

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)	5.2A Describe methods of accessing health information; and 5.2B Demonstrate ways to communicate health information such as posters, videos, and brochures. 5.4A Explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs; 5.4B Relate the importance of immunizations in disease prevention; 5.4C Distinguish between myth and fact related to disease and disease prevention; 5.4D List the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and 5.4E Explain how to manage common minor illnesses such as colds and skin infections. 5.9A Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor
	<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)	5.3(A) Describe methods of accessing health information. 5.3(B) Demonstrate ways to communicate health information such as posters, videos, and brochures. 5.6(A) Distinguish between healthy and harmful influences of friends and others. 5.6(B) Describe the characteristics of healthy and unhealthy friendships. 5.7(A) Research the effect of media on health-promoting behaviors. 5.7(B) Identify the use of health-related technology in the school such as audiometry and the Internet. 5.8(A) Explain the importance of communication skills as a major influence on the social and emotional health of the individual and family. 5.8(B) Describe daily and weekly activities that promote the health of a family. 5.8(C) Describe how a safe school environment relates to a healthy community. 5.8(D) Identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging. 5.9(C) Utilize critical thinking in decision making and problem solving. 5.9(D) Describe benefits in setting and implementing short and long-term goals. 5.9(E) Explain the necessity of perseverance to achieve goals. 5.9(F) Explain the importance of parent/trusted adult guidance in goal setting.	
	<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)	5.1(F) Analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety. 5.6(A) Distinguish between healthy and harmful influences of friends and others. 5.6(B) Describe the characteristics of healthy and unhealthy friendships. 5.6(C) Identify ways to enhance personal communication skills. 5.6(D) Analyze respectful ways to communicate with family, adults, and peers. 5.6(E) Demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English. 5.6(F) Apply and practice strategies for self-control. 5.6(G) Describe strategies for stress management. 5.8(A) Explain the importance of communication skills as a major influence on the social and emotional health of the individual and family. 5.9(A) Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor. 5.10(A) Analyze respectful ways to communicate with friends, family, teachers, and others. 5.10(B) Describe appropriate ways to address bullying on behalf of a friend or peer. 5.10(C) Explain the differences among teasing, joking, playing around, and bullying. 5.10(D) Identify methods available through which to report bullying. 5.10(E) Describe the difference between reporting and tattling.
	<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	
	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 (practices). Learners will explain how physical activity can benefit personal health.	8 # class periods (45-min. each)	5.1(A) Examine and analyze food labels and menus for nutritional content. 5.1(B) Apply information from the food guide pyramid to making healthy food choices. 5.1(C) Identify foods that are sources of one or more of the six major nutrients. 5.1(D) Calculate the relationship between caloric intake and energy expenditure. 5.1(E) Differentiate between health-related and skill-related physical activities. 5.1(F) Analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety. 5.2(A) Describe the structure, functions, and interdependence of major body systems. 5.9(D) Describe benefits in setting and implementing short and long-term goals. 5.9(E) Explain the necessity of perseverance to achieve goals.
	<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)	5.3(B) Demonstrate ways to communicate health information such as posters, videos, and brochures. 5.4(A) Explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs. 5.5(A) Describe the use and abuse of prescription and non-prescription medications such as over-the-counter. 5.5(B) Compare and contrast the effects of medications and street drugs. 5.5(C) Analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences. 5.5(D) Identify and describe alternatives to drug and substance use. 5.5(F) Explain strategies for avoiding violence, gangs, weapons, and drugs. 5.5(H) Describe the value of seeking advice from parents and educational personnel about unsafe behaviors. 5.6(A) Distinguish between healthy and harmful influences of friends and others. 5.8(C) Describe how a safe school environment relates to a healthy community. 5.9(A) Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor. 5.9(B) Assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving. 5.9(C) Utilize critical thinking in decision making and problem solving.
	<i>Enrichment Opportunities</i> <i>Mar. 14-16</i> <i>Spring Break</i> <i>Mar. 14-18</i> <i>Chávez-Huerta Day</i> <i>Mar. 28</i> <i>Spring Holiday</i> <i>Apr. 15</i>	

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)	5.1(F) Analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety. 5.3(A) Describe methods of accessing health information. 5.3(B) Demonstrate ways to communicate health information such as posters, videos, and brochures. 5.5(F) Explain strategies for avoiding violence, gangs, weapons and drugs; 5.5(G) Describe response procedures for emergency situations. 5.5(H) Describe the value of seeking advice from parents and educational personnel about unsafe behaviors. 5.5(I) Explain the impact of neglect and abuse. 5.8(C) Describe how a safe school environment relates to a healthy community. 5.8(D) Identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging. 5.9(A) Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor.
	<i>Memorial Day</i> <i>May 30</i> <i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i>	