

Cycle 1	27 Days	
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 1: Personal Health and Wellness In this unit students will practice knowledge and skills to comprehend concepts related to disease prevention, personal health care maintenance, and health promotion. As well as identify proper ways to protect vision, hearing and skin, be able to explain the importance of sleep and rest, and protective measures for communicable and non-communicable diseases.	8 # class periods (45-min. each)	3.1A Explain how personal-health habits affect self and others 3.1F Explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills. 3.3A Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease; 3.3B Explain the body's defense systems and how they fight disease; and 3.3C Explain actions to take when illness occurs such as informing parents/adults. 3.4A List and explain the stages of growth and development; 3.4B Name and locate major components of the body systems; and 3.4C Explain the interrelationships of the body systems. 3.11B Gather data to help make informed health choices; 3.11C Explain the positive and negative consequences of making a health-related choice
	<i>Enrichment Opportunities</i> Aug. 2-13 <i>Teachers Report to Work</i> Aug. 16 <i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20 <i>Teacher Prep Day</i> (no students) Aug. 18 <i>Labor Day</i> Sept. 6 <i>Fall Holiday</i> Sept. 16 <i>Teacher Service Day</i> (no students) Sept. 17	

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) The student will:	
Unit 2: Consumer, Community, and Environmental Health In this unit, students will explore knowledge and skills for influences on health behaviors, analyze ways to access health resources, and valid information, products, and services that affect health behaviors.	8 # class periods (45-min. each)	3.5(A) Demonstrate the ability to locate resources from parents and family members, school, and the community. 3.5(B) Demonstrate the ability to locate school and community health helpers. 3.6(A) Relate how protecting the environment promotes individual and community health. 3.6(B) Identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness. 3.6(C) Identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws. 3.6(D) Describe roles and responsibilities of family members in promoting and practicing health behaviors. 3.7(A) Describe how the media can influence knowledge and health behaviors. 3.7(B) Identify ways in which health care has improved as a result of technology. 3.11(A) Practice critical-thinking skills when making health decisions. 3.11(B) Gather data to help make informed health choices. 3.11(C) Explain the positive and negative consequences of making a health-related choice. 3.11(D) Explain the importance of seeking assistance in making decisions about health. 3.11(F) Describe goal-setting skills. 3.11(G) Explain the importance of time passage with respect to a goal.	
	<i>Teacher Service Day</i> <i>(no students)</i> <i>Oct. 4</i>		

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) The student will:
Unit 3: Social, Emotional, and Mental Health In this unit, students will apply knowledge and skills to enhance social, emotional, and mental health concepts. Develop and maintain healthy relationships while demonstrating positive communication skills when interacting with family, peers, and others. Comprehend the treatment, respect and care of self and others as well as concepts related to stress and stress management.	8 # class periods (45-min. each)	3.1(E) Explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music. 3.8(A) Distinguish between positive and negative peer pressures and their effects on personal health behaviors. 3.8(B) Describe ways in which peers and families can work together to build a healthy community. 3.9(A) Demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue. 3.9(B) Demonstrate strategies for resolving conflicts. 3.9(C) Explain how to be a good friend. 3.9(D) Demonstrate effective listening skills. 3.9(E) Identify ways to communicate with parents/trusted adults about health concerns. 3.9(F) Demonstrate refusal skills. 3.9(G) Describe ways to help build self-esteem for oneself, friends, and others. 3.10(A) Demonstrate respectful communication with family members, peers, teachers, and others. 3.10(B) Describe the mental-health value of respectful communication such as reducing the potential for angry behavior. 3.10(C) Express needs, wants, and emotions in healthy ways. 3.11(E) Practice assertive communication and refusal skills.
	<i>Thanksgiving Break</i> Nov. 22-26 <i>Enrichment Opportunities</i> Dec. 20-21 <i>Winter Break</i> Dec. 20-31 <i>MLK Jr. Day</i> Jan. 17 <i>Teacher Prep Day</i> (no students) Jan. 18	

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) The student will:
Unit 4: Nutrition and Physical Activity In this unit, students will apply knowledge and skills to develop healthy eating and drinking behaviors (practice s). Learners will explain how physical activity can benefit personal health.	8 # class periods (45-min. each)	3.1(B) Describe ways to improve personal fitness. 3.1(C) Identify types of nutrients. 3.1(D) Describe food combinations in a balanced diet such as a food pyramid. 3.1(E) Explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music. 3.2(A) Explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons. 3.4(B) Name and locate major components of the body systems. 3.4(C) Explain the interrelationships of the body systems. 3.11(B) Gather data to help make informed health choices. 3.11(F) Describe goal-setting skills.
	<i>Teacher Service Day/Presidents' Day</i> <i>(no students)</i> <i>Feb. 21</i>	

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) The student will:
Unit 5: Alcohol, Tobacco, and Other Drugs Prevention In this unit, students will utilize knowledge and skills to distinguish between helpful and harmful substances (alcohol, tobacco, other drugs).	8 # class periods (45-min. each)	3.2(A) Explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons. 3.2(B) Describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them. 3.2(C) Identify reasons for avoiding violence, gangs, weapons and drugs. 3.2(D) Identify examples of abuse and describe appropriate responses. 3.2(E) Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries. 3.5(A) Demonstrate the ability to locate resources from parents and family members, school, and the community. 3.5(B) Demonstrate the ability to locate school and community health helpers. 3.6(C) Identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws. 3.8(A) Distinguish between positive and negative peer pressures and their effects on personal health behaviors. 3.9(E) Identify ways to communicate with parents/trusted adults about health concerns. 3.11(E) Practice assertive communication and refusal skills.
	<i>Enrichment Opportunities</i> Mar. 14-16	
	<i>Spring Break</i> Mar. 14-18	
	<i>Chávez-Huerta Day</i> Mar. 28	
	<i>Spring Holiday</i> Apr. 15	

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) The student will:
Unit 6: Safety, Injury, and Violence Prevention In this unit, students will apply knowledge and skills to promote a safe, violence, and bully free environment. Practice disaster preparedness procedures and demonstrate the ability to execute an escape plan for various emergency situations. Utilize appropriate injury protective gear, equipment and guidelines.	8 # class periods (45-min. each)	3.2(A) Explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons. 3.2(C) Identify reasons for avoiding violence, gangs, weapons and drugs. 3.2(D) Identify examples of abuse and describe appropriate responses. 3.2(E) Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries. 3.5(A) Demonstrate the ability to locate resources from parents and family members, school, and the community. 3.5(B) Demonstrate the ability to locate school and community health helpers. 3.6(A) Relate how protecting the environment promotes individual and community health. 3.6(B) Identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness. 3.6(C) Identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws. 3.6(D) Describe roles and responsibilities of family members in promoting and practicing health behaviors.
	<i>Memorial Day</i> <i>May 30</i> <i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i>	