

2022 - Growth and Development Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **7**
Status: **Published**

Unit Overview:

During this unit the students will analyze how a single cell develops into a baby and identify the building blocks of life. The students will also be able explain how characteristics are passed parents' to their children and take a look at heredity. Throughout the unit students will be able to identify factors that could cause birth defects and the importance of prenatal care. Students will be able to describe the various stages of life, specifically, the stage of adolescence and the changes an adolescent will experience during puberty.

Essential Questions:

1. What are the building blocks of life?
2. What is the difference between cells, tissues, organs and body systems?
3. How do the building blocks of life eventually create new life?
4. What two types of genetic materials must come together to create a new life?
5. How is heredity passed from parents' to their children?
6. Can a fetus's environment effect their growth?
7. How many stages of life are there?
8. What stage of life will puberty occur in?
9. What are some physical changes males and females will experience that are similar?
10. What are some physical changes that males will experience?
11. What are some physical changes females will experience?

Enduring Understandings:

Lesson 1, the beginning of life will identify the difference between an organ and a system, explains how a single cell develops into a baby, describes the stages of birth and explains how to access information about the physical and emotional changes a pregnant female experiences. Lesson 2 discusses heredity and environment.

This lesson explains how characteristics are passed from parent to child, identifies factors that could cause birth defects and explains the importance of prenatal care. Lesson 3 explains Erikson's stages of life, identifies some developmental tasks facing adolescents, describes the stages of childhood and explains the importance of practicing stress management skills to help students cope with mood swings.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
HE.6-8.2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
HE.6-8.2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
HE.6-8.2.1.8.PGD	Personal Growth and Development
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health. An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. Responsible actions regarding behavior can impact the development and health of oneself and others. Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Lesson Titles:

1. The beginning of Life
2. Heredity and Environment
3. Stages of Life

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Inter-Disciplinary Connections:

LA.RL.8

Reading Literature

Key Ideas and Details

LA.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Equity Considerations

Amistad Mandate

Topic: Exploring the Intersection of Race, Identity, and Health in the African American Community

Website: "The History of Beauty: How Standards Have Changed Throughout Time" by Smithsonian Magazine: <https://whimsysoul.com/a-brutally-honest-look-of-beauty-standards-throughout-history>

By incorporating the Amistad Mandate into this lesson, teachers can help students develop a critical understanding of the historical, cultural, and social factors that influence perceptions of beauty and body image. This critical thinking will empower them to challenge harmful stereotypes and develop healthy and positive attitudes towards their own bodies and the bodies of others.

- Amistad
- Contributions of African American to our society
- Slavery in America

Holocaust Mandate

Topic: Exploring the Impact of Trauma on Growth and Development during the Holocaust

Website: <https://www.ushmm.org/>

This lesson addresses the following component of the Holocaust Mandate:

Standard 7.1.5: Understand and analyze the effects of prejudice, discrimination, and bigotry on individuals and communities.

By exploring the impact of trauma on growth and development during the Holocaust, students will gain a deeper understanding of the devastating consequences of prejudice, discrimination, and

bigotry. This knowledge will empower them to become responsible citizens who actively promote tolerance, respect, and understanding in their communities and advocate for the well-being of all individuals.

- Bias
- Bigotry
- Bullying
- Holocaust studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Exploring Gender Identity, Sexual Orientation, and Disability in Adolescence

Website: <https://www.glaad.org/reference/terms>

This lesson addresses the following component of the LGBTQ+ and Disabilities Mandate:

Standard 7.1.4: Understand and analyze the influence of social norms and stereotypes on individual and community health.

By exploring gender identity, sexual orientation, and disability in adolescence, students will gain a deeper understanding of the social factors that influence identity development and well-being. This knowledge will empower them to challenge harmful stereotypes, promote inclusivity, and create welcoming communities that value and celebrate diversity.

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Exploring Body Image and Media Representation in Asian American Pacific Islander (AAPI) Communities

Website: <https://www.verywellmind.com/what-is-body-positivity-4773402>

This lesson addresses the following component of the AAPI Mandate:

Standard 7.1.6: Analyze the influence of media and technology on individual and community health.

By analyzing the impact of media on body image perceptions and exploring diverse representations of beauty within AAPI communities, students will develop a critical understanding of media's influence on health and well-being. This knowledge will empower them to make informed choices about media consumption, promote positive body image, and advocate for culturally sensitive media representations.

- Economic
- Political
- Social

Alternative Assessment

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Chapter Assessment
- Warm- ups

Resources & Materials:

1. Chrome Book

2. Youtube

-<http://americanpregnancy.org/multiples/how-multiples-occur/>

-<http://americanpregnancy.org/while-pregnant/fetal-life-support-system/>

-https://www.youtube.com/watch?v=h82ltr84_Yg

-<https://www.youtube.com/watch?v=xUrlreMaUrs>

-<http://www.neok12.com/video/Genetics/zX5e724c6f0042150202670a.htm>

-<https://www.youtube.com/watch?v=ld8GLIzIWKU>

-<https://www.youtube.com/watch?v=TRyOcLSJDzk>

-<https://www.youtube.com/watch?v=Rsj6dW6qKRc>

-<https://www.youtube.com/watch?v=Yvw7QGytgNQ>

-https://www.youtube.com/watch?v=j_mFJ2d0qxQ

3. Media Center

4. Book

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. The students will be able to identify the building blocks of life.
2. The Students will be able to explain how a single cell develops into a baby.
3. The students will be able to describe the stages of birth.
4. The students will be able to access information on the physical and emotional changes a pregnant female experiences.

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction

- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts

- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Computer Science and Design Thinking Standards
