Grade 6 Health Unit 3: Growth and Development

Content Area: **Health & PE**
Course(s):
Time Period: **MP3**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

Many students cannot recognize the parts of the body. They could give it one generalized name (sometimes slang term) and that's it. This unit will help students recognize the different parts of their reproductive system and their functions. They will also learn about the physical, mental/emotional, and social changes they are going through or will be going through in the future. Students will recognize these changes are normal and the majority of people experience them. They will also understand that puberty happens at different times for everyone.

Enduring Understandings

An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

There are factors that contribute to making healthy decisions about sex.

Essential Questions

In which ways have your body changed in the last few years and what are the purpose of change?

Why is it important to know the parts and functions of the male and female reproductive system?

Why is it important to develop goals during different stages of your life?

Why do you think the teen years are not a good time for becoming a parent?

What traits did you inherit from you parents?

Content - What will students know?

- Changes males go through during puberty
- Changes females go through during puberty
- Proper terminology for genitalia
- Changes during puberty are not only physical
- Process of menstruation
- Males produce sperm and Females produce an egg.
- We inherit characteristics from ancestor's gene pool.
- Stages of the life cycle

Vocabulary

Adolescence

Endocrine system

Puberty

Reproductive system

Egg cell

Fertilization

Menstruation

Sperm

Ovaries

Fallopian tube

Uterus

Vagina

Cervix

Testicles

Prostate gland

Urethra

Penis

Scrotum

Vas deferens

Chromosomes

Genes

Fetus

Prenatal care

Life Cycle

- Infancy
- Childhood
- Adolescence
- Young adulthood
- Middle adulthood
- maturity

Skills - What will students be able to do?

- Recognize changes during puberty for female, male or both.
- Recognize body parts of each gender
- Label body parts
- Explain how to care for the body
- Recognize which stage of the life cycle someone is

Activities - How will we teach the content and skills?

- skits

  Worksheets

  Discussion

  Notes

  PowerPoint

- Videos

  Group Work

Evidence/Assessments - How will we know what students have learned?

Summative

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

Formative

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Practicing Healthful Behaviors • Using proper hygiene • Knowing what consumer products can be helpful and which could be harmful Stress Management • A lot of changes are happening a once. Learning coping skills to maintain stability with family, friends, school Communication Skills • Learning to communicate effectively with peers and family. • With this change some relationships may change and students need to recognize the change and effectively move on. Decision Making • Puberty is a sign you are turning into a young adult	• The Health Triangle • Influences on Health • A Healthy Self Concept • Setting Health Goals • Decision Making Process • Physical Activity Effects on Health • Coping with Stress • Your Friends and Peers	Health Journal Hygiene PSA Stress Reduction Practices How to properly use pad (girls only) Vocabulary Games Crazy Drug facts Q and A Sessions Topics: Adolescence: A Time of Change Human Reproduction Heredity and the Life Cycle

and peer related decisions need to be made. Remember HELP (Healthful, Ethical, Legal, Parents Approve) Goal Setting • Thinking about plans for your future Young adult self. Where would you want to be in life for each part of the life cycle?		

Key Resources

Glencoe Teen Health Course 1 (220-265)

KidsHealth.com

*Various miscellaneous resources; health non-fiction/news

21st Century Life and Careers

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to

survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.