

# Grades 6 Health Unit 3: Growth & Development

Content Area: **Physical Education & Health**  
Course(s):  
Time Period: **March**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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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.

In unit 3, students will engage with content regarding:

- 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

## Learning Targets

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Students will be able to:

- 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

## Essential Questions

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- 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?

## NJ Student Learning Standards

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HE.6-8.2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
HE.6-8.2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
HE.6-8.2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.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.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HE.6-8.2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.

## Learning Plan, Activities and Resources

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Topic

Activities

## Cardiovascular System

[Teacher's Guide](#)

[Handout: Parts of the Heart](#)

[Handout for Teachers: Parts of the Heart Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works - Heart \(color\) | \(black and white\)](#)

[Poster: How The Body Works - Cardiovascular \(color\) | \(black and white\)](#)

## Digestive System

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Endocrine System

[Teacher's Guide](#)

[Handout: Glands on Strike!](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Female Reproductive System

[Teacher's Guide](#)

[Handout: Female Reproductive System](#)

[Handout: An Egg's Journey](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Immune System

[Teacher's Guide](#)

## Body Systems

[Handout: Immune System Vocabulary](#)

[Handout for Teachers: Immune System Vocabulary Answers](#)

[Handout: Immunity Highway](#)

[Handout for Teachers: Immunity Highway Answers](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Male Reproductive System

[Teacher's Guide](#)

[Handout: Male Reproductive System](#)

[Handout: Guy Talk](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Infographic: Why Guys Need to Talk About Pain "Down There" \(color\)](#)

## Nervous System

[Teacher's Guide](#)

[Handout: Brainy ABCs](#)

[Handout: Brain Map](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works - Brain \(color\) | \(black and white\)](#)

## Respiratory System

[Teacher's Guide](#)

[Handout: Captain O2 to the Rescue!](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works -  
Lungs \(color\) | \(black and white\)](#)

## Hearing

[Teacher's Guide](#)

[Handout: Here's How the Ears Hear](#)

[Handout for Teachers: Here's How the Ears Hear Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Sleep

[Teacher's Guide](#)

[Handout: Dear Sleepy](#)

[Handout: Sleep Log](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Functions and Processes

## Vision

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works - Eye \(color\) | \(black and white\)](#)

## Bones, Muscles, and Joints

[Teacher's Guide](#)

[Handout: Dem Bones](#)

[Handout for Teachers: Dem  
Bones Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works -  
Bones \(color\) | \(black and white\)](#)

## Parts of the body

### Mouth and Teeth

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

### Skin

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Asthma

[Teacher's Guide](#)

[Handout: Breaking Bronchial News!](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Colds and Flu

[Teacher's Guide](#)

[Handout: Flu Factsheet](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Concussions

[Teacher's Guide](#)

[Handout: Concussions Factsheet](#)

[Handout: Baseline Testing Podcast](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Infections, Diseases, Conditions

## Diabetes

[Teacher's Guide](#)

[Handout: Camp Diabetes](#)

[Handout: Pancreas on Strike](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Eating Disorders

[Teacher's Guide](#)

[Handout: Healthy Advertising](#)

[Quiz](#)



[Quiz: Answer Key](#)

## Food Allergies

[Teacher's Guide](#)

[Handout: Hidden Ingredients](#)

[Quiz](#)

[Quiz: Answer Key](#)

## HIV and AIDS

[Teacher's Guide](#)

[Handout: HIV Awareness T-Shirt](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Obesity

[Teacher's Guide](#)

[Handout: Dr. Quackenscam's Diet Plan](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Skin Cancer

[Teacher's Guide](#)

[Shining a Light on Tanning Myths \(Survey\)](#)

[Quiz](#)

[Quiz: Answer Key](#)

## STDs

[Teacher's Guide](#)

[Handout: STD Fact Sheet](#)

[Handout: Parent Letter](#)

[Handout: STD IQ 1](#)

[Handout: STD IQ 1 Answer Key](#)

[Handout: STD IQ 2](#)

[Handout: STD IQ 2 Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

All information can be obtained [Here](#)

## Additional Lesson Ideas for Instruction/Discussion

<p>Practicing Healthful Behaviors</p> <ul style="list-style-type: none"> <li>• Using proper hygiene</li> <li>• Knowing what consumer products can be helpful and which could be harmful</li> </ul> <p>Stress Management</p> <ul style="list-style-type: none"> <li>• A lot of changes are happening a once. Learning coping skills to maintain stability with family, friends, school</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>• Learning to communicate effectively with peers and family.</li> <li>• With this change some relationships may change and students need to recognize the change and effectively move on.</li> </ul> <p>Decision Making</p> <ul style="list-style-type: none"> <li>• Puberty is a sign you are turning into a young adult and peer related decisions</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Triangle</li> <li>• Influences on Health</li> <li>• A Healthy Self Concept</li> <li>• Setting Health Goals</li> <li>• Decision Making Process</li> <li>• Physical Activity Effects on Health</li> <li>• Your Body's Nutrient Needs</li> <li>• Following a Healthful Eating Plan</li> <li>• Making Healthful Food Choices</li> <li>• Coping with Stress</li> <li>• Your Friends and Peers</li> </ul>	<p>Health Journal</p> <p>Hygiene PSA</p> <p>Stress Reduction Practices</p> <p>How to properly use pad (girls only)</p> <p>Vocabulary Games</p> <p>Crazy Drug facts</p> <p>Q and A Sessions</p> <p>Topics:</p> <p>Adolescence: A Time of Change</p> <p>Human Reproduction</p> <p>Heredity and the Life Cycle</p>	<p>KidsHealth.com</p> <p>*Various miscellaneous resources; health non-fiction/news</p>
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<p>need to be made. Remember HELP (Healthful, Ethical, Legal, Parents Approve)</p> <p>Health Journal Hygiene PSA Stress Reduction Practices How to properly use pad</p> <p>Goal Setting</p> <ul style="list-style-type: none"> <li>• Thinking about plans for your future Young adult self. Where would you want to be in life for each part of the life cycle?</li> </ul>			
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## Enduring Understandings

Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

## Assessments

- Completion of writing assignments and written test
- Completion of teacher created assessment
- Successful completion of skill/content sheets
- Homework assignments with Google Classroom
- Notebook Participation

## Career Awareness, Exploration, Preparation, and Training

WRK.9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

## 21st Century Skills

TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.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).
TECH.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).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## **Interdisciplinary Connections**

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### **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.