

Cycle 1	38 Days		The recommended number of lessons 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. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 1: My Self</u> In this unit, students will develop self-awareness skills necessary for coping and responding to the demands of daily life.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Oct. 11</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p> <p>Extend Review Assess Reteach Oct. 14-18</p>	<p><u>Communication</u> HE.3.7A Describe how the media can influence knowledge and health behaviors. HE.3.9A demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue. HE.3.9B Demonstrate strategies for resolving conflicts. HE.3.9C Explain how to be a good friend. HE.3.9D demonstrate effective listening skills. HE.3.9E Identify ways to communicate with parents/trusted adults about health concerns. HE.3.9F Demonstrate refusal skills.</p> <p><u>Decision Making/Goal Setting</u> HE.3.11F Describe goal-setting skills. HE.3.11G Explain the importance of time passage with respect to a goal.</p> <p><u>Influencing Factors</u> HE.3.8A Distinguish between positive and negative peer pressures and their effects on personal health behaviors. HE.3.9G Describe ways to help build self-esteem for oneself, friends, and others. HE.3.8 B Describe ways in which peers and families can work together to build a healthy community.</p>	

Cycle 2	39 Days		The recommended number of lessons 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. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 2: My body</u> In this unit, students will focus on understanding the relationship between body systems, nutrition, disease, and personal well-being.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Dec. 13</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p>Extend Review Assess Reteach Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><u>Communication</u> HE.3.7A Describe how the media can influence knowledge and health behaviors. HE.3.7B Identify ways in which health care has improved as a result of technology.</p> <p><u>Decision Making and Goal Setting</u> HE.3.11C Explain the positive and negative consequences of making a health-related choice. HE.3.11A Practice critical-thinking skills when making health decisions.</p> <p><u>Diseases</u> HE.3.3A Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease. HE.3.3B Explain the body’s defense systems and how they fight disease. HE.3.3C Explain actions to take when illness occurs, such as informing parents/adults.</p> <p><u>Health Information</u> HE.3.1A Explain how personal-health habits affect self and others. HE.3.1B Describe ways to improve personal fitness. HE.3.2D Identify examples of abuse and describe appropriate responses. HE.3.3A Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease. HE.3.1C Identify types of nutrients.</p> <p><u>Influencing Factors</u> HE.3.2B Describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them.</p> <p><u>Our Bodies</u> HE.3.4A List and explain the stages of growth and development. HE.3.4B Name and locate major components of the body systems. HE.3.4C Explain the interrelationships of the body systems.</p>	

Cycle 3	49 Days		The recommended number of lessons 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. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 3: My Relationships</u> In this unit, students will emphasize skills needed in personal relationships by identifying roles and responsibilities.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: Jan. 6 – Mar. 6</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p> <p>Extend Review Assess Reteach Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><u>Communication</u> HE.3.9A Demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue. HE.3.9B Demonstrate strategies for resolving conflicts. HE.3.9D Demonstrate effective listening skills. HE.3.9E Identify ways to communicate with parents/trusted adults about health concerns. In this unit, students will emphasize skills needed in personal relationships by identifying roles and responsibilities HE.3.9F Demonstrate refusal skills. HE.3.10A Demonstrate respectful communication with family members, peers, teachers, and others. HE.3.10B Describe the mental-health value of respectful communication, such as reducing the potential for angry behavior. HE.3.11E Practice assertive communication and refusal skills; potential for angry behavior.</p> <p><u>Decision Making and Goal Setting</u> HE.3.11A Practice critical-thinking skills when making health decisions. HE.3.11F Describe goal-setting skills. HE.3.11D Explain the importance of seeking assistance in making decisions about health.</p> <p><u>Diseases</u> HE.3.3A Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease. HE.3.3B Explain the body’s defense systems and how they fight disease. HE.3.3C Explain actions to take when illness occurs, such as informing parents/adults.</p> <p><u>Health Information</u> HE.3.2B Describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and so social health and why people should not use them. HE.3.2D Identify examples of abuse and describe appropriate responses. HE.3.1A Explain how personal-health habits affect self and others.</p> <p><u>Influencing Factors</u> HE.3.2E Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries. HE.3.1A Explain how personal-health habits affect self and others.</p>	

Cycle 4	47 Days		The recommended number of lessons 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.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 4:</u> <u>My Choices</u> In this unit, students will focus on how to make healthy decisions in regards to their personal health, such as keeping their bodies safe and clean, avoiding uncomfortable situations, and seeking out a trusted adult for help.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: Mar. 23 – May 22</p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><i>Memorial Day</i> <i>May 25</i></p> <p>Extend Review Assess Reteach May 26-29</p>	<p><u>Communication</u> HE.3.9A Demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue. HE.3.9C Explain how to be a good friend. HE.3.9D demonstrate effective listening skills. HE.3.10A Demonstrate respectful communication with family members, peers, teachers, and others. HE.3.10B Describe the mental-health value of respectful communication, such as reducing the potential for angry behavior.</p> <p><u>Decision Making and Goal Setting</u> HE.3.11E Practice assertive communication and refusal skills. HE.3.11A Practice critical-thinking skills when making health decisions.</p> <p><u>Health Information</u> HE.3.1A Explain how personal-health habits affect self and others. HE.3.1B Describe ways to improve personal fitness. HE.3.1C Identify types of nutrients. HE.3.1D Describe food combinations in a balanced diet, such as a food pyramid.</p> <p><u>Influencing Factors</u> HE.3.9G Describe ways to help build self-esteem for oneself, friends, and others.</p> <p><u>Our Bodies</u> HE.3.4A List and explain the stages of growth and development. HE.3.4B Name and locate major components of the body systems. HE.3.4C Explain the interrelationships of the body systems.</p> <p><u>Safety</u> HE.3.2A explain the need for obeying safety rules at home, school, work, and play, such as bike safety and avoidance of weapons. HE.3.2C Identify reasons for avoiding violence, gangs, weapons, and drugs.</p>	