Unit 7: Growth and Development

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 33**
Length: **6 Weeks**
Status: **Published**

Unit Overview

The students will be able to understand how the body changes from birth through adulthood. They will learn how the male and female bodies differ as well as how a baby forms throughout a nine-month pregnancy.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.4.8.A.1	Predict how changes within a family can impact family members.
HPE.2.4.8.A.2	Explain how the family unit impacts character development.
HPE.2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
HPE.2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
HPE.2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
HPE.2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
HPE.2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
HPE.2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
HPE.2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
HPE.2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

HPE.2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
HPE.2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
HPE.2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
HPE.2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
HPE.2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
HPE.2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
HPE.2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Essential Questions

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

Application of Knowledge and Skills...

Students will know...

- The factors that affect development before birth.
- The function of the female reproductive system.
- The function of the male reproductive system.
- The physical, mental/emotional and social changes that occur during adolescence.
- The ways in which adolescence prepares one for adulthood.

Students will be able to..

- Describe and discuss the cycle of human life.
- Discuss the social and mental/emotional growth that takes place during adolescence.
- Explain the influences of both heredity and environment on early development.
- Identify the parts and functions of the female reproductive system.
- Identify the parts and functions of the male reproductive system.

Assessments

- Diagnostic: Sample Assessment Item
- Formative: Other written assessments
- Growth and Development Pre-Test
- Growth and Development Quiz
- Growth and Development Unit Test
- Health Benchmark Test Final
- Pre-test will assess student knowledge on growth and development. 2.1.8.A.1-3, 2.1.8.E.2-4, 2.4.8.A.1-6, 2.4.8.B.1
- Summative: Written Test
- Summative: Written Test
- The students will take a final benchmark test to assess their understanding of the content presented during the health marking period.
- The students will take a unit test to assess their understanding of unit content. 2.1.8.A.1-4, 2.1.8.E.1-4, 2.4.8.A.1-6, 2.4.8.B.1-6, 2.4.8.C.1-5
- Written quiz on human growth and development. 2.4.8.A.1-6, 2.4.8.B.1-6, 2.4.8.C.1-5

Activities

Workbook packet from Teen Health 2

Discovery Education-Food, Energy, and You

Have students record the new interests they have discovered in the past year. How have they changed? Share with the class.

Discuss the importance of the endocrine system and how it plays a role in development.

Review the male and female reproductive systems. Explain how they differ and introduce the various parts.

Discuss both male and female hygiene concerns as well how to care for their reproductive organs.

Explain human development. Review how pregnancy develops during the nine-month period. Discuss the changes in a woman and how the fetus develops over a period of time.

Ticket to Leave- daily

Chapter twelve test

Food, Energy and You

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: adolescence, reproductive system, heredity

Differentiation to Extend Learning for Gifted Students May Include:

- Enrichment- challenge essay on summative assessment

- 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

Performing Arts- In groups, students will role play situations where they are being pressured into inappropropriate behaviors and will learn ways to protect themselves as well ways to avoid such situations.

Resources

Teen Health 2- 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.