



Park Hill School District

Building Successful Futures • Each Student • Every Day

4th 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: 4

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:

- FIS.1.K.4: Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)
- RAR.1.B.4: Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)

Supporting Standards for the Unit:

- HME.1.A.4: Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
- HME.2.B.4: Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
- HME.3.B.4: Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
- HME.4.D.4: Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)
- 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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal	Identify	Remember	1

emissions)			
the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)	Describe	Understand	1
how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)	Explain	Understand	2

Essential Questions:

1. How are our bodies changing?
2. How do healthy behaviors help when we're developing?

Enduring Understanding/ Big Ideas:

1. Our bodies are changing because they are developing the male and female reproductive systems. Due to this development our bodies produce additional hormones. These changes may cause an increase in oil production, body hair, voice change, and bodily growth.
2. Healthy behaviors can help you when you're developing. For example, you can identify personal stressors in daily living and develop strategies to deal with these stressors. You can also engage in activities that can contribute to a healthy lifestyle such as: eating breakfast daily, getting adequate sleep, maintaining normal weight with a balanced diet and regular activity, and being aware of health products and their purposes.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/ Domain Specific	
Chemicals Personal Hygiene Nutrition Healthy Egg	Puberty Pituitary gland Hormones Pubic hair Body odor Antiperspirant/deodorant Oil glands Acne	
Boys: Girls: Period	Boys: Scrotum Testosterone Testicles Penis Vocal cords	Girls: Pad Menstruating/ Menstrual /Cycle Ovaries Estrogen Breast Vaginal discharge

Resources for Vocabulary Development: Video

There is a set of videos available, one for boys and one for girls. Meet the New You by Marsh Media has produced videos 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 60 minutes

Standards Addressed:

Priority:

- FIS.1.K.4: Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)

Detailed Description/Instructions:

Students will watch a video about puberty (Meet the New You). Before the video, they will be given a note card so they can write any questions they have. Following the video, the cards will be collected and the instructor will select cards, answer questions and hold a discussion with students.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2:

Title: Fishbone Diagram

Suggested Length of Time: 10-20 minutes

Standards Addressed:

Priority:

- RAR.1.B.4: Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)

Supporting:

- HME.1.A.4: Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
- HME.2.B.4: Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
- HME.3.B.4: Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)

- HME.4.D.4: Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)
- 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.

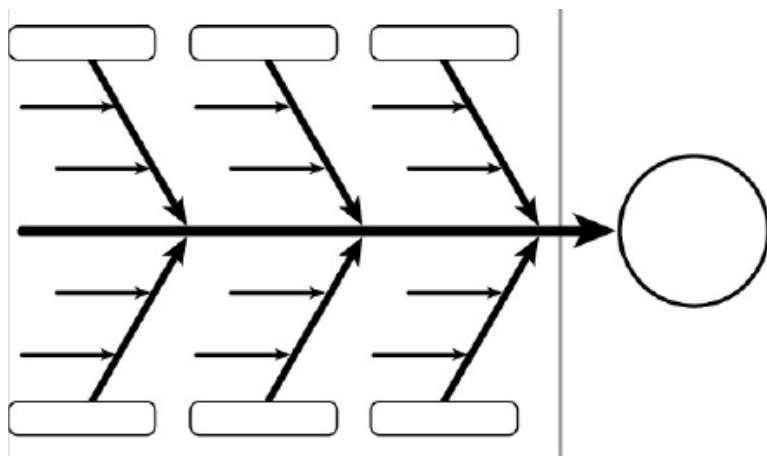
Detailed Description/Instructions:

Students will work in small groups to develop a fishbone diagram displaying choices they can make to lead a healthy life during puberty. Some choices they might include are:

- Getting plenty of sleep
- Having a balanced diet
- Exercising regularly
- Showering regularly
- Brushing teeth twice daily
- Avoiding cigarettes
- Avoiding alcohol
- Eating breakfast
- Talking with adults and trusted friends with emotional concerns
- Wear deodorant
- Buy and use health products

Bloom's Levels: Understand

Webb's DOK: 2



Summary of Engaging Learning Experiences for Topics

Topic	Engaging	Description	Suggested
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	Experience Title		Length of Time
Growth and Development	Video and Discussion	Students will watch a video about puberty (Meet the New You) . Before the video they will be given a note card so they can write any questions they have. Following the video, the cards will be collected and the instructor will select cards, answer questions and hold a discussion with students.	60 minutes
Growth and Development	Health Plan	Students will work in small groups to develop a fishbone diagram displaying choices they can make to lead a healthy life during puberty.	10-20 minutes