

Human Growth and Development Scope and Sequence And Unit Plans

Course Name: Human Growth and Development	Time Frame: N/A
Grade Level: 8th grade Prerequisites: N/A	Department: HG&D

Course Overview: In this unit, the focus will be on human development. The topics addressed in this unit include the male and female reproductive systems, pregnancy, heredity, and different stages of life. Abstinence is also discussed; abstinence from sexual activity is presented as the preferred choice of behavior for pupils. This unit emphasizes that abstinence from sexual activity is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome. The information provides instruction in parental responsibility and explains pregnancy, prenatal development, and childbirth.

Units:
1. Endocrine System
2. The Male Reproductive System
3. The Female Reproductive System
4. Pregnancy, Birth, and Childhood
5. Heredity
6. Adolescence, Adulthood, and Marriage
Standards Supporting Learning Targets

Primary Resource:

- Pearson Health Book 2014

Endocrine System Unit Outcomes

Broad Goals of the Unit: In this unit, the focus will be on learning how to make wise choices for your health.

Essential Questions:

- How does the endocrine system regulate growth, development, and daily body functions?
- What roles do hormones play in maintaining balance in the body?
- What are the major glands of the endocrine system, and how do they interact?

Enduring Understandings:

- The endocrine system is responsible for regulating many of the body's internal processes through hormones.
- Hormones act as chemical messengers that influence specific target cells.

- Each gland in the endocrine system has a unique role that supports overall health and development, including puberty and reproduction.

“I can” statement with standards alignment:

- I can describe the general roles and functions of the endocrine system.
- I can identify the major glands of the endocrine system and explain what they do.
- I can explain how hormones travel through the body and affect target cells.

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

- Understand that the endocrine system uses glands and hormones to regulate growth, metabolism, development, and reproduction.
- Identify the major endocrine glands, including the hypothalamus, pituitary gland, thyroid, parathyroids, thymus, adrenals, pancreas, and reproductive glands, and explain their function.
- Understand that hormones travel through the bloodstream to influence specific target cells, turning on or off various body processes.

Assessment Evidence

Formative:

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Summative:

- Unit Assessments
- End of Course Assessment

Other:

Learning Plan

Resources:

- *Pearson Health Book 2014*

Differentiated Learning Strategies:

- The instruction will differentiate by using visual aids such as videos, diagrams, and presentations. The instruction will also use group and partner discussions to help students understand the material. The material will be further addressed with papers, presentations, speeches, and tests/quizzes. All other differentiation will be based on individual student needs.

**The Male Reproductive System
Unit Outcomes**

Broad Goals of the Unit: Help students understand the structure and functions of the male reproductive system and its role in human reproduction. Promote awareness of responsible behaviors and health practices that support lifelong reproductive health. Develop the ability to apply scientific knowledge about the reproductive system to make informed personal health decisions.

Essential Questions:

- What are the main functions of the male reproductive system?
- How do the structures of the male reproductive system support reproduction?
- What habits and behaviors help maintain a healthy male reproductive system?

Enduring Understandings:

- The male reproductive system has three primary functions: producing sex hormones, producing and storing

- sperm, and delivering sperm to the female reproductive system.
- Structures such as the testes, scrotum, and penis play essential roles in sperm production and delivery.
- Maintaining reproductive health involves hygiene, abstinence, protection from injury, self-awareness, and regular medical care.

- “I can” statement with standards alignment:**
- I can describe three main functions of the male reproductive system.
 - I can name and explain the roles of key structures like the testes, penis, and scrotum.
 - I can identify five ways to care for the male reproductive system and explain why they are important.

- At the end of the unit, students will know and be able to:**
- Understand that the male reproductive system produces testosterone, sperm, and delivers sperm for potential fertilization.
 - Identify the key system structures including the testes, scrotum, penis, and associated glands that produce semen.
 - Understand that proper care for the male reproductive system includes daily hygiene, abstinence to prevent STIs, protective measures during sports, self-exams, and medical checkups.

Assessment Evidence

<p>Formative:</p> <ul style="list-style-type: none"> 	<p>Summative:</p> <ul style="list-style-type: none"> Unit Assessments End of Course Assessment <p>Other:</p>
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Learning Plan

<p>Resources:</p> <ul style="list-style-type: none"> <i>Pearson Health Book 2014</i> 	<p>Differentiated Learning Strategies:</p> <ul style="list-style-type: none"> The instruction will be differentiated by using visual aids such as videos, diagrams, and presentations. The instruction will also use group and partner discussions to help students understand the material. The material will be further addressed with papers, presentations, speeches, and tests/quizzes. All other differentiation will be based on individual student needs.
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The Female Reproductive System Unit Outcomes

Broad Goals of the Unit: Provide students with a clear understanding of the structure and functions of the female reproductive system. Help students recognize the stages and purpose of the menstrual cycle. Promote responsible health practices for maintaining the female reproductive system and understanding lifelong reproductive health.

- Essential Questions:**
- What are the major functions of the female reproductive system?
 - How does the menstrual cycle support reproduction?
 - What habits help maintain the health of the female reproductive system?

Enduring Understandings:

- The female reproductive system produces hormones and eggs and provides an environment for a fertilized egg to grow and develop.
- The menstrual cycle is a monthly process that prepares the body for pregnancy and signals reproductive health.
- Responsible personal health behaviors, such as hygiene and medical checkups, are essential for maintaining reproductive health and preventing disease.

“I can” statement with standards alignment:

- I can describe the three main functions of the female reproductive system.
- I can explain the stages and purpose of the menstrual cycle.
- I can identify five ways to care for the female reproductive system and explain their importance.

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

- Understand that the female reproductive system includes organs such as the ovaries, fallopian tubes, uterus, and vagina, which work together to support reproduction.
- Understand that estrogen and progesterone regulate the menstrual cycle and support reproductive functions.
- Identify the purpose and stages of the menstrual cycle: ovulation, possible fertilization, and menstruation if no fertilization occurs.
- Understand that maintaining female reproductive health includes daily hygiene, abstinence, prompt care for infections, self-exams, Pap smears, and regular medical checkups.

Assessment Evidence**Formative:**

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Summative:

- Unit Assessments
- End of Course Assessment

Other:**Learning Plan****Resources:**

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**Pregnancy, Birth and Childhood
Unit Outcomes**

Broad Goals of the Unit: Help students understand human development from fertilization to late childhood. Develop student awareness of prenatal health and its impact on lifelong well-being. Encourage healthy behaviors and informed decision-making related to pregnancy and child development.

Essential Questions:

- What biological processes and stages occur from fertilization to birth?

- How do prenatal care and personal behaviors affect fetal development and the health of a baby?
- What developmental changes occur from infancy through late childhood?

Enduring Understandings:

- Human development begins at conception and progresses through stages of growth and organ formation in the womb.
- Prenatal care and health behaviors play a critical role in supporting the health of both mother and baby.
- Childhood is marked by physical, mental, emotional, and social development, which continue into adolescence.

“I can” statement with standards alignment:

- I can summarize the events that occur during the first week after fertilization and early embryonic development.
- I can explain how the placenta, umbilical cord, and amniotic sac protect and nourish the fetus.
- I can describe the stages of the birth process and identify behaviors and prenatal care practices that support a healthy pregnancy.
- I can recognize complications that may arise during pregnancy or birth and describe how they are managed.
- I can describe key developmental milestones in early, middle, and late childhood.

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

- Understand that fertilization occurs in the fallopian tubes and results in a zygote that becomes a blastocyst and implants in the uterus.
- Understand that structures like the amniotic sac, placenta, and umbilical cord support and nourish the embryo/fetus.
- Understand that prenatal care includes medical checkups and healthy behaviors such as proper nutrition, avoiding drugs, and protecting against environmental hazards.
- Understand that pregnancy is divided into trimesters, and childbirth occurs in three stages: labor, delivery of the baby, and delivery of the afterbirth.
- Understand that complications such as ectopic pregnancy, miscarriage, cesarean section, premature birth, low birthweight, and stillbirth may occur.
- Understand that early childhood includes milestones like walking, talking, and social development; middle and late childhood involve growth in physical skills, thinking, and relationships.

Assessment Evidence

Formative:

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Summative:

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- End of Course Assessment

Other:

Learning Plan

Resources:

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Heredity Unit Outcomes

Broad Goals of the Unit: Help students understand how genetic information is inherited and how it affects traits and health. Build awareness of genetic disorders and how they arise. Encourage students to consider the interaction of genetics, behavior, and environment in personal health.

Essential Questions:

- How is genetic information passed from parents to offspring?
- What are genetic disorders, and how do they develop?
- How do genes, environment, and lifestyle choices interact to influence a person’s risk for disease?

Enduring Understandings:

- Traits are inherited through genes carried on chromosomes, with fertilization combining genetic information from both parents.
- Genetic disorders are caused by mutations, inheritance patterns, or chromosome abnormalities.
- While genes can increase a person’s risk for disease, behaviors and environmental exposures also play major roles in determining health outcomes.

“I can” statement with standards alignment:

- I can explain how traits are passed from one generation to the next through genes.
- I can identify how genetic disorders are caused by changes in genes or chromosomes.
- I can compare the influence of genes, behavior, and environment on the risk for disease.

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

- Understand that heredity is the transmission of traits through genes located on chromosomes.
- Understand that sex cells carry 23 chromosomes each; at fertilization, 23 pairs are formed.
- Understand that dominant and recessive traits are controlled by different forms of genes.
- Understand that conditions like cystic fibrosis and Down syndrome are inherited or caused by chromosome abnormalities.
- Understand that some diseases have a genetic link but are also influenced by lifestyle and environmental factors.
- Understand that gene therapy and genetic testing are emerging technologies in disease treatment and prevention.

Assessment Evidence

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Adolescence, Adulthood and Marriage Unit Outcomes

Broad Goals of the Unit: Support students in understanding the physical, mental, emotional, and social changes that occur from adolescence through adulthood. Encourage reflection on personal growth, responsibility, and life planning. Promote healthy attitudes toward body image and aging.

Essential Questions:

- What changes occur during adolescence, and why do they happen?
- How do our responsibilities to ourselves and others grow as we mature?
- How can decisions made in youth affect future health and well-being?
- What factors contribute to a healthy and successful marriage and family life?
- Why are media images of the “perfect” body unrealistic?

Enduring Understandings:

- Adolescence involves physical, mental, and emotional changes that are natural and important for becoming an adult.
- As we mature, our responsibilities increase—not just to ourselves but to others.
- Lifelong health can be influenced by decisions made early in life.
- Strong relationships, communication, and realistic expectations are key to successful marriages and parenting.
- Media images often present unrealistic standards of beauty that can distort body image.

“I can” statement with standards alignment:

- I can list the three main physical changes of adolescence: changes to the reproductive system, development of adult features, and growth in height and muscle mass.
- I can describe how mental and emotional development happens during adolescence.
- I can identify responsibilities I have to myself, my family, my friends, and my community.
- I can summarize the physical and emotional changes that occur in adulthood.
- I can explain the benefits of marriage and describe three keys to a successful marriage.
- I can describe how choices in youth can impact the aging process.
- I can explain what parental responsibility means.
- I can analyze why media images of “perfect” bodies are unrealistic and how they affect body image.

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

- Understand that adolescence is a time of major change influenced by hormones, brain development, and social roles.
- Understand that puberty includes reproductive maturity.

- Understand that brain development during adolescence improves reasoning, impulse control, and abstract thinking.
- Understand that emotional changes include the development of identity, values, and independence.
- Understand that responsibility increases in adolescence and continues to grow through adulthood.
- Understand that physical maturity typically happens in the late teens or early twenties; emotional maturity continues throughout life.
- Understand that marriage has social, emotional, and economic benefits and requires love, commitment, and compatibility.
- Understand that healthy choices in youth—such as nutrition, exercise, and avoiding risky behaviors, can delay or reduce the effects of aging.
- Understand that parental responsibility involves decision-making and time spent raising children.
- Understand that media images often create false standards of beauty, which can lead to negative self-perceptions.

Assessment Evidence

Formative:

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Standards Supporting Learning Targets

- [WI Health Standards](#)