

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 and skills necessary for coping and responding to the demands of everyday 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.2.10A Describe how to effectively communicate. HE.2.10B Express needs, wants, and emotions in healthy ways. HE.2.10C Explain the benefits of practicing self-control. HE.2.9B List and demonstrate good listening skills.</p> <p><u>Decision Making/Goal Setting</u> HE.2.11A Explain steps in the decision-making process and the importance of following the steps. HE.2.9 Demonstrate refusal skills.</p> <p><u>Influencing Factors</u> HE.2.7A Describe how the media can influence an individual’s health choices, such as television ads for fast foods and breakfast cereals. HE.2.7B Discuss how personal health care products have been improved by technology, such as sunblock and safety equipment. HE.2.8A Describe how friends can influence a person’s health. HE.2.8B Recognize unsafe requests made by friends, such as playing in the street. HE.2.9A Identify characteristics needed to be a responsible family member or friend. HE.2.9B List and demonstrate good listening skills. HE.2.9C Demonstrate refusal skills. HE.2.10D Describe how to effectively respond to bullying of oneself or others. HE.2.10E Explain the benefits of treating friends, teachers, family members, and peers with respect. HE.2.12A Identify negative consequences that result from bullying behaviors. HE.2.12B Identify ways to respond when made to feel uncomfortable or unsafe.</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>Unit 2: My Body In this unit students understand 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>Communication HE.2.10B Express needs, wants, and emotions in healthy ways. HE.2.19C Explain the benefits of practicing self-control.</p> <p>Decision Making and Goal Setting HE.2.2B Identify ways to avoid deliberate and accidental injuries. HE.2.2F Identify a trusted adult, such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult. HE.2.11A Explain steps in the decision-making process and the importance of following the steps. HE.2.11B Describe how personal-health decisions affect self and others. HE.2.11C List the steps and describe the importance of task completion and goal setting. HE.2.11D Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</p> <p>Diseases HE.2.1G Describe how a healthy diet can help protect the body against some diseases. HE.2.4A Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization. HE.2.4B Identify causes of disease other than germs, such as allergies and heart disease. HE.2.4C Explain how the body provides protection from disease. HE.2.4D Apply practices to control spread of germs in daily life, such as hand washing and skin care.</p> <p>Health Information HE.2.2A Identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body. HE.2.3A Describe behaviors that protect the body structure and organs, such as wearing a seat belt and wearing a bicycle helmet. HE.2.3B Identify the major organs of the body, such as the heart, lungs, and brain and describe their primary function. HE.2.5A Identify hazards in the environment that affect health and safety, such as having loaded guns in the home and drinking untreated water. HE.2.5B Describe strategies for protecting the environment and the relationship between the environment and individual health, such as air pollution and ultra-violet rays. HE.2.6A Identify people who can provide health information. HE.2.6B Identify various media that provide health information.</p> <p>Influencing Factors HE.2.7B Discuss how personal healthcare products have been improved by technology, such as sunblock and safety equipment. HE.2.8A Describe how friends can influence a person's health.</p>	

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
	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.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>HE.2.9A Identify characteristics needed to be a responsible family member or friend.</p> <p>HE.2.9B List and demonstrate good listening skills.</p> <p>HE.2.9C Demonstrate refusal skills.</p> <p>HE.2.12B Identify ways to respond when made to feel uncomfortable or unsafe.</p> <p>Our Bodies</p> <p>HE.2.1A Explain actions an individual can take when not feeling well.</p> <p>HE.2.1B Describe and demonstrate personal health habits, such as brushing and flossing teeth and exercise.</p> <p>HE.2.1C Identify food groups and describe the effects of eating too much sugar and fat, such as knowing that sugar causes dental cavities.</p> <p>HE.2.1D Identify healthy and unhealthy food choices, such as a healthy breakfast and snacks and fast food choices.</p> <p>HE.2.1E Define stress and describe healthy behaviors that reduce stress, such as exercise.</p> <p>HE.2.1.F Describe the importance of individual health maintenance activities, such as regular medical and dental checkups.</p> <p>HE.2.2C Identify the major systems of the body.</p> <p>Safety</p> <p>HE.2.2B Identify ways to avoid deliberate and accidental injuries.</p> <p>HE.2.2C Explain the need to use protective equipment when engaging in certain recreational activities, such as skateboarding, rollerblading, cycling, and swimming.</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 the 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> Jan. 20</p> <p><i>Early Dismissals</i> Jan. 17 Feb. 14</p> <p>Extend Review Assess Reteach Mar. 9-13</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p><u>Communication</u> HE.2.10B Express needs, wants, and emotions in healthy ways. HE.2.19C Explain the benefits of practicing self-control.</p> <p><u>Decision Making and Goal Setting</u> HE.2.2 E Explain ways to avoid weapons and report the presence of weapons to an adult. HE.2.2F Identify a trusted adult, such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.</p> <p><u>Diseases</u> HE.2.6A Identify people who can provide health information.</p> <p><u>Influencing Factors</u> HE.2.9A Identify characteristics needed to be a responsible family member or friend. HE.2.9C Demonstrate refusal skills. HE.2.10D Describe how to effectively respond to bullying of oneself or others. HE.2.10E Explain the benefits of treating friends, teachers, family members, and peers with respect. HE.2.12A Identify negative consequences that result from bullying behaviors. HE.2.12B Identify ways to respond when made to feel uncomfortable or unsafe.</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>Unit 4: <u>My Choices</u> In this unit, students will focus on personal and physical safety, understanding personal space, hands to oneself, and honoring privacy. Students will also learn personal and social skills that contribute to their safety. They will also learn to respect their body and to keep it free from substances that may be habit-forming.</p>	<p>8 30-minute lessons</p> <p>Suggested Pacing: Mar. 23 – May 22</p> <p><i>Spring Holiday</i> Apr. 10</p> <p><i>Memorial Day</i> May 25</p> <p>Extend Review Assess Reteach May 26-29</p>	<p>Communication HE.2.10B Express needs, wants, and emotions in healthy ways. HE.2.19C Explain the benefits of practicing self-control.</p> <p>Decision Making and Goal Setting HE.2.2D Explain the importance of avoiding dangerous substances. HE.2.2F Identify a trusted adult, such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult. HE.2.5C Identify personal responsibilities as a family member in promoting and practicing health. HE.2.11A Explain steps in the decision-making process and the importance of following the steps. HE.2.11D Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health. HE.2.5 Describe how a healthy diet can help protect the body against some diseases. HE.2.4A Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization.</p> <p>Health Information HE.2.5A Identify hazards in the environment that affect health and safety, such as having loaded guns in the home and drinking untreated water. HE.2.6B Identify various media that provide health information.</p> <p>Influencing Factors HE.2.7A Describe how the media can influence an individual's health choices, such as television ads for fast foods and breakfast cereals. HE.2.7B Discuss how personal health care products have been improved by technology, such as sunblock and safety equipment. HE.2.8A Describe how friends can influence a person's health.</p> <p>Our Bodies HE.2.1A Explain actions an individual can take when not feeling well.</p> <p>Safety HE.2.2A Identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body. HE.2.2B Identify ways to avoid deliberate and accidental injuries. HE.2.2C Explain the need to use protective equipment when engaging in certain recreational activities, such as skateboarding, rollerblading, cycling, and swimming. HE.2.2F Identify a trusted adult, such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.</p>	