



Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade Growth and Development Curriculum

Course Description:

Students will recognize the rapid changes their bodies experience during puberty and participate in a discussion that focuses on the physical, emotional, social, and intellectual choices to support a healthy lifestyle.

Quarter	Unit	Instructional Topics
3	1: Growth and Development	Topic 1: Growth and Development

Unit 1: Growth and Development

Subject: Growth and Development

Grade: 5

Name of Unit: Growth and Development

Length of Unit: 60 - 90 minutes

Overview of Unit: Students will recognize the rapid changes their bodies experience during puberty and participate in a discussion that focuses on the physical, emotional, social, and intellectual choices to support a healthy lifestyle.

****Note it is expected that these materials will be shared with parents ahead of time. Parents should also be provided an opt-out form. You might consider talking about it in person with them at Parent Orientation or Parent Teacher Conferences.**

Priority Standards for the Unit:

- HME.1.C.5: Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)
- FIS.1.K.5: Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty
- HME.1.A.5: Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking

Supporting Standards for the Unit:

- RAR.1.A.5: Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)	Recognize	Remember	1
the physical, emotional, social, and intellectual changes	Research	Analyze	3

occurring during puberty	Analyze		
a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking	Create	Create	4

Essential Questions:

1. How are our bodies changing?
2. How can we make positive emotional, physical, social, and intellectual choices during puberty?

Enduring Understanding/ Big Ideas:

1. For example, physical - an increase in oil production, body hair, voice change, bodily growth, and healthy diet; social - peer pressure; emotional - relationships with peers, friends, and family; and intellectual - greater pressures that arise from the changes middle school brings.

Girls: As girls go through puberty they will experience various changes. For example, an increase in oil production of the skin, unusual cravings for unhealthy foods, abdominal cramping due to the onset of menstruation, an increase in conflicts with peers and family members due to heightened emotional changes, and greater pressures that arise from the changes middle school brings.

2. Students will create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, and healthy snacking focusing on gender specific needs.

Boys: As boys go through puberty, they will experience various changes.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/ Domain Specific
Food pyramid Diabetes Hygiene Nutrition Obesity/Malnutrition	Puberty Menstruation Ovulation Fallopian Tubes Ovaries Uterus Vagina Menstrual Flow Discharge Tampon Maxi Pad Egg Reproduction Scrotum Testicles Erection

	Sperm Nocturnal emissions Oil gland Acne
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Resources for Vocabulary Development: Video

There is a set of videos produced by Marsh Media available.

- *PUBERTY: A GIRL'S Journey Through the Physical, Emotional and Social Changes*
- *PUBERTY: A BOY'S Journey Through the Physical, Emotional and Social Changes*

These videos are in the form of a thumb drive. Parents who would like to view the videos would need to contact the building administrator.

Topic 1: Growth and Development

Engaging Experience 1:

Title: Video and Discussion

Suggested Length of Time: Approximately 45 minutes

Standards Addressed:

Priority:

- HME.1.C.5: Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)
- FIS.1.K.5: Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.

Supporting:

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Detailed Description/Instructions:

Students will watch gender specific video and engage in open-ended discussion based on student generated questions to be submitted anonymously related to the video topics and puberty in general.

Students will be separated into gender specific rooms. To assist with the level of comfort, if possible, have an adult facilitator specific to each gender in the room.

Bloom's Levels: Remember and Analyze

Webb's DOK: 1 and 3

Engaging Experience 2:

Title: Health Plan

Suggested Length of Time: 20-30 minutes

Standards Addressed:

Priority:

- HME.1.A.5: Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, and healthy snacking.
- FIS.1.K.5: Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.
- HME.1.C.5: Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).

Supporting:

- RAR.1.A.5: Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions:

Students will apply information learned from video and discussion to create a personal health plan that focuses on physical, emotional, social and intellectual changes that could include balanced nutrition, physical activity, hygiene, adequate sleep, and healthy snacking in order to support the changes that occur with puberty.

Students can choose to organize their plan in a way that best meets their individual needs.

Bloom's Levels: Create

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Growth and Development	Video and Discussion	Students will watch gender specific video and engage in open-ended discussion based on student generated questions to be submitted anonymously related to the video topics and puberty in general. Students will be separated into gender specific rooms. To assist with the level of comfort, if possible, have an adult facilitator specific to each gender in the room.	45 minutes
Growth and Development	Health Plan	Students will apply information learned from video and discussion to create a personal health plan that focuses on physical, emotional, social and intellectual changes that could include balanced nutrition, physical activity, hygiene, adequate sleep, and healthy snacking in order to support the changes that occur with puberty. Students can choose which way to organize their plan in a way that best meets their individual needs.	20-30 minutes