Unit 3: The Life Cycle

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Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Unit 3 The Life Cycle

Belleville Board of Education

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Unit Overview

- The theme of this Unit is to educate 8th grade students on the changes (mentally, emotionally, physically, and socially their bodies go through during Puberty. It will also familiarize them with the male and female reproductive systems. Show them the growth of infant and child development. Also, teaching them how to stay healthy as they age.
- **Topics:**
- **1. Identify physical and social changes that occur during adolescence.**
- **2. Identify the function, organs, structures, and problems of the male reproductive system and describes how to care for the male reproductive system.**
- **3. Identify the function, organs, structures, and problems of the female reproductive system and describes how to care for the female reproductive system.**
- **4 Describe how a fetus develops and the stages of a human life from infancy through late childhood.**
- **5 Describe the stages of adulthood, ways to measure age, and ways to remain healthy as an older adult.**

Enduring Understanding

- **Lesson 1** identifies physical and social changes that occur during adolescence.
  Lesson 2 identifies the function, organs, structures, and problems of the male reproductive system and describes how to care for the male reproductive system.
  Lesson 3 identifies the function, organs, structures, and problems of the female reproductive system and describes how to care for the female reproductive system.
  Lesson 4 describes how a fetus develops and the stages of a human life from infancy through late childhood.
  Lesson 5 describes the stages of adulthood, ways to measure age, and ways to remain healthy as an older adult.
- **Teaching Heredity to Students in Nontraditional Families, Healthfully Adjusting to Body Changes During Adolescence, Strategies for Teaching Heredity, Meiosis**
- changes (mentally, emotionally, physically, and socially their bodies go through during Puberty. It will also familiarize them with the male and female reproductive systems. Show them the growth of infant and child development. Also, teaching them how to stay healthy as they age.
- ELA, Science, Social Studies. Adult Life Connection: Educating students of their changing bodies during puberty. The structures and functions of male and female reproductive organs. The development of a fetus and infant. Lastly, taking care of their body as they age.
- Health Inventory Activity

Class Discussion Ask students to complete the Guided Notes questions or use them to lead a class discussion. Guided Notes are found in the ConnectEd student site by clicking on "Notebook" (at the top of the screen) and selecting "Guided Notes.

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion

Foldable or Study Organizer Students are instructed to create a Foldable for Lesson 1 and a study organizer for all additional lessons

Guided Notes in the online program, ask students to open their online Notebook, click on the Guided Notes tab, and answer the three guided notes questions in the space provided

Universal Access: **English Learners** Ask students to write a journal entry expressing the emotions they have felt over the past week, and what activities helped them manage these emotions.

Essential Questions

1. Evaluate: How do you think the changes you experience during adolescence help you prepare for adulthood?
2. Infer: Why do you think teens go through puberty at different rates?
3. Describe: How are relationships with parents likely to change during the teen years?
4. Evaluate: Why is it important to take care of the male reproductive system?
5. Identify: What are the two main functions of the male reproductive system?
6. Name: What are two types of gear that protect the reproductive system of a male athlete?
7. Synthesize: How are the male and female reproductive systems similar? How are they different?
8. Infer: How does fertilization affect the menstrual cycle?
9. List: What are the three functions of the female reproductive system?
10. Recall: How often should females perform breast self-exams?
11. Infer: What might happen to an infant who did not receive proper care or attention from adults?
12. Analyze: What is the difference between an *embryo* and a *fetus?*
13. List: What are the eight stages of life?
14. Analyze: How are chronological age and biological age related? How are they different?
15. Explain: Why is regular medical care important for mental health in late adulthood?
16. Give Examples: Name three things that people may focus on during early adulthood**.**

Exit Skills

- Identifying physical and social changes that occur during adolescence.
- Identifying the function, organs, structures, and problems of the male reproductive system
- How to care for the male reproductive system.
- Identifying the function, organs, structures, and problems of the female reproductive system
- How to care for the female reproductive system.
- Describing how a fetus develops
- Explain the stages of a human life from infancy through late childhood.

- Describing the stages of adulthood, ways to measure age, and ways to remain healthy as an older adult.

New Jersey Student Learning Standards (NJSLS)

2.1.8	Personal and Mental Health
2.1.8.PGD	Personal Growth and Development
	Individual actions, genetics, and family history can play a role in an individual's personal health.
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
	Responsible actions regarding behavior can impact the development and health of oneself and others.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.PP	Pregnancy and Parenting
	An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
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.
	There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5	Identify resources to assist with parenting.
2.1.8.SSH	Social and Sexual Health
	Inclusive schools and communities are accepting of all people and make them feel welcome and included.
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
	Relationships are influenced by a wide variety of factors, individuals, and behaviors.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
	There are factors that contribute to making healthy decisions about sex.
2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.SSH.9	Define vaginal, oral, and anal sex.
2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
2.1.8.CHSS	Community Health Services and Support
	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
	Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be

available.

Interdisciplinary Connections

ELA

Science

Social Studies

LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Learning Objectives

- Students will be able to identify physical and social changes that occur during adolescence.
- Students will be able to tell the functions, organs, structures, and problems of the male reproductive system
- Students will be able to explain how to care for the male reproductive system
- Students will be able to tell the functions, organs, structures, and problems of the female reproductive system
- Students will be able to outline how to care for the female reproductive system.
- Students will be able to describe how a fetus develops
- Students will be able to explain the stages of a human life from infancy through late childhood.
- Students will be able to summarize the stages of adulthood, ways to measure age, and ways to remain healthy as an older adult.

Suggested Activities & Best Practices

Lesson 1: Reading Strategy Analyzing a Graphic Have students examine the Your Changing Body diagram. Ask: The physical changes of puberty happen at different ages in different people. How can differing rates of development cause stress for teens?

Lesson 2: Health Skills Practice Practicing Healthful Behaviors Emphasize the importance of wearing protective sporting equipment to prevent injuries. Then demonstrate proper ways of lifting heavy objects. Invite the class to practice the lifting techniques. Explain that lifting properly helps prevent hernias.

Lesson 3: Active Learning Brochure Have student groups prepare a brochure that describes different problems of the female reproductive system and how they might be prevented. Encourage students to be creative when designing their brochures as well as tasteful.

Lesson 4: Health Skills Practice Assessing Information Have students use print or online resources to research the effects of drugs, alcohol, and tobacco on developing fetuses. Remind students of the characteristics of reliable health information found online or in print. Have each student prepare a brief oral report summarizing his or her findings.

Lesson 5:**Critical Thinking Analyzing** After students have read about early adulthood, ask them to recall the developmental tasks of adolescence. Have students discuss the importance of mastering the developmental tasks of adolescence before entering early adulthood.

Assessment Evidence - Checking for Understanding (CFU)

- Audio Summaries (summative assessment)
- Hands-On Health (formative assessment)

- Reading Review (formative assessment)
- Study Aids (formative assessment)
- Assessments (summative assessment)
- Chapter Assessment (summative assessment)
- eAssessment (summative assessment)
- Enrichment Activities (formative assessment)
- Reteaching Activities (formative assessment)
- Decision-Making Activities (alternative assessment)
- Health Labs (summative assessment)
- Parent Letter and Activities (formative assessment)
- Universal Access Activities (formative assessment)
- Homework (formative assessment)
- Do Nows (formative assessment)
- Exit Slips (formative assessment)
- Projects (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Glencoe Health textbook

Ancillary Resources

- Newsela
- Brain PoP
- Kidshealth.org
- Google Classroom
- McGraw Hill Connect Ed

Technology Infusion

- Microsoft Office 365
- Google classroom
- Chrome books
- Youtube



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy

Communication and Collaboration

Creativity and Innovation

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

Civic Literacy

Health Literacy

Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the

knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers

for all other lessons.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Using Videos, illustrations, pictures, and drawings

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: The Life Cycle

NJSLS:See Linked Standards

Interdisciplinary Connection:

ELA, Science, Social Studies

Statement of Objective:

- Students will be able to identify physical and social changes that occur during adolescence.
- Students will be able to tell the functions, organs, structures, and problems of the male reproductive system
- Students will be able to explain how to care for the male reproductive system
- Students will be able to tell the functions, organs, structures, and problems of the female reproductive system
- Students will be able to outline how to care for the female reproductive system.

Anticipatory Set/Do Now:
Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

1. Summarize why it is important for older adults to remain physically active.
2. Explain how physical activity improves the health of older adults.

Learning Activity:

Before You Read
Building Vocabulary Vocabulary terms appear in yellow highlighted and bolded text in the online program. Clicking on the vocabulary term will open a pop-up box to reveal English and Spanish definitions. .
Grade 8 – Have students make a graphic organizer to show how the lesson vocabulary terms are related.

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

1. Summarize why it is important for older adults to remain physically active.
2. Explain how physical activity improves the health of older adults.

Quick Write Pretend that you are 50 years older than you are now. Write a letter to your teen self. What kinds

of stories or advice would the older you want to share with the younger you? *[Anno: Responses will vary.]*

Real-Life Issues - Your Health Inventory Have students complete the health inventory. Tell students that they may keep their answers confidential. Explain that each topic in the inventory is covered in the chapter. Have students identify health strengths and weaknesses. Students will have a chance to complete the survey again after reading the chapter.

As You Read
Foldable or Study Organizer Students are instructed to create a Foldable for Lesson 5 and a study organizer for all additional lessons.

Guided Notes In the online program, ask students to open their online Notebook, click on the Guided Notes tab, and answer the three guided notes questions in the space provided.

Critical Thinking
Analyzing After students have read about early adulthood, ask them to recall the developmental tasks of adolescence. Have students discuss the importance of mastering the developmental tasks of adolescence before entering early adulthood.

Student Assessment/CFU's:

1. List: What are the eight stages of life?
2. Analyze: How are chronological age and biological age related? How are they different?
3. Explain: Why is regular medical care important for mental health in late adulthood?
4. Give Examples: Name three things that people may focus on during early adulthood**.**

Materials:
Smart board

Chromebooks

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:
Videos

Group Work

Integration of Technology:

Chromebooks

Youtube

SMart board

2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.