

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 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><b><u>Unit 1: My Self</u></b> In this unit, students will develop self-awareness skills necessary for coping and responding to the demands of life.</p>	<p><b>8</b> 30-minute lessons</p> <p><b>Suggested Pacing:</b> 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><b>Extend</b> <b>Review</b> <b>Assess</b> <b>Reteach</b> Oct. 14-18</p>	<p><b><u>Communication</u></b> <b>HE.4.8A</b> Explain the influence of peer pressure on an individual's social and emotional health. <b>HE.4.9F</b> Analyze strengths and weaknesses in personal communication skills.</p> <p><b><u>Decision Making/Goal Setting</u></b> <b>HE.4.9C</b> Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.</p> <p><b><u>Influencing Factors</u></b> <b>HE.4.6A</b> Identify similarities in which healthy environments can be promoted in homes, schools, and communities. <b>HE.4.9D</b> Demonstrate healthy ways of gaining attention. <b>HE.4.9A</b> Describe the qualities of a good friend. <b>HE.4.9F</b> Analyze strengths and weaknesses in personal communication skills.</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><b><u>Unit 2: My Body</u></b> In this unit, students will acquire health information and skills necessary to become a healthy adult and learn the importance of the relationship between body systems, nutrition, and disease and recognize that needs change as growth and development occur.</p>	<p><b>8</b> 30-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21 – Dec. 13</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><b>Extend Review Assess Reteach</b> Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b><u>Our Bodies</u></b> <b>HE.4.1A</b> Identify the benefits of six major nutrients (proteins, fats, carbohydrates, vitamins, minerals and water) contained in foods, such as building strong bones and teeth, helping muscles and nerves work, helping the body grow, protecting against infection, and giving the body energy. <b>HE.4.1C</b> Differentiate between aerobic and anaerobic exercise. <b>HE.4.2A</b> Describe how health behaviors affect body system. <b>HE.4.2B</b> Describe the basic function of major body systems, such as the circulatory (e.g., carrying nutrients and oxygen through the body) and digestive systems (e.g., breaking down the food.)</p> <p><b><u>Communication</u></b> <b>HE.4.9E</b> Identify critical issues that should be discussed with parents/trusted adults, such as puberty, harassment, and emotions.</p> <p><b><u>Decision Making/Goal Setting</u></b> <b>HE.4.5A</b> Set personal-health goals for preventing illness.</p> <p><b><u>Health Information</u></b> <b>HE.4.1E</b> Explain how sleep affects academic performance. <b>HE.4.1F</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.</p> <p><b><u>Disease Prevention</u></b> <b>HE.4.5B</b> Identify different pathogens and explain how the body protects (e.g., white blood cells, antibodies, immunity) itself from pathogens, such as viruses, bacteria, and fungi. <b>HE.4.5C</b> Discuss ways in which prevention and transmission of disease are affected by individual behaviors, such as practicing healthful habits (e.g., keeping hands clean, not touching things someone ill has touched). <b>HE.4.5D</b> Distinguish between communicable (e.g., flu, impetigo, west Nile) and non-communicable (e.g. heart diseases, cancer, allergies, asthma, diabetes, and arthritis) diseases.</p> <p><b><u>Influencing Factors</u></b> <b>HE.4.7A</b> Explain how the media can influence health behaviors. <b>HE.4.7B</b> Describe ways technology can influence health. <b>HE.4.8A</b> Explain the influence of peer pressure on an individual's social and emotional health.</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><b><u>Unit 3: My Relationships</u></b> In this unit, students will emphasize the skills needed in personal relationships by identifying roles and responsibilities and practicing effective communication strategies.</p>	<p><b>8</b> 30-minute lessons</p> <p><b>Suggested Pacing:</b> 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><b>Extend Review Assess Reteach</b> Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><b><u>Communication</u></b>  <b>HE.4.9F</b> Analyze strengths and weaknesses in personal communication skills.  <b>HE.4.9D</b> Demonstrate healthy ways of gaining attention, such as using “I” messages and being polite.  <b>HE.4.10A</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>HE.4.10B</b> Describe healthy ways of responding to disrespectful behavior, such as having self-control over emotions and actions.  <b>HE.4.10C</b> Describe strategies (e.g., taking deep breaths and counting to ten) for self-control and the importance of dealing with emotions appropriately (e.g., talking to parents or trusted adults) and how they affect thoughts and behaviors.</p> <p><b><u>Social Development</u></b>  <b>HE.4.8B</b> Describe the importance of being a positive role model for health.  <b>HE.4.9A</b> Describe the qualities of a good friend, such as being loyal, trustworthy, and reliable, and respecting individual similarities and differences, caring about one another, playing games together, and showing compassion.  <b>HE.4.9E</b> Identify critical issues that should be discussed with parents/trusted adults, such as puberty, harassment, and emotions.</p> <p><b><u>Peer Pressure and Refusal Skills</u></b>  <b>HE.4.11D</b> Explain the dangers of yielding to peer-pressures by assessing risks/consequences.  <b>HE.4.8A</b> Explain the influence of peer pressure on an individual’s social and emotional health.  <b>HE.4.9C</b> Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.  <b>HE.4.9G</b> Identify positive and negative characteristics of social groups, such as gangs, clubs, and cliques.</p> <p><b><u>Decision Making</u></b>  <b>HE.4.11E</b> Describe steps in decision making (e.g., is it helpful, is it safe, does it follow rules and laws, does it show respect for myself and others, does it follow my family’s guidelines, and does it show good character) and problem solving.</p> <p><b><u>Goal Setting</u></b>  <b>HE.4.11B</b> Explain the advantages of setting short and long-term goals.  <b>HE.4.11C</b> Describe the importance of parental guidance and other trusted adults in goal setting.</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><b>Unit 4: My Choices</b></p> <p>In this unit, students will focus on personal and physical safety, understanding personal space, keeping hands to self, and honoring privacy. Students will also learn personal and social skills that contribute to their safety and to respect their body to keep it free from substances that may become habit-forming.</p>	<p><b>8</b> 30-minute lessons</p> <p><b>Suggested Pacing:</b> 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><b>Extend Review Assess Reteach</b> May 26-29</p>	<p><b>Safety</b></p> <p><b>HE.4.3E</b> Explain how to develop a home-safety and emergency response plan, such as fire safety.</p> <p><b>HE.4.3F</b> Identify strategies for avoiding deliberate and accidental injuries, such as gang violence and accidents at school and home.</p> <p><b>HE.4.3G</b> Identify types of abuse, such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</p> <p><b>Communication</b></p> <p><b>HE.4.9E</b> Identify critical issues that should be discussed with parents/trusted adults, such as puberty, harassment, and emotions.</p> <p><b>HE.4.9F</b> Analyze strengths and weaknesses in personal communication skills.</p> <p><b>Decision Making/Goal Setting</b></p> <p><b>HE.4.9C</b> Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.</p> <p><b>HE.4.9D</b> Demonstrate healthy ways of gaining attention.</p> <p><b>HE.4.11B</b> Explain the advantages of setting short- and long-term goals.</p> <p><b>HE.4.11C</b> Describe the importance of parental guidance and other trusted adults in goal setting.</p> <p><b>HE.4.11D</b> Explain the dangers of yielding to peer-pressure by assessing risks/consequences.</p> <p><b>HE.4.11E</b> Describe steps in decision making and problem solving.</p> <p><b>Health Information</b></p> <p><b>HE.4.3C</b> Describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances, such as physical, mental, social, and legal consequences.</p> <p><b>Our Bodies</b></p> <p><b>HE.4.5B</b> Identify different pathogens and explain how the body protects itself from pathogens, such as viruses, bacteria, and fungi.</p>	