

## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth and Development

**Unit Title:** Lesson 1: Preparation (full class in homeroom)

**Author(s):** Amy Knox

**Approx Instructional Time:** 1 class period

### What enduring understandings are desired?

- There are certain rules during discussions
- We will respect classmates privacy
- Everyone has different emotional, physical, social, and intellectual development
- What is needed to maintain a healthy diet
- The changes during puberty are completely normal
- The importance of exercise to maintain wellness

### In what context will the understanding be applied?

- Students will identify the various food groups that help to maintain a healthy body
- Students will realize that they need to treat everyone with respect during the classes because it is a very sensitive topic
- Students will learn why their bodies are changing and that it is completely normal
- Students will understand why their emotions are always changing
- Students will understand why their relationship with family and friends will change

### Standards:

- A 4.2
- A 4.2

### What are the overarching essential questions?

- Is it fine if I choose to not ask or answer any questions?
- Why am I experiencing changes in my body and is it normal?
- Why am I feeling that I would rather be with my friends than my family?
- Why is exercise and sleep so important?
- Why are my emotions always changing?
- Why should I exercise on a regular basis?

### What “essential” and “unit” questions will focus this unit?

- Why do I need to treat my classmates with respect during these classes?
- Why are physical changes occurring in my body and is it normal?
- Why are my emotions changing?
- What healthy foods do I need to eat to maintain a healthy body?
- Why do I need exercise and plenty of sleep during puberty?

### What grade level outcomes/benchmarks are taught and assessed?

- Identify positive mental, emotional, social, and physical factors that influence health
- Describe how family, school, and community environments influence

personal health

- A 4.3
  - A 4.5
  - B 4.2
  - B 4.4
  - F 4.3
- Identify ways to be healthy during childhood
  - Describe the basic structure and functions of the human body systems
  - Identify personal health needs
  - Demonstrate strategies to improve or maintain personal health
  - Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others



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**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- Basic Food Group Pyramid handout and transparency
- Health and Wellness Pyramid Handout
- Human Growth and Development Grid
- Likes and Dislikes Worksheet
- BrainPop Video on Fitness (Health section)
- BrainPop Video on Nutrition (Health section)
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**Technology Integration: List key instances how and when technology will be integrated as an instructional tool. (Software, core tech application, web-based resource, student products, etc.)**

- SmartBoard to show BrainPop videos
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Please attach any important supporting documents (rubrics, assignment sheets, etc.) to this template.

## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth and Development

**Unit Title:** Lesson 2: Cycles of Life

**Author(s):** Amy Knox

**Approx Instructional Time:** 1 Class Period

### What enduring understandings are desired?

- There are Cycles of Life from infancy to old age
- Puberty begins at the adolescence stage
- There are many changes during adolescence including puberty, and social/emotional differences
- The adolescence stage includes the onset of hormonal changes
- Adolescence is the first stage in becoming a young adult
- Developing hormones affect our physical, emotional, and social development

### In what context will the understanding be applied?

- Students will identify the stages in the Cycle of Life
- Students will discuss why each stage is important in their physical, emotional, and social growth
- Students will learn that many changes occur during the adolescence stage
- Students will discuss how hormones play an active role in the adolescence stage
- Students will differentiate between their physical and emotional state as a child and how they are becoming young adults

### What are the overarching essential questions?

- How do we change physically, emotionally, and socially from the Infant Stage to the Old Age stage?
- How will I change physically and emotionally at each of the stages?
- Do males and females experience adolescence the same way?
- Why is the adolescence stage important?
- What roll do hormones play in the Cycle of Life?

### What “essential” and “unit” questions will focus this unit?

- What are the Cycles of Life?
- How will each of the stages affect you and do you have control over them?
- What changes will occur when you reach the adolescence stage?
- Why are hormones important in the Cycle of Life?
- Why do you look, feel, and act differently during the various stages?

What grade level outcomes/benchmarks are taught and assessed?

- Identify positive mental, emotional, social, and physical factors that influence health
- Describe the basic structure and functions of the human body systems
- Describe and demonstrate healthy ways to express needs, wants, and feelings
- Demonstrate the ability to influence and support others in making positive health choices
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**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- Cycles of Life overhead transparency
- BrainPop Video on Adolescence
- BrainPop Video on Hormones (used as an introduction for lesson 3)
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**Technology Integration: List key instances how and when technology will be integrated as an instructional tool. (Software, core tech application, web-based resource, student products, etc.)**

- SmartBoard used for BrainPop videos
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## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth and Development

**Unit Title:** Lesson 3: Puberty

**Author(s):** Amy Knox

**Approx Instructional Time:** 1 Class Period

### What enduring understandings are desired?

- All males and females reach puberty at different times
- Puberty is a transitional phase of life
- That males and females produce different hormones during puberty. As a result, their bodies change in different ways
- Females will begin to menstruate during puberty
- Males and females will change physically, mentally, and socially
- Growth is a result of cells dividing in our bodies

### What are the overarching essential questions?

- What causes your body to change?
- How long will this phase last?
- Why do males and females change in different ways?
- Why do females begin to menstruate?
- What is the relationship between puberty and the physical, emotional, and social changes that you are experiencing?
- How do we grow?

### In what context will the understanding be applied?

- Students will discuss what puberty is
- Students will differentiate between the changes that occur in males and females
- Students will identify with the stages that have already occurred and will compare that information with the puberty stage
- Females will discuss why they start to menstruate during the puberty stage
- Students will learn about the different hormones that males and females have

### What “essential” and “unit” questions will focus this unit?

- What is puberty?
- Why do males and females change differently?
- Why is this stage called the “Transitional Phase of Life”?
- Why do females menstruate?
- Why do males and females have different hormones?

**Standards:**

**What grade level outcomes/benchmarks are taught and assessed?**

- A 4.1
  - A 4.5
  - F 4.2
  - G 4.1
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- Identify positive mental, emotional, social, and physical factors that influence health
  - Describe the basic structure and functions of the human body systems
  - Describe and demonstrate healthy ways to express needs, wants, and feelings
  - Describe a variety of methods to convey accurate health information and ideas
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**Rubrics to articulate quality aspects of desired understanding targets. (if developed)**

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**Student Self-Assessment (if developed)**

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**Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skill are central to this unit?**

**Students will need to know... (Information)**

- The physical, emotional, and social changes that occur during puberty
- Males and females have different hormones which result in different changes
- Puberty is a transitional phase in life
- Females will begin to menstruate during this stage
- How long puberty lasts

**Students will need to be able to do... (Skills)**

- Recognize the physical, emotional, and social changes that will occur
- Identify the hormones that will be produced in the male and female bodies
- Recognize that everyone reaches puberty at different times
- Identify body parts and systems affected by puberty
- Define puberty
- Explain the changes in males
- Explain the changes in females

**Someone who has developed key skills and understandings in this unit will be able to....**

**List performance assessments, key assignments and quizzes/tests (the more authentic the assessment, the better):**

- BrainPop Puberty Quiz
- BrainPop Period Quiz
- Vocabulary Terms: Puberty in Girls
- Vocabulary Terms: Puberty in Boys
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**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- BrainPop Video on Puberty
- BrainPop Video on Periods
- BrainPop Video on Growth
- Growing Up Girls Video
- Growing Up Boys Video
- Transparencies of Boys and Girls Reproductive Organs
- Introduction to Puberty handouts
- It's a Girl Thing handout
- It's a Guy Thing handout

**Technology Integration: List key instances how and when technology will be integrated as an instructional tool. (Software, core tech application, web-based resource, student products, etc.)**

- SmartBoard is used for BrainPop and videos
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Please attach any important supporting documents (rubrics, assignment sheets, etc.) to this template.

## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth and Development

**Unit Title:** Lesson 4: Hygiene and Wrap-Up

**Author(s):** Amy Knox

**Approx Instructional Time:** 1 Class Period

### What enduring understandings are desired?

- People share certain hygiene habits
- Good hygiene will help you socially and will help to prevent acne
- Acne is caused by oil clogging up skin pores
- Washing your face and avoiding certain foods will help prevent acne
- The body produces sebum that causes pores to clog
- A dermatologist is a doctor that treats acne

### What are the overarching essential questions?

- Why is it important to have good hygiene practices?
- What is acne?
- How can I prevent or minimize acne?
- How many times a day should I wash my face to help prevent acne?
- Is there medicine or medical professionals that can help treat acne?

### In what context will the understanding be applied?

- Students will identify healthy hygiene habits
- Students will develop a healthy hygiene plan
- Students will describe how acne forms
- Students will describe how to prevent acne from occurring
- Students will describe how healthy hygiene helps with the physical, social, and emotional development

### What “essential” and “unit” questions will focus this unit?

- What are healthy hygiene habits?
- Why is it important to develop and practice healthy hygiene habits?
- What is acne?
- How can acne be prevented or minimized?
- How can healthy hygiene practices help with physical, social, and emotional development?

### Standards:

- A 4.1
- A 4.2

### What grade level outcomes/benchmarks are taught and assessed?

- Identify positive mental, emotional, social, and physical factors that influence health
- Describe how family, school, and community environments influence

personal health

- A 4.3
  - B 4.1
  - B 4.2
  - B 4.4
  - C 4.3
  - C 4.4
- Identify ways to be healthy during childhood
  - Identify responsible health behaviors
  - Identify personal health needs
  - Demonstrate strategies to improve or maintain personal health
  - Predict outcomes of positive health decisions for themselves
  - Set a personal health goal and track progress toward achievement



**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- BrainPop Video on Acne
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**Technology Integration: List key instances how and when technology will be integrated as an instructional tool. (Software, core tech application, web-based resource, student products, etc.)**

- SmartBoard to show BrainPop Video
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