### 1st Cycle

#### Unit 1: Foundations of Personal Health
This four-part unit focus on causes of stress; the physical response to stress; styles of communication; nutrition practices and preventive health care maintenance. In addition, the student will be provided with basic First Aid and Cardiopulmonary Resuscitation (CPR) instruction as well as skill development.

<table>
<thead>
<tr>
<th># Class Periods</th>
<th>29 Days Aug. 26 – Oct. 4, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 class periods (90-min. each) or 6 class periods (45-min. each)</td>
<td></td>
</tr>
</tbody>
</table>

#### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

**Part 1: Stress Management**
- **Managing Stress**
  - HE.1H Examine the causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.
- **Death and Grieving**
  - HE.1E Examine the stages related to grieving and death.
- **Suicide**
  - HE.1G Identify suicidal indicators and analyze prevention strategies.

**Part 2: Styles of Communication**
- **Communication**
  - HE.14A Demonstrate communication skills in building and maintaining healthy relationships.
  - HE.16A Apply communication skills that demonstrate consideration and respect for self, family, and others.
  - HE 17D Classify forms of communication such as passive, aggressive, or assertive.
- **Conflict Resolution**
  - HE.14D Evaluate the effectiveness of conflict resolution techniques in various situations.
- **Emotional Expression**
  - HE.15A Demonstrate strategies for communicating needs, wants, and emotions.
  - HE.16B Demonstrate empathy towards others.
  - HE.16C Analyze and develop ways to show disapproval of inconsiderate and disrespectful behavior.

**Part 3: Quality of Life**
- **Physical Health**
  - HE.1B Explain the relationship among body composition, diet, and fitness.
  - HE.2A Analyze the relationship between health promotion and disease prevention.
  - HE.6A Examine the effects of health behaviors on body systems such as getting enough rest, eating a well-balanced meal, and good posture.
- **Eating Disorders**
  - HE.1C Explain the relationship between nutrition, quality of life, and disease.
  - HE.1D Describe the causes, symptoms, and treatment of eating disorders.
- **Puberty**
  - HE.6C Analyze the body changes occurring during adolescence.

**Part 4: Health Maintenance**
- **Maintenance**
  - HE.1I Describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.
  - HE.6B Link the role of early detection and warning signs in determining health care needs.
  - HE.13B Identify situations requiring professional health services for individuals of all ages such as primary, preventive, and emergency care which includes Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) and Basic First Aid.
  - HE.18C Explore methods for addressing critical health issues such as intentional/unintentional injuries, tobacco-use, drug and other substances, sexual activity, poor nutritional habits, and lack of physical activity.
- **Safety**
  - HE.7H Analyze and utilize strategies for preventing and responding to deliberate and accidental injuries.
## 2019-2020 Scope and Sequence
### Health Education – High School

**2nd Cycle**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Personal and Social Health</td>
<td>3 class periods (90-min. each) or 5 class periods (45-min. each)</td>
<td><strong>Part 1: Health Information and Media</strong>&lt;br&gt;<strong>Health issues</strong>&lt;br&gt;HE.18C Develop strategies to evaluate information relating to a variety of critical health issues.&lt;br&gt;<strong>HE.1A</strong> Draw correlations between Healthy People 2020 and the major health concerns of the individual, family, and community.&lt;br&gt;<strong>Media and Technology</strong>&lt;br&gt;HE.4A Analyze the health messages delivered through media and technology.&lt;br&gt;HE.4B Explain how technology has impacted the health status of individuals, families, communities, and the world.&lt;br&gt;<strong>Health Information</strong>&lt;br&gt;HE.5A Develop evaluation criteria for health information.&lt;br&gt;HE.5B Demonstrate ways to utilize criteria to evaluate health information.&lt;br&gt;HE.5D Demonstrate decision-making skills based on health information.&lt;br&gt;<strong>Decision-Making</strong>&lt;br&gt;HE.17C Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills.</td>
</tr>
<tr>
<td></td>
<td><strong>Fall Holiday (students only) Oct. 9</strong></td>
<td><strong>Part 2: Communicable and Non-Communicable Diseases</strong>&lt;br&gt;<strong>Disease</strong>&lt;br&gt;HE.2D Analyze strategies related to the transmission and prevention of communicable and non-communicable diseases.&lt;br&gt;<strong>Decision-Making</strong>&lt;br&gt;HE.5D Demonstrate decision-making skills based on health information.</td>
</tr>
<tr>
<td></td>
<td><strong>Early Dismissals Oct. 18 Nov. 8</strong></td>
<td><strong>Part 3: Relationships</strong>&lt;br&gt;<strong>Abuse</strong>&lt;br&gt;HE.8D Analyze the importance of health strategies that prevent physical, sexual, and emotional abuse such as dating violence, sexual violence, verbal abuse, and harassment.&lt;br&gt;<strong>Relationships</strong>&lt;br&gt;HE.14B Distinguish between a dating relationship and a marriage.&lt;br&gt;HE.14C Analyze behaviors in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage.&lt;br&gt;<strong>Social Groups</strong>&lt;br&gt;HE.14G Evaluate the dynamics of social groups such as athletes, high academic achievers, Gothic, and gangs.</td>
</tr>
<tr>
<td></td>
<td><strong>Nov. 6-7 Extend Review Assess Reteach</strong></td>
<td><strong>Part 4: Risky Behaviors</strong>&lt;br&gt;<strong>Substance Abuse</strong>&lt;br&gt;HE.7B Analyze the harmful effects including the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, and other substances.&lt;br&gt;HE.7C Explain the relationship between substance abuse and the role these behaviors play in unsafe situations such as unprotected sexual activity and drinking and driving.</td>
</tr>
</tbody>
</table>

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

**2nd Cycle**

| 24 Days | Oct. 7 – Nov. 8, 2019 |

**Unit 2: Personal and Social Health**

This four-part unit focuses on decision-making and problem solving associated with personal, social, and sexual health. Other topics include transmission and prevention of communicable and non-communicable disease; maintaining healthy relationships; accessing school and community resources; avoiding and/or abstaining from risk-taking behaviors such as gang activity, violence, weapons, accidental injuries, and unprotected sexual activity.
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>24 Days</th>
<th>Oct. 7 – Nov. 8, 2019</th>
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<tbody>
<tr>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
<td>The student will:</td>
<td></td>
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<tr>
<td><strong>HE.7E</strong> Develop strategies for prevention and intervention of addictive substances and behaviors.</td>
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<tr>
<td><strong>HE.7F</strong> Compare and contrast alternatives to substance abuse.</td>
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<tr>
<td><strong>Risk Behaviors</strong></td>
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<tr>
<td><strong>HE.17E</strong> Associate risk-taking with consequences such as drinking and driving, sexual behavior, and carrying a weapon.</td>
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<tr>
<td><strong>Health Information</strong></td>
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<tr>
<td><strong>HE.5D</strong> Demonstrate decision-making skills based on health information.</td>
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<tr>
<td><strong>Refusal Strategies</strong></td>
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<tr>
<td><strong>HE.14E</strong> Demonstrate refusal strategies such as avoidance and identifying alternative activities.</td>
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<tr>
<td><strong>Health Laws and Policies</strong></td>
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<tr>
<td><strong>HE.2B</strong> Analyze the influence of laws, policies, and practices on health-related issues.</td>
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</tr>
<tr>
<td>3rd Cycle</td>
<td>24 Days</td>
<td>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
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<tr>
<td>Unit #</td>
<td>Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
<td></td>
</tr>
<tr>
<td>3rd Cycle</td>
<td>24 Days</td>
<td>The student will:</td>
<td></td>
</tr>
<tr>
<td>Nov. 11 – Dec. 19, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Class Periods</td>
<td></td>
<td></td>
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</tbody>
</table>
| Unit 3: Prevention and Intervention | 2 class periods (90-min. each) or 4 class periods (45-min. each) | **Part 1: Addiction**  
Addictive Substance  
HE.2E Explain why some medications require a prescription.  
HE.2F Explain the connection between the proper and safe use of prescription drugs and overall health.  
HE.2G Investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs.  
HE.2H Analyze the consequences of substance misuse of prescription and over-the-counter drugs.  
HE.3C Analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus.  
HE.7A Identify and describe forms of prescription drug misuse such as combining drugs for another effect and administering a drug improperly and substance use disorders.  
HE.7B Analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances.  
HE.7D Develop strategies for preventing use of tobacco, alcohol, and other addictive substances.  
HE.7E Develop strategies for preventing the misuse of prescription and over-the-counter drugs.  
HE.13A Identify support systems aimed at substance use disorders and substance misuse, including prescription drug misuse.  
HE.17A Identify individual and community protective factors and skills that prevent substance misuse and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or another trusted adult.  

**Thanksgiving Holiday Nov. 25-29**  
**Teacher Prep Day Dec. 20**  
**Winter Break Dec. 23-Jan.3** |

**Part 2: Sexual Health**  
**Abstinence**  
HE.8B Analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases.  
HE.7B Analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.  
HE.8F Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases (STDs), and the emotional trauma associated with adolescent sexual activity.  
HE.15C Communicate the importance of practicing abstinence to avoid high risk behaviors such as engaging in unprotected sexual activity.  
**Refusal Skills**  
HE.8A Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.  
**Contraceptive Methods**
### 3rd Cycle

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 Days</td>
</tr>
<tr>
<td>Nov. 11 – Dec. 19, 2019</td>
<td>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

#### Part 3: Pregnancy and Prenatal Care

- **HE.3A** Explain fetal development from conception through pregnancy and birth.
- **HE.3B** Explain the importance of prenatal care for both the baby and the mother, such as proper nutrition, regular physical activity, and medical check-ups.
- **HE.3C** Analyze the harmful effects of substances such as alcohol, tobacco, other drugs, and environmental hazards on the fetus.
- **HE.3D** Explain the significance of genetics and its role in fetal development.

#### Part 4: Health Laws and Policies

- **HE.2B** Analyze the influence of laws, policies, and practices on health-related issues.
- **HE.5C** Discuss the legal implications regarding sexual activity as it relates to minors.
- **HE.15B** Examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, sexual abuse, and violence.

#### Part 5: Social Health

**Relationships**

- **HE.9A** Evaluate positive and negative effects of various relationships on physical and emotional health, such as peers, family, and friends.

**Family Relationships**

- **HE.10A** Categorize the roles of parents, grandparents, and other family members in promoting a healthy family.
- **HE.10B** Analyze the dynamics of family roles and impact relating to health behavior.
- **HE.18B** Integrate knowledge of health issues with personal and family health concerns

#### Part 6: Community Health

**Health Services**

- **HE.13C** Explain how to access health services for individuals of all ages.
- **HE.2C** Identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion.
- **HE.12B** Research school and community health services for individuals of all ages such as vision and hearing screenings and immunization programs.
- **HE.12C** Compare and analyze the cost, availability, and accessibility of health services for people of all ages.
- **HE.18A** Research and present information about a health concern.

**Community Health**

- **HE.9B** Explain the benefits of positive relationships among community health professionals in promoting a healthy community.
### 3rd Cycle

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>24 Days Nov. 11 – Dec. 19, 2019</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HE.1F Discuss health-related social issues, for example, organ donation, homelessness and runaways.</td>
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<tr>
<td></td>
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<td></td>
<td>HE.11A Assess the impact of population and economy on community and world health.</td>
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<tr>
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<td>HE.10B Analyze the impact of the availability of health services in the community and the world.</td>
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<td></td>
<td>HE.10C Research and appraise a variety of community and world environmental protection programs.</td>
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<td></td>
<td>HE.16A Identify decision-making skills that promote individual, family, and community health.</td>
</tr>
</tbody>
</table>
### 4th Cycle

**29 Days**  
Jan. 6 – Feb. 14, 2020

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 4: Foundations of Personal Health**  
This four-part unit focus on causes of stress; the physical response to stress; styles of communication; nutrition practices and preventive health care maintenance. In addition, the student will be provided with basic First Aid and Cardiopulmonary Resuscitation (CPR) instruction as well as skill development. |  
| 3 class periods (90-min. each) or 6 class periods (45-min. each) | **Part 1: Stress Management**  
Managing Stress  
HE.1H Examine the causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.  
**Death and Grieving**  
HE.1E Examine the stages related to grieving and death.  
**Suicide**  
HE.1G Identify suicidal indicators and analyze prevention strategies.  
**Early Dismissals**  
Jan. 17  
Feb. 14 |  
**Part 2: Styles of Communication**  
Communication  
HE.14A Demonstrate communication skills in building and maintaining healthy relationships.  
HE.16A Apply communication skills that demonstrate consideration and respect for self, family, and others.  
HE 17D Classify forms of communication such as passive, aggressive, or assertive.  
**Conflict Resolution**  
HE.14D Evaluate the effectiveness of conflict resolution techniques in various situations.  
**Emotional Expression**  
HE.15A Demonstrate strategies for communicating needs, wants, and emotions.  
HE.16B Demonstrate empathy towards others.  
HE.16C Analyze and develop ways to show disapproval of inconsiderate and disrespectful behavior. |  
**MLK Jr. Day**  
Jan. 20 |  
**Part 3: Quality of Life**  
Physical Health  
HE.1B Explain the relationship among body composition, diet, and fitness.  
HE.2A Analyze the relationship between health promotion and disease prevention.  
HE.6A Examine the effects of health behaviors on body systems such as getting enough rest, eating a well-balanced meal, and good posture.  
**Eating Disorders**  
HE.1C Explain the relationship between nutrition, quality of life, and disease.  
HE.1D Describe the causes, symptoms, and treatment of eating disorders.  
**Puberty**  
HE.6C Analyze the body changes occurring during adolescence. |  
**Feb. 12-13**  
**Extend Review**  
**Assess Reteach** |  
**Part 4: Health Maintenance**  
Maintenance  
HE.1I Describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.  
HE.6B Link the role of early detection and warning signs in determining health care needs.  
HE.13B Identify situations requiring professional health services for individuals of all ages such as primary, preventive, and emergency care which includes...
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) and Basic First Aid.

**HE.18C** Explore methods for addressing critical health issues such as intentional/unintentional injuries, tobacco-use, drug and other substances, sexual activity, poor nutritional habits, and lack of physical activity.

**Safety**

**HE.7H** Analyze and utilize strategies for preventing and responding to deliberate and accidental injuries.
5th Cycle
Feb. 17 – Apr. 3, 2020

Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) | The student will:
--- | --- | --- | ---
Unit 5: Personal and Social Health | 4 class periods (90-min. each) or 7 class periods (45-min. each) | Part 1: Health Information and Media
HE.18C Develop strategies to evaluate information relating to a variety of critical health issues.
HE.1A Draw correlations between Healthy People 2020 and the major health concerns of the individual, family, and community.
Media and Technology
HE.4A Analyze the health messages delivered through media and technology.
HE.4B Explain how technology has impacted the health status of individuals, families, communities, and the world.
Health Information
HE.5A Develop evaluation criteria for health information.
HE.5B Demonstrate ways to utilize criteria to evaluate health information.
Decision-Making
HE.17C Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills.
Spring Break Mar. 16-20 | Part 2: Communicable and Non-Communicable Diseases
Disease
HE.2D Analyze strategies related to the transmission and prevention of communicable and non-communicable diseases.
Decision-Making
HE.5D Demonstrate decision-making skills based on health information.
Chávez / Huerta Day Mar. 30 | Part 3: Relationships
Abuse
HE.8D Analyze the importance of health strategies that prevent physical, sexual, and emotional abuse such as dating violence, sexual violence, verbal abuse, and harassment.
Relationships
HE.14B Distinguish between a dating relationship and a marriage.
HE.14C Analyze behaviors in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage.
Social Groups
HE.14G Evaluate the dynamics of social groups such as athletes, high academic achievers, Goth, and gangs.
Apr. 3 Extend Review Assess Reteach | Part 4: Risky Behaviors
Substance Abuse
HE.7B Explain the relationship between substance abuse and the role these behaviors play in unsafe situations such as unprotected sexual activity or drinking and driving.
HE.7C Explain the relationship between substance abuse and the role these behaviors play in unsafe situations such as unprotected sexual activity and drinking and driving.

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

Note: The number of class periods is adjusted to accommodate differentiated instruction, extended learning time, and assessment days.
<table>
<thead>
<tr>
<th>5th Cycle</th>
<th>29 Days</th>
<th>Feb. 17 – Apr. 3, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td># Class Periods</td>
<td>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

**The student will:**

- **HE.7E** Develop strategies for prevention and intervention of addictive substances and behaviors.
- **HE.7F** Compare and contrast alternatives to substance abuse.
- **Risk Behaviors**
- **HE.17E** Associate risk-taking with consequences such as drinking and driving, sexual behavior, and carrying a weapon.

**Refusal Strategies**

- **HE.14E** Demonstrate refusal strategies such as avoidance and identifying alternative activities.

**Health Laws and Policies**

- **HE.2B** Analyze the influence of laws, policies, and practices on health-related issues.
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

### 6th Cycle

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Spring Holiday</td>
<td>Apr. 10</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25</td>
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<td>May 28-29</td>
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<tr>
<td>Extend</td>
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<tr>
<td>Review</td>
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<td>Assess</td>
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<tr>
<td>Reteach</td>
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</tbody>
</table>

#### Unit 6: Prevention and Intervention

This six-part unit focuses on addictive behaviors and legal consequences; abstinence from sexual activity; life cycle from conception to birth; legal implication regarding sexual activity; harassment, acquaintance rape, sexual abuse, and violence; positive and negative effects of various relationships between family and friends; and assessing available health services in the community.

| # Class Periods | 3 class periods (90-min. each)  
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<tr>
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<tbody>
<tr>
<td></td>
<td>or 6 class periods (45-min. each)</td>
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</tbody>
</table>

#### Part 1: Addiction

**Addictive Substance**

- **HE.2E** Explain why some medications require a prescription.
- **HE.2F** Explain the connection between the proper and safe use of prescription drugs and overall health.
- **HE.2G** Investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs.
- **HE.2H** Analyze the consequences of substance misuse of prescription and over-the-counter drugs.
- **HE.3C** Analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus.
- **HE.7A** Identify and describe the effects of prescription drug misuse such as combining drugs for another effect and administering a drug improperly and substance use disorders.
- **HE.7B** Analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances.
- **HE.7D** Develop strategies for preventing use of tobacco, alcohol, and other addictive substances.
- **HE.7E** Develop strategies for preventing the misuse of prescription and over-the-counter drugs.
- **HE.13A** Identify support systems aimed at substance use disorders and substance misuse, including prescription drug misuse.
- **HE.17A** Identify individual and community protective factors and skills that prevent substance misuse and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or another trusted adult.

#### Part 2: Sexual Health

**Abstinence**

- **HE.8B** Analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases.
- **HE.8E** Analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.
- **HE.8F** Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases (STDs), and the emotional trauma associated with adolescent sexual activity.
- **HE.15C** Communicate the importance of practicing abstinence to avoid high risk behaviors such as engaging in unprotected sexual activity.

**Refusal Skills**

- **HE.8A** Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.

**Contraceptive Methods**

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**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

- **HE.2E**
- **HE.2F**
- **HE.2G**
- **HE.2H**
- **HE.3C**
- **HE.7A**
- **HE.7B**
- **HE.7D**
- **HE.7E**
- **HE.13A**
- **HE.17A**
- **HE.8B**
- **HE.8E**
- **HE.8F**
- **HE.15C**

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**Global Graduate**

- State Process Standard
- State Readiness Standard
- Aligned to Upcoming State Readiness Standard
- State Supporting Standard

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## 6th Cycle

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>38 Days</th>
<th>Apr. 6 - May 29, 2020</th>
</tr>
</thead>
</table>

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### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

<table>
<thead>
<tr>
<th>HE.8C</th>
<th>Analyze the effectiveness and ineffectiveness of various contraceptive methods on pregnancy, Sexually Transmittal Diseases (STDs) and benefits of abstinence until marriage.</th>
</tr>
</thead>
</table>

**Part 3: Pregnancy and Prenatal Care**

<table>
<thead>
<tr>
<th>HE.3B</th>
<th>Explain the importance of prenatal care for both the baby and the mother, such as proper nutrition, regular physical activity, and medical check-ups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE.3A</td>
<td>Explain fetal development from conception through pregnancy and birth.</td>
</tr>
<tr>
<td>HE.3C</td>
<td>Analyze the harmful effects of substances such as alcohol, tobacco, other drugs, and environmental hazards on the fetus.</td>
</tr>
<tr>
<td>HE.3D</td>
<td>Explain the significance of genetics and its role in fetal development.</td>
</tr>
</tbody>
</table>

**Part 4: Health Laws and Policies**

<table>
<thead>
<tr>
<th>HE.2B</th>
<th>Analyze the influence of laws, policies, and practices on health-related issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE.5C</td>
<td>Discuss the legal implications regarding sexual activity as it relates to minors.</td>
</tr>
<tr>
<td>HE.15B</td>
<td>Examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, sexual abuse, and violence.</td>
</tr>
</tbody>
</table>

**Part 5: Social Health**

<table>
<thead>
<tr>
<th>HE.9A</th>
<th>Evaluate positive and negative effects of various relationships on physical and emotional health, such as peers, family, and friends.</th>
</tr>
</thead>
</table>

**Family Relationships**

<table>
<thead>
<tr>
<th>HE.10A</th>
<th>Categorize the roles of parents, grandparents, and other family members in promoting a healthy family.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE.10B</td>
<td>Analyze the dynamics of family roles and impact relating to health behavior.</td>
</tr>
<tr>
<td>HE.18B</td>
<td>Integrate knowledge of health issues with personal and family health concerns.</td>
</tr>
</tbody>
</table>

**Part 6: Community Health**

<table>
<thead>
<tr>
<th>HE.13C</th>
<th>Explain how to access health services for individuals of all ages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE.2C</td>
<td>Identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion.</td>
</tr>
<tr>
<td>HE.12B</td>
<td>Research school and community health services for individuals of all ages such as vision and hearing screenings and immunization programs.</td>
</tr>
<tr>
<td>HE.12C</td>
<td>Compare and analyze the cost, availability, and accessibility of health services for people of all ages.</td>
</tr>
<tr>
<td>HE.18A</td>
<td>Research and present information about a health concern.</td>
</tr>
</tbody>
</table>

**Community Health**

| HE.9B | Explain the benefits of positive relationships among community health professionals in promoting a healthy community. |
### 6th Cycle

<table>
<thead>
<tr>
<th>38 Days</th>
<th>Apr. 6 - May 29, 2020</th>
</tr>
</thead>
</table>

#### # Class Periods

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#### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

| HE.1F | Discuss health-related social issues, for example, organ donation, homelessness and runaways. |
| HE.11A | Assess the impact of population and economy on community and world health. |
| HE.10B | Analyze the impact of the availability of health services in the community and the world. |
| HE.10C | Research and appraise a variety of community and world environmental protection programs. |
| HE.16A | Identify decision-making skills that promote individual, family, and community health. |