

Cycle 1	27 Days	
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 1: Personal Health and Wellness</b> 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.	<b>8</b> # class periods (45-min. each)	<b>4.2A</b> Describe how health behaviors affect body systems; and <b>4.2B</b> Describe the basic function of major body systems such as the circulatory and digestive systems. <b>4.5A</b> Set personal-health goals for preventing illness; <b>4.5B</b> Identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi; <b>4.5C</b> Discuss ways in which prevention and transmission of disease are affected by individual behaviors; and <b>4.5D</b> Distinguish between communicable and noncommunicable diseases.
	<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:	
<b>Unit 2: Consumer, Community, and Environmental Health</b> 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.	<b>8</b> # class periods (45-min. each)	<b>4.3(A)</b> Identify characteristics of health information. <b>4.3(B)</b> Describe the importance of accessing health information through a variety of health resources. <b>4.5(A)</b> Set personal-health goals for preventing illness. <b>4.6(A)</b> Identify similarities in which healthy environments can be promoted in homes, schools, and communities. <b>4.6(B)</b> Explain the importance of a community environmental health plan. <b>4.7(A)</b> Explain how the media can influence health behaviors. <b>4.7(B)</b> Describe ways technology can influence health. <b>4.11(A)</b> Explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems. <b>4.11(B)</b> Explain the advantages of setting short and long-term goals. <b>4.11(C)</b> Describe the importance of parental guidance and other trusted adults in goal setting. <b>4.11(E)</b> Describe steps in decision making and problem solving.	
	<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:
<b>Unit 3: Social, Emotional, and Mental Health</b> 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.	<b>8</b> # class periods (45-min. each)	<b>4.1(F)</b> Identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety. <b>4.8(A)</b> Explain the influence of peer pressure on an individual's social and emotional health. <b>4.8(B)</b> Describe the importance of being a positive role model for health. <b>4.9(A)</b> Describe the qualities of a good friend. <b>4.9(B)</b> Explain steps in conflict resolution. <b>4.9(C)</b> Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted. <b>4.9(D)</b> Demonstrate healthy ways of gaining attention. <b>4.9(E)</b> Identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions. <b>4.9(F)</b> Analyze strengths and weaknesses in personal communication skills. <b>4.9(G)</b> Identify positive and negative characteristics of social groups such as gangs, clubs, and cliques. <b>4.9(H)</b> Demonstrate refusal skills. <b>4.10(A)</b> Demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf. <b>4.10(B)</b> Describe healthy ways of responding to disrespectful behavior. <b>4.10(C)</b> Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors. <b>4.12(A)</b> Describe the characteristics of a bully. <b>4.12(B)</b> Demonstrate appropriate ways to deal with disrespectful behavior. <b>4.12(C)</b> Explain the difference between assertive behavior and aggressive behavior. <b>4.12(D)</b> Describe the negative impact bullying has on both the victim and the bully. <b>4.12(E)</b> Demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary.
	<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:
<b>Unit 4: Nutrition and Physical Activity</b> 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.	<b>8</b> # class periods (45-min. each)	<b>4.1(A)</b> Identify the benefits of six major nutrients contained in foods. <b>4.1(B)</b> Identify information on menus and food labels. <b>4.1(C)</b> Differentiate between aerobic and anaerobic exercise. <b>4.1(D)</b> Explain the physical, mental, and social benefits of fitness. <b>4.1(F)</b> Identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety. <b>4.2(A)</b> Describe how health behaviors affect body systems. <b>4.2(B)</b> Describe the basic function of major body systems such as the circulatory and digestive systems. <b>4.5(A)</b> Set personal-health goals for preventing illness.
	<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:
<b>Unit 5: Alcohol, Tobacco, and Other Drugs Prevention</b> 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)	<b>4.2(A)</b> Describe how health behaviors affect body systems. <b>4.3(B)</b> Describe the importance of accessing health information through a variety of health resources. <b>4.4(A)</b> Identify the use and abuse of prescription and non-prescription medication such as over-the-counter. <b>4.4(B)</b> Explain the similarities of and the differences between medications and street drugs/substances. <b>4.4(C)</b> Describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences. <b>4.4(D)</b> Identify ways to avoid drugs and list alternatives for the use of drugs and other substances. <b>4.6(A)</b> Identify similarities in which healthy environments can be promoted in homes, schools, and communities. <b>4.7(A)</b> Explain how the media can influence health behaviors. <b>4.8(A)</b> Explain the influence of peer pressure on an individual's social and emotional health. <b>4.8(B)</b> Describe the importance of being a positive role model for health. <b>4.9(C)</b> Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted. <b>4.9(D)</b> Demonstrate healthy ways of gaining attention. <b>4.9(G)</b> Identify positive and negative characteristics of social groups such as gangs, clubs, and cliques. <b>4.9(H)</b> Demonstrate refusal skills. <b>4.11(A)</b> Explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems. <b>4.11(D)</b> Explain the dangers of yielding to peer pressures by assessing risks/consequences.
	<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:
<b>Unit 6: Safety, Injury, and Violence Prevention</b> 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.	<b>8</b> # class periods (45-min. each)	<b>4.3(A)</b> Identify characteristics of health information. <b>4.3(B)</b> Describe the importance of accessing health information through a variety of health resources. <b>4.4(E)</b> Explain how to develop a home-safety and emergency response plan such as fire safety. <b>4.4(F)</b> Identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home. <b>4.4(G)</b> Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult. <b>4.6(A)</b> Identify similarities in which healthy environments can be promoted in homes, schools, and communities. <b>4.6(B)</b> Explain the importance of a community environmental health plan.
	<i>Memorial Day</i> <i>May 30</i>  <i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i>	