| **Cycle 1** | **29 Days** | *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.* |
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| Aug. 22-Sept. 30, 2022 |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)****The student will:** |
| **Unit 1: Social, Emotional, and Mental Health**This four-part unit will focus on goal-setting; effective decision-making skills; suicide prevention; and empathy, grief and loss awareness.  |  19 class periods (45-min. each)9 class periods (90-min. each)Teachers Report to Campuses Aug. 8 Teacher Service Days Aug. 8-12, Aug. 16-19 Teacher Prep Day (no students) Aug. 15 Labor Day Sept. 5 | **Lesson 1: Goal-Setting and Decision-Making****HE.3A** explain and demonstrate decision-making skills based on health information. **HE.16.C** discuss ways to participate in school-related efforts to address health-risk behaviors. **Lesson 2: Social-Emotional Health****HE.2A** discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others.**HE.2B** analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution. **Lesson 3: Mental Health****HE.4A** analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness. **Lesson 4: Suicide Prevention, Grief and Loss Awareness & Empathy****HE.5A** discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others.**HE.5B** discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.  |
| **Unit 2: Alcohol, Tobacco, & Other Drugs**This two-part unit focuses on addictive behaviors and substance abuse; the effects of addiction and abuse on health and wellness; and avoiding risky behaviors that lead to substance abuse.  | **#** 10 class periods (45-min. each)5 class periods (90-min. each) | **Lesson 5: Alcohol, Tobacco, & Other Drugs - Laws, Consent****HE.13A** examine examples of drug labels to determine the drug category and intended use.**HE.14A** describe the interrelatedness of alcohol and other drugs to health problems. **HE.15A** investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs.**HE.15B** explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult. **HE.16A** compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors.**HE.16B** design materials for health advocacy such as promoting a substance-free life.**HE.17A** analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs.**Lesson 6: Alcohol, Tobacco, & Other Drugs - Opiod, Prescription Drugs, & OTC Drugs****HE.13B** identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs.**HE.13C** develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.  |

| **Cycle 2** | **23 Days** | *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.* |
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| Oct. 3 - Nov. 4, 2022 |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)****The student will:** |
| **Unit 3: Injury and Violence Prevention** This three-part unit focuses on healthy and dysfunctional relationships; avoiding and/or abstaining from risk taking behaviors such as gang activity, violence, weapons, accidental injuries; emotional and physical abuse; the proper and improper use of social media and technology. In addition, the student will be provided with basic First Aid and Cardiopulmonary Resuscitation (CPR) instruction as well as skill development. | 12 class periods (45-min. each)6 class periods (90-min. each)Teacher Service Day (no students) Oct. 4 Fall Holiday Oct. 5 | **Lesson 1: Safety – Personal, Community, Environment****HE.10A** formulate strategies for avoiding violence, gangs, weapons, and human traffcking**HE.10B** assess the dynamics of gang behaviors. **HE.12A** research and analyze how exposure to family violence can influence cyclical behavioral patterns.**HE. 12B** create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment.**HE.12C** describe the ramifications of bullying behavior.**Lesson 2: Digital Citizenship and Media (Cyberbullying)****HE.11A d**evelop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.**HE.11B** identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators. **HE. 12B** create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment.**Lesson 3: First Aid and CPR****HE.9A** demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).  |
| **Unit 4: Nutrition, Physical Activity, and Physical Health** This three-part unit focuses on healthy eating and health information; best nutritional practices and preventive health care maintenance; physical activity and body image. | 11 class periods (45-min. each)5 class periods (90-min. each) | **Lesson 1: Nutritional Content and Dietary Plan****HE.6A** evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake.**HE.6B** compare and contrast the impact of healthy and unhealthy dietary practices.**HE.6C** describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.**HE.8A** evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods.**Lesson 2: Relationship between Nutrition and Physical Activity****HE.7A** analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefit.**HE.7B** analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity. **HE.3B** evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions. **Lesson 3: Preventative Health (Accessing Reliable Healthcare)****HE.1A** analyze health information based on health-related standards**HE.1C** discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.  |

| **Cycle 3** | **28 Days** | *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.* |
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| Nov. 7 - Dec. 21, 2022 |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)****The student will:** |
| **Unit 5: Human Growth and Development**This four-part unit focuses on abstinence from sexual activity; life cycle from conception to birth; health laws and policies; and assessing available health services in the community. | 28 class periods (45-min. each)14 class periods (90-min. each)Thanksgiving Break Nov. 21-25 Winter Break (students) Dec. 22 - Jan. 6 Winter Break (teachers) Dec. 22 - Jan. 4 | **Lesson: 1 Abstinence, Healthy Relationships, and Laws of Consent****HE.18A** analyzehow friendships provide a foundation for healthy dating/romantic relationships.**HE.18B** identify character traits that promote healthy dating/romantic relationships and marriage.**HE.18C** describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.**HE.19B** analyze the characteristics of harmful relationships that can lead to dating violence.**HE.19E** explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.**HE.21H** identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.**Lesson: 2 Personal Safety and Boundaries** **HE.17B** analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault. **HE.19A** describe the characteristics of sex traffcking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence.**HE.19B** analyze the characteristics of harmful relationships that can lead to dating violence.**HE.19C**  analyze healthy strategies for preventing physical, sexual, and emotional abuse.**HE.19D** analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.**HE.19E** explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.**HE.19F** examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.**HE.19G** examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person’s boundaries and manipulate or threaten someone into sexual activity.**HEW.19H** explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.**Lesson: 3 Understanding Risks, Responsibilities and Medical Issues****HE.21A** research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals.**HE.21F** analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression.**Lesson 4: Communicable and Non-Communicable Disease (STI’s, Chronic Health Diseases)****HE.1B** develop and analyze strategies to prevent communicable and non-communicable diseases.**HE.21B** describe various modes of transmission of STDs/STIs.**HE.21C** investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources.**HE.21D** describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms.**HE.21E** analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern.**HE.21G** analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.**Lesson 5: Contraceptives and Birth Control****HE.21G** analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.**HE.21I** analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy.**Lesson 6: Parent and Paternity Awareness (P.A.P.A.)****HE.21J** explain the legal responsibilities related to teen pregnancy, including child support and acknowledgment of paternity. **Lesson 7: Anatomy, Reproduction and Pregnancy****HE.20A** analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur. |

| **Cycle 4** | **33 Days** | *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.* |
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| Jan. 9 - Feb. 24, 2023 |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)****The student will:** |
| **Unit 1: Social Emotion Mental Health**This four-part unit will focus on goal-setting; effective communication skills; and decision making. development.  | 20 class periods (45-min. each)10 class periods (90-min. each)Winter Break (students) Dec. 22 - Jan. 6 Winter Break (teachers) Dec. 22 - Jan. 4 MLK Jr. Day Jan. 16 Teacher Prep Day (no students) Jan. 5 Teacher Service Day (no students) Jan. 6 Teacher Service Day (no students) Feb. 20 | **Lesson 1: Goal-Setting and Decision-Making****HE.3A** explain and demonstrate decision-making skills based on health information. **HE.16.C** discuss ways to participate in school-related efforts to address health-risk behaviors. **Lesson 2: Social-Emotional Health****HE.2A** discuss and demonstrate perspective-taking and ways to show respect for others’ feelings and express empathy toward others.**HE.2B** analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution. **Lesson 3: Mental Health****HE.4A** analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness. **Lesson 4: Suicide Prevention, Grief and Loss Awareness & Empathy****HE.5A** discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others.**HE.5B** discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide. |
| **Unit 2: Alcohol, Tobacco, & Other Drugs**This two-part unit focuses on addictive behaviors and substance abuse; the effects of addiction and abuse on health and wellness; and avoiding risky behaviors that lead to substance abuse.  | 13 class periods (45-min. each)6 class periods (90-min. each) | **Lesson 5: Alcohol, Tobacco, & Other Drugs - Laws, Consent****HE.13A** examine examples of drug labels to determine the drug category and intended use.**HE.14A** describe the interrelatedness of alcohol and other drugs to health problems. **HE.15A** investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs.**HE.15B** explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult. **HE.16A** compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors.**HE.16B** design materials for health advocacy such as promoting a substance-free life.**HE.17A** analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs.**Lesson 6: Alcohol, Tobacco, & Other Drugs - Opiod, Prescription Drugs, & OTC Drugs****HE.13B** identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs.**HE.13C** develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.  |

| **Cycle 5** | **28 Days** | *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.* |
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| Feb. 27 - Apr. 14, 2023 |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)****The student will:** |
| **Unit 3: Injury and Violence Prevention** This three-part unit focuses on healthy and dysfunctional relationships; avoiding and/or abstaining from risk taking behaviors such as gang activity, violence, weapons, accidental injuries; emotional and physical abuse; the proper and improper use of social media and technology. In addition, the student will be provided with basic First Aid and Cardiopulmonary Resuscitation (CPR) instruction as well as skill development | 14 class periods (45-min. each)7 class periods (90-min. each)Spring Break Mar. 13-17 Chávez-Huerta Day Mar. 31 Spring Holiday Apr. 7 | **Lesson 1: Safety – Personal, Community, Environment****HE.10A** formulate strategies for avoiding violence, gangs, weapons, and human traffcking**HE.10B** assess the dynamics of gang behaviors. **HE.12A** research and analyze how exposure to family violence can influence cyclical behavioral patterns.**HE. 12B** create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment.**HE.12C** describe the ramifications of bullying behavior.**Lesson 2: Digital Citizenship and Media (Cyberbullying)****HE.11A d**evelop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.**HE.11B** identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators. **HE. 12B** create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment.**Lesson 3: First Aid and CPR****HE.9A** demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).  |
| **Unit 4: Nutrition, Physical Activity, and Physical Health** This three-part unit focuses on healthy eating and health information; best nutritional practices and preventive health care maintenance; physical activity and body image. | 14 class periods (45-min. each)7 class periods (90-min. each) | **Lesson 1: Nutritional Content and Dietary Plan****HE.6A** evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake.**HE.6B** compare and contrast the impact of healthy and unhealthy dietary practices.**HE.6C** describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.**HE.8A** evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods.**Lesson 2: Relationship between Nutrition and Physical Activity****HE.7A** analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefit.**HE.7B** analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity. **HE.3B** evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions. **Lesson 3: Preventative Health (Accessing Reliable Healthcare)****HE.1A** analyze health information based on health-related standards**HE.1C** discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.  |

| **Cycle 6** | **31 Days** | *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.* |
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| Apr. 17 - May 31, 202 |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)****The student will:** |
| **Unit 5: Human Growth and Development**This four-part unit focuses on abstinence from sexual activity; life cycle from conception to birth; health laws and policies; and assessing available health services in the community. |  31 class periods (45-min. each)15 class periods (90-min. each)Spring Holiday Apr. 21 Memorial Day May 29 Teacher Prep Day (no students) June 1 | **Lesson: 1 Abstinence, Healthy Relationships, and Laws of Consent****HE.18A** analyzehow friendships provide a foundation for healthy dating/romantic relationships.**HE.18B** identify character traits that promote healthy dating/romantic relationships and marriage.**HE.18C** describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.**HE.19B** analyze the characteristics of harmful relationships that can lead to dating violence.**HE.19E** explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.**HE.21H** identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.**Lesson: 2 Personal Safety and Boundaries** **HE.17B** analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault. **HE.19A** describe the characteristics of sex traffcking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence.**HE.19B** analyze the characteristics of harmful relationships that can lead to dating violence.**HE.19C**  analyze healthy strategies for preventing physical, sexual, and emotional abuse.**HE.19D** analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.**HE.19E** explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.**HE.19F** examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.**HE.19G** examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person’s boundaries and manipulate or threaten someone into sexual activity.**HEW.19H** explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.**Lesson: 3 Understanding Risks, Responsibilities and Medical Issues****HE.21A** research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals.**HE.21F** analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression.**Lesson 4: Communicable and Non-Communicable Disease (STI’s, Chronic Health Diseases)****HE.1B** develop and analyze strategies to prevent communicable and non-communicable diseases.**HE.21B** describe various modes of transmission of STDs/STIs.**HE.21C** investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources.**HE.21D** describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms.**HE.21E** analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern.**HE.21G** analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.**Lesson 5: Contraceptives and Birth Control****HE.21G** analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.**HE.21I** analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy.**Lesson 6: Parent and Paternity Awareness (P.A.P.A.)****HE.21J** explain the legal responsibilities related to teen pregnancy, including child support and acknowledgment of paternity. **Lesson 7: Anatomy, Reproduction and Pregnancy****HE.20A** analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur. |