

## 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> 5th 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="#">Understanding Puberty</a>	
3. <a href="#">Disease Prevention and AIDS Awareness</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 understanding of how daily habits affect health and growth.</li> <li>● Build personal responsibility for hygiene, nutrition, sleep, and physical activity.</li> </ul>
<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● How do nutrition, exercise, and sleep support a healthy body?</li> <li>● Why is personal hygiene important?</li> <li>● What are healthy habits I can practice every day?</li> </ul>
<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>● Healthy behaviors support physical and mental growth.</li> <li>● Hygiene prevents illness and boosts self-esteem.</li> <li>● Food, rest, and movement all contribute to well-being.</li> </ul>
<b>“I can” statement with standards alignment:</b>
<ul style="list-style-type: none"> <li>● I can explain how hygiene, sleep, and exercise affect my body.</li> </ul>

- I can list healthy food choices and their benefits.
- I can describe why brushing teeth and bathing are important.
- I can identify how habits affect how I feel during the day.
- I can choose at least one area of personal health to improve.

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

- Describe how sleep, food, and exercise help the body grow.
- Identify personal hygiene routines that prevent illness.
- Understand the importance of hydration and balanced meals.
- Explain the link between physical health and performance.
- Set goals for maintaining or improving health behaviors.

**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:**

**Understanding Puberty  
Unit Outcomes**

**Broad Goals of the Unit:**

- Prepare students for emotional and physical changes during puberty.
- Build comfort with discussing body changes and reproductive systems.

**Essential Questions:**

- What changes happen to our bodies during puberty?
- Why do these changes happen?
- How can we take care of ourselves as we grow?

**Enduring Understandings:**

- Puberty is a normal part of growing up for everyone.
- Changes happen at different rates for each person.
- Knowing about your body helps you make healthy choices.

**“I can” statement with standards alignment:**

- I can name some physical and emotional changes that happen during puberty.
- I can identify the basic parts of the male and female reproductive systems.
- I can describe the process of menstruation and ejaculation.
- I can recognize that everyone goes through puberty in their own way.
- I can ask trusted adults questions about puberty.

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

- Identify key body changes for boys and girls (e.g., growth spurts, hair development).
- Describe the functions of basic reproductive anatomy.

<ul style="list-style-type: none"> <li>● Understand the menstrual cycle and nocturnal emissions (wet dreams).</li> <li>● Explain the importance of hygiene during puberty.</li> <li>● Demonstrate respect for differences in physical development.</li> </ul>	
<b>Assessment Evidence</b>	
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>Disease Prevention and AIDS Awareness Unit Outcomes</b>	
<b>Broad Goals of the Unit:</b> <ul style="list-style-type: none"> <li>● Teach students how diseases are transmitted and prevented.</li> <li>● Address misinformation about AIDS and reduce stigma.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do germs spread from person to person?</li> <li>● How can I prevent getting or spreading a disease?</li> <li>● What is AIDS, and how is it (not) spread?</li> </ul>	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Germs spread in many ways but can be prevented with good habits.</li> <li>● AIDS cannot be spread through casual contact.</li> <li>● Taking care of your health protects both you and others.</li> </ul>	
<b>“I can” statement with standards alignment:</b> <ul style="list-style-type: none"> <li>● I can explain how diseases spread through air, contact, and body fluids.</li> <li>● I can name ways to protect myself from getting sick.</li> <li>● I can explain how AIDS is different from other illnesses.</li> <li>● I can describe how to respond with kindness to someone living with AIDS.</li> <li>● I can practice habits that keep me and my community healthy.</li> </ul>	
<b>At the end of the unit, students will know and be able to:</b> <ul style="list-style-type: none"> <li>● Distinguish between communicable and non-communicable diseases.</li> <li>● Describe the four main ways germs spread.</li> <li>● Understand what HIV/AIDS is and how it is transmitted.</li> <li>● Identify ways to prevent illness (e.g., handwashing, covering coughs).</li> <li>● Dispel myths about how AIDS is spread (e.g., not through hugs, touching, or shared spaces).</li> </ul>	
<b>Assessment Evidence</b>	
Formative:	Summative: Other:

## Learning Plan

**Resources:**

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

**Differentiated Learning Strategies:**

## Standards Supporting Learning Targets

- [WI Health Standards](#)