Unit 8: Growth and Development

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

Unit Overview

In this unit students will learn about the process of growth and development during each of life's stages, from a single fertilized egg cell to the final stages of adulthood.

Standards

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 difficult to maintain healthy relationships?

Application of Knowledge and Skills...

Students will know that...

- 5. The physical, mental/emotional and social changes that occur during adolescence.
- How life begins.
- That the rate of growth and development varies with each individual.
- The characteristics of each stage of childhood.
- The development process of the fetus.
- The three stages of adulthood.
- Ways a pregnant woman can protect the health of her fetus.

Students will be able to...

- Define the three stages of adulthood.
- Describe how a child develops from infancy through childhood.
- Describe the growth and development of a baby prior to birth.
- Explain how life develops from a single cell into a being with complex body systems.
- Identify possible problems in fetal development.

Assessments

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

Activities

Workbook packet from Teen Health 3

Have students complete a diagram on worksheet, "From Cell To System", and review answers.

Describe the nine months of development of a fetus.

As a homework assignment, have studens list the characteristics they have in common with one or both parents. Share answers during the next class.

Discuss how maternal risky behaviors can lead to problems in fetal development.

Ticket to Leave- daily

Discovery Education Video-What is Adolescence?

Chapter seventeen test

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: infancy, fetus, pregnancy, hormones, prenatal

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered Activities- Each student will fold a sheet of paper into four sections. The sections will be labeled: Infancy, Early Childhood, Middle Childhood and Late Childhood. For each category, students will provide behaviors related to development. Responses will be shared.

- 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- Investigate how the birth processes are different among various animals. Explain differences between animal and human births.

Math- Research recent statistics about teen pregnancies in the United States. Create a pie chart by time zones based upon findings.

Resources

Teen Health 3- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=B85C4B25-7FD1-4A28-B3C4-8EC363096491&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.