

## Human Growth and Development Scope and Sequence And Unit Plans

<b>Course Name:</b> Human Growth and Development	<b>Time Frame:</b> N/A
<b>Grade Level:</b> 4th grade <b>Prerequisites:</b> N/A	<b>Department:</b> HG&D
<b>Course Overview:</b> This unit introduces students to age-appropriate content about their bodies, health, and growth. It addresses personal health habits, basic physical changes during puberty, and essential disease prevention. The goal is to foster self-awareness, healthy behaviors, and understanding of personal development in a supportive environment.	
<b>Units:</b>	
1. <a href="#">Personal Health Habits</a>	
2. <a href="#">Introduction to Puberty</a>	
3. <a href="#">Disease Prevention and Safety</a>	
<a href="#">Standards Supporting Learning Targets</a>	
<b>Primary Resource:</b>	
<ul style="list-style-type: none"> <li>● Just Around the Corner (Boys &amp; Girls)</li> </ul>	

<b>Personal Health Habits Unit Outcomes</b>
<b>Broad Goals of the Unit:</b> <ul style="list-style-type: none"> <li>● Promote daily practices that support healthy growth.</li> <li>● Build understanding of how habits affect long-term health.</li> <li>● Foster responsibility for personal hygiene and wellness.</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Why are hygiene, sleep, and nutrition important?</li> <li>● What does a healthy daily routine look like?</li> <li>● How can I make responsible choices for my body?</li> </ul>
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Good health habits lead to better energy and growth.</li> <li>● Hygiene prevents illness and promotes self-confidence.</li> <li>● Sleep, exercise, and food choices directly affect how we feel.</li> </ul>
<b>“I can” statement with standards alignment:</b>

- I can explain why it's important to sleep, eat well, and move my body.
- I can name ways to take care of my body every day.
- I can describe how handwashing and bathing keep me healthy.
- I can recognize how good health habits help me feel better.
- I can set a goal to improve one part of my health routine.

**At the end of the unit, students will know and be able to:**

- Describe healthy daily routines including hygiene, nutrition, sleep, and exercise.
- Explain why personal hygiene (bathing, brushing teeth, handwashing) is important.
- Identify the benefits of getting enough sleep and eating balanced meals.
- Recognize how choices affect energy, focus, and growth.
- Set a personal health goal and track progress over time.

**Assessment Evidence**

Formative:

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Summative:

Other:

**Learning Plan**

**Resources:**

- *Just Around the Corner Girls*
- *Just Around the Corner Boys*

**Differentiated Learning Strategies:**

**Introduction to Puberty  
Unit Outcomes**

**Broad Goals of the Unit:**

- Introduce students to basic puberty changes in boys and girls.
- Encourage a positive outlook on growing up.
- Create comfort around questions and self-awareness.

**Essential Questions:**

- What is puberty?
- How does my body change as I grow older?
- Why do these changes happen?

**Enduring Understandings:**

- Puberty is a normal stage of growing up.
- Boys and girls experience physical and emotional changes.
- Everyone's growth timeline is unique and okay.

**"I can" statement with standards alignment:**

- I can name some changes that happen during puberty.
- I can say that everyone grows at their own pace.
- I can describe what makes boys' and girls' bodies different.
- I can talk about my feelings or questions with a trusted adult.
- I can be respectful when learning about body changes.

**At the end of the unit, students will know and be able to:**

- Identify basic physical changes that happen during puberty.
- Understand that everyone develops at their own pace and that it's normal.
- Recognize the names and basic functions of external body parts (age-appropriate).
- Express feelings or questions about growing up in respectful, appropriate ways.
- Acknowledge that puberty is a natural and important part of growing up.

### Assessment Evidence

Formative:

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Summative:

Other:

### Learning Plan

**Resources:**

- *Just Around the Corner Girls*
- *Just Around the Corner Boys*

**Differentiated Learning Strategies:**

## Disease Prevention & Safety Unit Outcomes

**Broad Goals of the Unit:**

- Teach how diseases spread and how to prevent them.
- Encourage habits that keep us and others healthy.
- Correct common myths around germs and illness.

**Essential Questions:**

- How do germs make us sick?
- What can I do to stay healthy and safe?
- What should I know about diseases like AIDS?

**Enduring Understandings:**

- Germs can spread in different ways, but the spread can be prevented.
- Clean habits like handwashing protect us and others.
- AIDS is a disease that doesn't spread by touching or playing.

**"I can" statement with standards alignment:**

- I can explain how germs spread.
- I can list healthy habits that stop germs.
- I can say how AIDS is and isn't spread.
- I can show how to wash hands correctly.
- I can stay healthy by making safe choices every day.

**At the end of the unit, students will know and be able to:**

- Describe how germs (bacteria and viruses) spread from one person to another.
- Identify everyday actions that prevent illness (e.g., washing hands, covering coughs).
- Explain the difference between casual and non-casual contact (e.g., AIDS isn't spread through touch).
- Understand that healthy habits protect not just themselves, but others too.
- Demonstrate proper handwashing and explain its role in staying healthy.

### Assessment Evidence

Formative:	Summative: Other:
<b>Learning Plan</b>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>● <i>Just Around the Corner Girls</i></li> <li>● <i>Just Around the Corner Boys</i></li> </ul>	<b>Differentiated Learning Strategies:</b>

<b>Standards Supporting Learning Targets</b>	
<ul style="list-style-type: none"> <li>● <a href="#">WI Health Standards</a></li> </ul>	