Unit 6: Growth & Development

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 32**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In the Growth and Development unit, the students will learn how their bodies change from birth through the adult years. Students will realize that people grow and develop at different rates.

Standards

HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.4.6.A.1	Compare and contrast how families may change over time.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
HPE.2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
HPE.2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
HPE.2.4.6.C.2	Identify the signs and symptoms of pregnancy.
HPE.2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
HPE.2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.

Essential Questions

- How do you develop and sustain relationships over time?
- How does your family influence the adult you will become?
- Why is it so hard to have healthy relationships?
- What causes optimal growth and development?

Application of Knowledge and Skills...

Students will know that...

- How traits are passed from parents to children.
- The physical, mental/emotional and social changes of adolescence.
- The relationships between cells, tissues, organs and body systems.
- The stages in a life-cycle.

Students will be able to...

- Define heredity and explain how traits are passed from one generation to the next.
- Describe the physical, mental/emotional and social changes typical of adolescence.
- Distinguish between cells, tissues, organs and body systems.
- Identify the stages in the life-cycle.

Assessments

- Growth & Development Pre-test Diagnostic: Written Test Pre-test will assess student knowledge on human growth and development. 2.1.6.A.2 ,2.4.6.A.2,2.4.6.A.3 ,2.4.6.A.5,2.4.6.B.12.4.6.C.2,
- Health Benchmark Test Final Summative: Written Test The students will take a final benchmark test to assess their understanding of the content of the health marking period.
- Quiz Formative: Written Test Written quiz on human growth and development. 2.1.6.A.2,2.4.6.B.4 ,2.4.6.B.2 ,2.4.6.C.4
- Unit Test Summative: Written Test The students will take a written test to assess their understanding of the content of the unit. 2.1.6.A.2,2.4.6.A.1,2.4.6.A.2 ,2.4.6.A.3,2.4.6.A.4 ,

Activities

Workbook Packet from Teen Health 1

Have students name as many organs as they can in five minutes; then ask what the organs have in common.

Think of changes that have already occurred to your body, and record what other changes you think will take place.

List and identify the systems of the human body. Explain how they all play a role in the growth and development of an individual. Discuss how they all work together. Review page 153 in text book as an example.

On page 167 in Teen Health textbook, review chart on changes during adolescence for both male and female. In detail, discuss the changes that occur. Identify changes at different stages and the age range in which they

occur.

Review with students the importance of sharing with their parents developmental changes that are occuring in their bodies. Have students share their answers about what they know about newborn babies.

Discuss each stage of the life-cycle: infancy, childhood, adolescence, early adulthood, middle adulthood and late adulthood.

Discovery Education Video- How Our Body Uses Energy

Chapter eight test

How are body uses energy

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: cells, tissues, organs, body systems, adolescence, life-cycle

Differentiation to Extend Learning for Gifted Students May Include:

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

    - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
    - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
    - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Science- research body systems and cell development.

Resources

Teen Health I- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=38E01511-350F-476E-AE4E-713F24C108EC&blnFromSearch=1&productcode=US

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.