Grade 5**

UNIT	TITLE	TAAS	TEKS	TIMELINE
Unit 1	Building A School Community	R 5 M 5	5.6 C,D,F 5.8 B,C	4 weeks
Unit 2	Growing As A Group	R 4,5 M 5	5.6 B,C,D,F 5.9 B,C	4 weeks
Unit 3	Making Positive Decisions	R 4 M 5	5.6 A,B 5.9 A,B,C	4 weeks
Unit 4	Growing Up Drug Free	R 1,4 M 5	5.1 A-F 5.2 A 5.3 A,B 5.4 A,E 5.5 A-D,F 5.6 A,B,G 5.7 A,B 5.9D,E	6 weeks
Unit 5	Celebrating You & Me	R 5 M 5	5.8 A	4 weeks

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

Resources	TEKS Objectives	TAAS	TEKS	Timeline
Growing Healthy Chapter 9	How Do Communities Control & Prevent Disease	R 1,3-6 M 5,6,12	5.4 B,C,D	1 week
Growing Healthy Chapter 8	Keeping Yourself & Others Safe	R 2,4,5 M 12	5.5 E,G	2 weeks
Growing Healthy Chapter 9	Health Concerns of Your Community	R 1,3,6 M 5,6, 12	5.8 D	2 weeks
Counselor/Teacher	Neglect & Abuse	R 4	5.5 I	2 weeks
Health Promotion Wave/ Family Life Human Sexuality Curriculum	Sex Education	R 1,5	5.2 B 5.4 D	3 weeks

Total 32 Weeks

Recommended Resources:

Growing Healthy
Health Promotion Wave
Quest-Skills For Growing
DAVE Curriculum

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1		5.6 C 5.6 D 5.6 E	TLW: <ul style="list-style-type: none"> explain ways he or she can help create a caring classroom community-Teacher name some benefits of team work 	5 days					
		5.6 D	<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 classmates-Teacher 						
		5.6 D 5.6 C	<ul style="list-style-type: none"> name interests of classmates and the teacher-Teacher introduce a partner to the class 						
		5.6 D 5.6 C	<ul style="list-style-type: none"> introduce himself or herself to classmates-Teacher 						
1		5.6 D	<ul style="list-style-type: none"> participate in making classroom rules for treating each other with respect-Teacher name jobs or responsibilities he or she can assist with in the classroom or school or at home-Teacher 	5 days					
		5.8 B	<ul style="list-style-type: none"> determine external and internal benefits for completing a job-Teacher 						
		5.6 B	<ul style="list-style-type: none"> demonstrate or illustrate helping behaviors-Teacher contribute his or her skills and ideas to a group project-Teacher 	5 days					
		5.6 F 5.8 C	<ul style="list-style-type: none"> analyze the results of a classroom climate questionnaire-Counselor state something he or she could start doing to improve the classroom climate-Counselor 	5 days					
2		5.6 D 5.6 F	<ul style="list-style-type: none"> participate in an activity that requires cooperation-Counselor 	5 days					
		5.6 D 5.6 D	<ul style="list-style-type: none"> identify listening behaviors-Counselor demonstrate listening to the messages of others-Counselor 						

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2		5.6 B 5.6 C 5.6 D	TLW: <ul style="list-style-type: none"> demonstrate how to carry out group work roles-Teacher work cooperatively to complete an assignment-Teacher 	5 days					
		5.6 B	<ul style="list-style-type: none"> name skills required to make and keep friends demonstrate friendship behaviors-Counselor 		5 days				
3		5.9 C 5.6 F	<ul style="list-style-type: none"> state the steps to use in reaching a positive solution to a disagreement-Counselor 			5 days			
		5.9 C 5.9 B	<ul style="list-style-type: none"> demonstrate how to solve a conflict by reaching a positive agreement Counselor 						
		5.9 C	<ul style="list-style-type: none"> identify when compromise should not be used to settle a disagreement Counselor 			5 days			
		5.9 B 5.9 F	<ul style="list-style-type: none"> name some decisions he or she makes everyday-Counselor state whether certain decisions are made alone, made with the help of trusted adults, or influenced by others-Counselor 						
		5.9 A	<ul style="list-style-type: none"> classify decisions as positive/helpful or negative/harmful-Counselor predict the positive or negative consequences of a decision Counselor 			5 days			
		5.9 C 5.9 B	<ul style="list-style-type: none"> name or describe the steps in a decision making process-Counselor use the steps to choose among safe choices-Counselor demonstrate ways to say “yes” to helpful decisions and “no” to harmful ones-Counselor 						
		5.9 B	<ul style="list-style-type: none"> identify situations in which others may try to influence him or her to make negative decisions-Counselor 			5 days			

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3		5.6 A	<ul style="list-style-type: none"> name negative peer pressures students may face-Counselor 		5 days				
		5.6 B	<ul style="list-style-type: none"> explain the difference between positive and negative peer pressure demonstrate ways to apply positive peer pressure-Counselor 						
4		5.2 A	<ul style="list-style-type: none"> describe the function and location of body organs-Teacher 			5 days			
		5.4 A	<ul style="list-style-type: none"> state ways to take care of his or her body-Teacher 						
		5.1A-F 5.3 A 5.4 E 5.6 G 5.7AB 5.9 DE	<ul style="list-style-type: none"> name behaviors that promote a healthy lifestyle Teacher set a personal health goal-Teacher 						
		5.5AB	<ul style="list-style-type: none"> explain the terms “drug” and “medicine”-Teacher 			3 days			
		5.5AB	<ul style="list-style-type: none"> explain the three categories of drugs-Teacher 						
		5.5 D	<ul style="list-style-type: none"> state reasons for learning about the dangers of using drugs-Teacher 						
		5.5 C	<ul style="list-style-type: none"> describe the effects of alcohol on the body and behavior-Teacher define “alcoholism”-Teacher 			2 days			
		5.5 C	<ul style="list-style-type: none"> describe the health hazards associated with tobacco-Teacher 						
		5.5 C	<ul style="list-style-type: none"> explain the meaning of “addiction” and/or “chemical dependence”-Teacher 			3 days			
		5.5 C	<ul style="list-style-type: none"> explain the effects of chemical dependence on individuals, their families, and society-Teacher 						
		5.5 F 5.3 B	<ul style="list-style-type: none"> identify resources in the community that help chemically dependent people and their families-Teacher 						
		5.5 C	<ul style="list-style-type: none"> describe the effects of marijuana upon the body and behavior-Counselor identify health hazards of using marijuana-Counselor 			2 days			

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4		5.5 C	TLW: <ul style="list-style-type: none"> • describe the effects of cocaine/crack on the body and behavior-Counselor • identify health hazards of using crack/cocaine-Counselor • describe the harmful effects of cocaine and crack use on society Counselor • describe the harmful effects of inhalants upon behavior and the body-Counselor • describe the harmful effects of hallucinogens, steroids, and/or designer drugs upon behavior and the body-Counselor • identify situations when drugs might be offered -Counselor • practice saying “no to drugs-Counselor • state school rules concerning drug use-Counselor • state laws about drug use by minors • explain how laws protect our health and wellbeing-Counselor • explain the purpose of advertising-Teacher • identify the message of an advertisement-Teacher • identify influences that encourage and that discourage drug use-Counselor • identify trusted adults who can answer questions or help with drug issues-Counselor • present information about the dangers of drugs to classmates Counselor • work with a team to plan and carry out an activity to teach others in the school and/or community about the dangers of drugs-Counselor 			3 days				
		5.5 C					2 days			
		5.5 C								
		5.5 D					3 days			
		5.5 F								
		5.6 A								
		5.6 B								
		5.5 H								
		5.3 A						2 days		
		5.3 A								
		5.3 B								
		5.6 A								
		5.5 H				5 days				
		5.5 C								
		5.5 C								

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5		5.8 A	TLW: <ul style="list-style-type: none"> • explain the term “self-confidence” • identify some of his or her skills, talents, and qualities-Counselor • name skills, talents, and qualities of classmates-Teacher • share an important symbol from his or her personal or cultural heritage Teacher • name similarities and differences in the symbols shared by classmates - Teacher • name some accomplishments of the grade five class-Teacher • name some of his or her accomplishments this year-Teacher • write about these accomplishments for a class newsletter-Teacher 				5 days		
		5.8 A					5 days		
		5.8 C					5 days		
9		5.4 B	<ul style="list-style-type: none"> • explain what a timeline is-Teacher • work with teammates to collect information about the accomplishments of the school community-Teacher • assemble a timeline of important school-wide events-Teacher • relate the importance of immunizations in disease prevention Nurse • distinguish between myth and fact related to disease and disease prevention-Nurse • lists the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold-Nurse 				5 days		
		5.4 C					5 days		
		5.4 D					5 days		

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8		5.5 E	<ul style="list-style-type: none"> demonstrate strategies for preventing and responding to deliberate and accidental injuries Nurse 				5 days	5 days	
		5.5 G	<ul style="list-style-type: none"> describe response procedures for emergency situations-Nurse 						
9		5.8 D	<ul style="list-style-type: none"> identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging Teacher 					10 days	
		5.5 I	<ul style="list-style-type: none"> explain the impact of neglect and abuse-Counselor 					10 days	
		5.2 B 5.4 D	<ul style="list-style-type: none"> Human Sexuality <p>Refer to: Family Life Human Sexuality Curriculum</p>					5 days	10days

