9th Grade HEALTH unit 4 - life cycle

Content Area: **Health & PE**
Course(s):
Time Period: **November**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

	There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.
2.1.12.PP.4	List the major milestones of each trimester of fetal development utilizing medically accurate information.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
2.1.12.PP.7	Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
2.1.12.PP.8	Assess the skills needed to be an effective parent.
2.1.12.PP.9	Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

Rationale & Transfer Goals

This unit is designed to inform students about where they come from and what changes they will experience throughout life. As a fetus develops during pregnancy, special care needs to be taken to ensure the fetus and mother remain healthy.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Pathway of fertilization

Stages of embryonic development

What the difference between pre-natal and post-natal care

Heredity and Genetics

Birth through childhood

Major changes during puberty

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

Why is the mother's health important to her fetus in pregnancy?

What role do parents play in child development?

What major changes do infants and children experience?

How can marriage affect your lifestyle?

What challenges do adults face in their later years?

Content/Objectives

Content - What students will know

Prenatal Development and Care.

Heredity and genetics

Birth through childhood.

Changes during adolescence

Adulthood, marriage, and parenting

Health through the life cycle.

Skills - What students will be able to do

Identifying changes to the baby during a woman's pregnancy.

Evaluate how parenting affects children.

Recognize genetic disorders and treatments.

Instructional Activites

Activities/Strategies - How we teach content and skills

Photo prompts

Stages of development

Miracle of life video

Genetics research project

Pregnancy disorders project.

Evidence (Assessments) - How we know students have learned

Tests and quizzes

Formative: Written Test

written exams on chapter

20 Standards Assessed

Photo prompt

Summative: Visual Arts Project

Using a photo identify the different generations of the family and answer questions about them.

20 Standards Assessed

Research project

Summative: Personal Project

Students will be given a disorder that occurs during pregnancy and research the disorder and any treatments.

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Knowledge of puberty and some sexual reproductive organs

Note taking

Healthy behaviors related to reproductive systems

Changes throughout life to mind and body

Spiral Focus from Previous Unit

Effective communication

Literacy activities

Note taking

Vocabulary

Instructional Activity

Health literacy activities

Group scenarios

Projects

Key terms/Diagrams

Creating T-charts

Lesson Assessments

Word Webs – note taking

Communication checklist

Video

Response-essay

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections - How does this content impact the following groups

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.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

MATH

Creating Equations A -CED

A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG

A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data S-ID N-ILN

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

- math processes related to fitness and health data, geometry in gameplay, and quantitative representations

Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

Key Resources

Glencoe Health

www.Glencoe.com

www.pecentral.com