

| Cycle 1  | 27 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.   |
|--|--|--|
|  | Aug. 23 - Oct. 1, 2021   |  |
| Unit   | # Class Periods  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <b>Unit 1: Emotional and Mental Health</b><br>This three-part unit will focus on health and wellness; effective communication skills; and decision making. | 5 class periods (90-min. each)<br>or<br>11 class periods (45-min. each)<br><br><i>Enrichment Opportunities</i><br>Aug. 2-13<br><br><i>Teachers Report to Work</i><br>Aug. 16 | <b>Part 1: Foundations of Health and Wellness (3 class periods)</b><br><b>What is Health and Wellness?</b><br><b>HE.1A</b> Relate the nation's health goals and objectives to individual, family, and community health.<br><b>Understanding Stress</b><br><b>HE.1H</b> Examine the causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.<br><b>Coping with Grief and Suicide Prevention</b><br><b>HE.1E</b> Examine the stages related to grieving and death.<br><b>Suicide</b><br><b>HE.1G</b> Identify suicidal indicators and analyze prevention strategies.<br><b>HE. 7F</b> Analyze strategies for preventing and responding to deliberate and accidental injuries. |
|  | <i>Teacher Service Days</i><br>Aug. 16-17,<br>Aug. 19-20<br><br><i>Teacher Prep Day</i><br>(no students)<br>Aug. 18  | <b>Part 2: Effective Communication (5 class periods)</b><br><b>Skills for Effective Communication</b><br><b>HE.1H</b> Examine the causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.<br><b>Skills for Resolving Conflicts</b><br><b>HE.1E</b> Examine the stages related to grieving and death.<br><b>Anger Management and Emotional Expression</b><br><b>HE.15C</b> Analyze ways to show disapproval of inconsiderate and disrespectful behavior.  |
|  | <i>Labor Day</i><br>Sept. 6<br><br><i>Fall Holiday</i><br>Sept. 16<br><br><i>Teacher Service Day</i><br>(no students)<br>Sept. 17  | <b>Part 3: Decision Making (3 class periods)</b><br><b>Decision Making</b><br><b>HE.16B</b> Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills.   |

| Cycle 1   | 27 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.   |
|---|--|--|
|   | Aug. 23 - Oct. 1, 2021   |  |
| Unit  | # Class Periods  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <p><b>Unit 2: Violence and Injury Prevention</b><br/>This two-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.</p> | <p>5 class periods (90-min. each)<br/>or<br/>11 class periods (45-min. each)</p> | <p><b>Part 1: Healthy Relationships (5 class periods)</b><br/> <b>HE.8A</b> Evaluate positive and negative effects of various relationships on physical and emotional health, such as peers, family, and friends.<br/> <b>HE.9A</b> Categorize the roles of parents, grandparents, and other family members in promoting a healthy family.<br/> <b>HE.9B</b> Analyze the dynamics of family roles and impact relating to health behavior.<br/> <b>HE.13B</b> Distinguish between a dating relationship and a marriage.<br/> <b>HE.13C</b> Analyze behaviors in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage<br/> <b>HE.13G</b> Evaluate the dynamics of social groups.</p> <p><b>Part 2: Emotional and Physical Abuse (2 class periods)</b><br/> <b>HE.7J</b> Analyze the importance of health strategies that prevent physical, sexual, and emotional abuse such as dating violence, sexual violence, verbal abuse, and harassment.</p> <p><b>Part 3: Cardiopulmonary Resuscitation (CPR) (4 class periods)</b><br/> <b>HE.5B</b> Demonstrate ways to utilize criteria to evaluate health information for appropriateness.<br/> <b>HE.6B</b> Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care.<br/> <b>HE.7H</b> Analyze strategies for preventing and responding to deliberate and accidental injuries.</p> |

| Cycle 2  | 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.  |
|--|--|---|
|  | Oct. 5 - Nov. 12, 2021   |   |
| Unit   | # Class Periods  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <b>Unit 3: Nutrition and Physical Activity</b><br>This three-part unit focuses on healthy eating and health information; best nutritional practices and preventive health care maintenance; physical activity and body image.                    | 6 class periods (90 min. each)<br>or<br>12 class periods (45 min. each)<br><br><i>Teacher Service Day (no students)<br/>Oct. 4</i> | <p><b>Part 1: Healthy Eating (4 class periods)</b><br/> <b>Healthy and Balanced Diet</b><br/> <b>HE.17C</b> Develop strategies to evaluate information relating to a variety of critical health issues.<br/> <b>HE.1A</b> Draw correlations between Healthy People 2020 and the major health concerns of the individual, family, and community.</p> <hr/> <p><b>Part 2: Health Information (4 class periods)</b><br/> <b>HE.5A</b> Develop evaluation criteria for health information.<br/> <b>HE.5B</b> Demonstrate ways to utilize criteria to evaluate health information.<br/> <b>HE.5D</b> Demonstrate decision-making skills based on health information.</p> <hr/> <p><b>Part 3: Physical Activity and Body Image (4 class periods)</b><br/> <b>HE.1B</b> Examine the relationship among body composition, diet, and fitness.<br/> <b>HE.1D</b> Describe the causes, symptoms, and treatment of eating disorders.</p>  |
| <b>Unit 4: Tobacco Alcohol and Other Drugs</b><br>This three-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. | 6 class periods (90 min. each)<br>or<br>12 class periods (45 min. each)  | <p><b>Part 1: Addiction and Substance Abuse (4 class periods)</b><br/> <b>Addiction Substance</b><br/> <b>HE.7C</b> Develop strategies for prevention and intervention of addictive substances and behaviors.<br/> <b>HE.7A</b> Analyze the harmful effects including the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, and other substances.<br/> <b>HE.7D</b> Compare and contrast alternatives to substance abuse.<br/> <b>Substance Abuse</b><br/> <b>HE.7B</b> Explain the relationship between substance abuse and the role these behaviors play in unsafe situations such as unprotected sexual activity or drinking and driving.</p> <hr/> <p><b>Part 2: The Effects of Addiction and Abuse (4 class periods)</b><br/> <b>HE.6A</b> Examine the effects of health behaviors on body systems<br/> <b>HE.7A</b> Analyze the harmful effects including the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, and other substances.</p> <hr/> <p><b>Part 3: Risky Behaviors (4 class periods)</b><br/> <b>Risk-Taking</b><br/> <b>HE.16D</b> Associate risk-taking with consequences such as drinking and driving, sexual behavior, and carrying a weapon.<br/> <b>Refusal Strategies</b><br/> <b>HE.13E</b> Demonstrate refusal strategies such as avoidance and identifying alternative activities.</p> |

| Cycle 3  | 30 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.  |
|--|--|---|
|  | Nov. 15, 2021 - Jan. 14, 2022  |   |
| Unit   | # Class Periods  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <p><b>Unit 5: Personal and Reproductive Health and Community Health Services</b></p> <p>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.</p> | <p>12 class periods (90 min. each)<br/>or<br/>24 class periods (45 min. each)</p> <p><i>Thanksgiving Break</i><br/>Nov. 22-26</p> <p><i>Enrichment Opportunities</i><br/>Dec. 20-21</p> <p><i>Winter Break</i><br/>Dec. 20-31</p> <p><i>MLK Jr. Day</i><br/>Jan. 17</p> <p><i>Teacher Prep Day</i><br/>(no students)<br/>Jan. 18</p> | <p><b>Part 1: Sexual Health (10 class periods)</b><br/><b>Abstinence</b><br/><b>HE.6C</b> Appraise the significance of body changes occurring during adolescence.<br/><b>HE.7H</b> Analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases.<br/><b>HE.7K</b> 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.<br/><b>HE.7L</b> 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.<br/><b>HE.14C</b> Communicate the importance of practicing abstinence to avoid high risk behaviors such as engaging in unprotected sexual activity.<br/><b>Refusal Skills</b><br/><b>HE.7G</b> Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.<br/><b>Contraceptive Methods</b><br/><b>HE.7I</b> Analyze the effectiveness and ineffectiveness of various contraceptive methods on pregnancy, Sexually Transmittal Diseases (STDs) and benefits of abstinent until marriage.</p> <hr/> <p><b>Part 2: Pregnancy and Prenatal Care (4 class periods)</b><br/><b>HE.3B</b> Explain the importance of prenatal care for both the baby and the mother, such as proper nutrition, regular physical activity, and medical check-ups.<br/><b>HE.3A</b> Explain fetal development from conception through pregnancy and birth.<br/><b>HE.3C</b> Analyze the harmful effects of substances such as alcohol, tobacco, other drugs, and environmental hazards on the fetus.<br/><b>HE.3D</b> Explain the significance of genetics and its role in fetal development.</p> <hr/> <p><b>Part 3: Health Laws and Policies (4 class periods)</b><br/><b>HE.2B</b> Analyze the influence of laws, policies, and practices on health-related issues.<br/><b>HE.5C</b> Discuss the legal implications regarding sexual activity as it relates to minors.<br/><b>HE.14B</b> Examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, sexual abuse, and violence.</p> <hr/> <p><b>Part 4: Community Health Services (6 class periods)</b><br/><b>Health Services</b><br/><b>HE.6B</b> Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care.<br/><b>HE.12B</b> Explain how to access health services for individuals of all ages.<br/><b>HE.2C</b> Identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion.<br/><b>HE.11A</b> Research school and community health services for individuals of all ages such as vision and hearing screenings and immunization programs.</p> |

| <b>Cycle 3</b> | <b>30 Days</b>                   | <i>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.</i>   |
|----------------|----------------------------------|---|
|                | Nov. 15, 2021 -<br>Jan. 14, 2022 |   |
| Unit           | # Class Periods                  | <b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b><br><b>The student will:</b>   |
|                |                                  | <p><b>HE.11B</b> Compare and analyze the cost, availability, and accessibility of health services for people of all ages.</p> <p><b>HE.17A</b> Research and present information about a health concern.</p> <p><b>HE.8B</b> Explain the benefits of positive relationships among community health professionals in promoting a healthy community.</p> <p><b>HE.1F</b> Discuss health-related social issues, for example, organ donation, homelessness and runaways.</p> <p><b>HE.10A</b> Assess the impact of population and economy on community and world health.</p> <p><b>HE.10B</b> Analyze the impact of the availability of health services in the community and the world.</p> <p><b>HE.10C</b> Research and appraise a variety of community and world environmental protection programs.</p> <p><b>HE.16A</b> Identify decision-making skills that promote individual, family, and community health.</p> |



| Cycle 4  | 27 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.  |
|--|---|---|
|  | Jan. 19 - Feb. 25, 2022   |   |
| Unit   | # Class Periods   | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <b>Unit 1: Emotional and Mental Health</b><br>This three-part unit will focus on health and wellness; effective communication skills; and decision making. | 5 class periods (90 min. each)<br>or<br>11 class periods (45 min. each)<br><br><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i> | <b><u>Part 1: Foundations of Health and Wellness (4 class periods)</u></b><br><b>What is Health and Wellness?</b><br><b>HE.1A</b> Relate the nation's health goals and objectives to individual, family, and community health.<br><b>Understanding Stress</b><br><b>HE.1H</b> Examine the causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.<br><b>Coping with Grief and Suicide Prevention</b><br><b>HE.1E</b> Examine the stages related to grieving and death.<br><b>Suicide</b><br><b>HE.1G</b> Identify suicidal indicators and analyze prevention strategies.<br><b>HE. 7F</b> Analyze strategies for preventing and responding to deliberate and accidental injuries. |
|  |   | <b><u>Part 2: Effective Communication (4 class periods)</u></b><br><b>Skills for Effective Communication</b><br><b>HE.1H</b> Examine the causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression.<br><b>Skills for Resolving Conflicts</b><br><b>HE.1E</b> Examine the stages related to grieving and death.<br><b>Anger Management and Emotional Expression</b><br><b>HE.15C</b> Analyze ways to show disapproval of inconsiderate and disrespectful behavior.  |
|  |   | <b><u>Part 3: Decision Making (3 class periods)</u></b><br><b>Decision Making</b><br><b>HE.16B</b> Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills.   |

| Cycle 4   | 27 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.   |
|---|--|--|
|   | Jan. 19 - Feb. 25, 2022  |  |
| Unit  | # Class Periods  | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <p><b>Unit 2: Violence and Injury Prevention</b><br/>This two-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.</p> | <p>6 class periods (90 min. each)<br/>or<br/>12 class periods (45 min. each)</p> | <p><b>Part 1: Healthy and Dysfunctional Relationships (6 class periods)</b><br/> <b>HE.8A</b> Evaluate positive and negative effects of various relationships on physical and emotional health, such as peers, family, and friends.<br/> <b>HE.9A</b> Categorize the roles of parents, grandparents, and other family members in promoting a healthy family.<br/> <b>HE.9B</b> Analyze the dynamics of family roles and impact relating to health behavior.<br/> <b>HE.13B</b> Distinguish between a dating relationship and a marriage.<br/> <b>HE.13C</b> Analyze behaviors in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage<br/> <b>HE.13G</b> Evaluate the dynamics of social groups.</p> <hr/> <p><b>Part 2: Emotional and Physical Abuse (4 class periods)</b><br/> <b>HE.7J</b> Analyze the importance of health strategies that prevent physical, sexual, and emotional abuse such as dating violence, sexual violence, verbal abuse, and harassment.</p> <p><b>Part 3: Cardiopulmonary Resuscitation (CPR) (4 class periods)</b><br/> <b>HE.5B</b> Demonstrate ways to utilize criteria to evaluate health information for appropriateness.<br/> <b>HE.6B</b> Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care.<br/> <b>HE.7H</b> Analyze strategies for preventing and responding to deliberate and accidental injuries.</p> |

| Cycle 5  | 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.  |
|--|---|---|
|  | Feb. 28 - Apr. 22, 2022   |   |
| Unit   | # Class Periods   | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
| <p><b>Unit 3: Nutrition and Physical Activity</b><br/>This three-part unit focuses on healthy eating and health information; best nutritional practices and preventive health care maintenance; physical activity and body image.</p>                    | <p>6 class periods (90 min. each)<br/>or<br/>13 class periods (45 min. each)</p> <p><i>Enrichment Opportunities</i><br/>Mar. 14-16</p> <p><i>Spring Break</i><br/>Mar. 14-18</p> <p><i>Chávez-Huerta Day</i><br/>Mar. 28</p> <p><i>Spring Holiday</i><br/>Apr. 15</p> | <p><b>Part 1: Healthy Eating (4 class periods)</b><br/><b>Healthy and Balanced Diet</b><br/><b>HE.17C</b> Develop strategies to evaluate information relating to a variety of critical health issues.<br/><b>HE.1A</b> Draw correlations between Healthy People 2020 and the major health concerns of the individual, family, and community.</p> <hr/> <p><b>Part 2: Health Information (4 class periods)</b><br/><b>HE.5A</b> Develop evaluation criteria for health information.<br/><b>HE.5B</b> Demonstrate ways to utilize criteria to evaluate health information.<br/><b>HE.5D</b> Demonstrate decision-making skills based on health information.</p> <hr/> <p><b>Part 3: Physical Activity and Body Image (5 class periods)</b><br/><b>HE.1B</b> Examine the relationship among body composition, diet, and fitness.<br/><b>HE.1D</b> Describe the causes, symptoms, and treatment of eating disorders.</p>  |
| <p><b>Unit 4: Tobacco Alcohol and Other Drugs</b><br/>This three-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.</p> | <p>7 class periods (90 min. each)<br/>or<br/>13 class periods (45 min. each)</p>  | <p><b>Part 1: Addiction and Substance Abuse (5 class periods)</b><br/><b>Addiction Substance</b><br/><b>HE.7C</b> Develop strategies for prevention and intervention of addictive substances and behaviors.<br/><b>HE.7A</b> Analyze the harmful effects including the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, and other substances.<br/><b>HE.7D</b> Compare and contrast alternatives to substance abuse.<br/><b>Substance Abuse</b><br/><b>HE.7B</b> Explain the relationship between substance abuse and the role these behaviors play in unsafe situations such as unprotected sexual activity or drinking and driving.</p> <hr/> <p><b>Part 2: The Effects of Addiction and Abuse (5 class periods)</b><br/><b>HE.6A</b> Examine the effects of health behaviors on body systems<br/><b>HE.7A</b> Analyze the harmful effects including the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, and other substances.</p> <hr/> <p><b>Part 3: Risky Behaviors (3 class periods)</b><br/><b>Risk-Taking</b><br/><b>HE.16D</b> Associate risk-taking with consequences such as drinking and driving, sexual behavior, and carrying a weapon.<br/><b>Refusal Strategies</b><br/><b>HE.13E</b> Demonstrate refusal strategies such as avoidance and identifying alternative activities.</p> |



| 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.   |
|--|---|--|
|  | Apr. 25 - June 7, 2022  |  |
| Unit   | # Class Periods   | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:  |
| <p><b>Unit 5: Personal and Reproductive Health and Community Health Services</b></p> <p>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.</p> | <p>13 class periods (90 min. each)<br/>or<br/>26 class periods (45 min. each)</p> <p><i>Memorial Day<br/>May 30</i></p> <p><i>Teacher Prep Day<br/>(no students)<br/>June 8</i></p> | <p><b>Part 1: Sexual Health (10 class periods)</b></p> <p><b>Abstinence</b></p> <p><b>HE.6C</b> Appraise the significance of body changes occurring during adolescence.</p> <p><b>HE.7H</b> Analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases.</p> <p><b>HE.7K</b> 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.</p> <p><b>HE.7L</b> 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.</p> <p><b>HE.14C</b> Communicate the importance of practicing abstinence to avoid high risk behaviors such as engaging in unprotected sexual activity.</p> <p><b>Refusal Skills</b></p> <p><b>HE.7G</b> Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.</p> <p><b>Contraceptive Methods</b></p> <p><b>HE.7I</b> Analyze the effectiveness and ineffectiveness of various contraceptive methods on pregnancy, Sexually Transmittal Diseases (STDs) and benefits of abstinent until marriage.</p> <hr/> <p><b>Part 2: Pregnancy and Prenatal Care (4 class periods)</b></p> <p><b>HE.3B</b> Explain the importance of prenatal care for both the baby and the mother, such as proper nutrition, regular physical activity, and medical check-ups.</p> <p><b>HE.3A</b> Explain fetal development from conception through pregnancy and birth.</p> <p><b>HE.3C</b> Analyze the harmful effects of substances such as alcohol, tobacco, other drugs, and environmental hazards on the fetus.</p> <p><b>HE.3D</b> Explain the significance of genetics and its role in fetal development.</p> <hr/> <p><b>Part 3: Health Laws and Policies (6 class periods)</b></p> <p><b>HE.2B</b> Analyze the influence of laws, policies, and practices on health-related issues.</p> <p><b>HE.5C</b> Discuss the legal implications regarding sexual activity as it relates to minors.</p> <p><b>HE.14B</b> Examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, sexual abuse, and violence.</p> <hr/> <p><b>Part 4: Community Health Services (6 class periods)</b></p> <p><b>Health Services</b></p> <p><b>HE.6B</b> Relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care</p> <p><b>HE.12B</b> Explain how to access health services for individuals of all ages.</p> <p><b>HE.2C</b> Identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion.</p> <p><b>HE.11A</b> Research school and community health services for individuals of all ages such as vision and hearing screenings and immunization programs.</p> |

| Cycle 6 | 31 Days                | <i>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.</i>   |
|---------|------------------------|---|
|         | Apr. 25 - June 7, 2022 |   |
| Unit    | # Class Periods        | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will:   |
|         |                        | <p><b>HE.11B</b> Compare and analyze the cost, availability, and accessibility of health services for people of all ages.</p> <p><b>HE.17A</b> Research and present information about a health concern.</p> <p><b>HE.8B</b> Explain the benefits of positive relationships among community health professionals in promoting a healthy community.</p> <p><b>HE.1F</b> Discuss health-related social issues, for example, organ donation, homelessness and runaways.</p> <p><b>HE.10A</b> Assess the impact of population and economy on community and world health.</p> <p><b>HE.10B</b> Analyze the impact of the availability of health services in the community and the world.</p> <p><b>HE.10C</b> Research and appraise a variety of community and world environmental protection programs.</p> <p><b>HE.16A</b> Identify decision-making skills that promote individual, family, and community health.</p> |