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.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1: Growth and Development</td>
<td>Topic 1: Growth and Development</td>
</tr>
</tbody>
</table>
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 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 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)
- The basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)
- How healthy behaviors enhance the body’s basic lines of defense (e.g., sleep, physical activity, healthy food choices)

### Unwrapped Skills (Students need to be able to do)
- Identify
- Describe
- Explain

### Bloom’s Taxonomy Levels
- Remember
- Understand

### Webb's DOK
- 1
- 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>Chemicals</td>
<td>Puberty</td>
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<tr>
<td>Personal Hygiene</td>
<td>Pituitary gland</td>
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<tr>
<td>Nutrition</td>
<td>Hormones</td>
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<tr>
<td>Healthy</td>
<td>Pubic hair</td>
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<tr>
<td>Egg</td>
<td>Body odor</td>
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<tr>
<td></td>
<td>Antiperspirant/deodorant</td>
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<tr>
<td></td>
<td>Oil glands</td>
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<tr>
<td></td>
<td>Acne</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys:</th>
<th>Girls:</th>
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</thead>
<tbody>
<tr>
<td>Period</td>
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</table>

<table>
<thead>
<tr>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrotum</td>
<td>Pad</td>
</tr>
<tr>
<td>Testosterone</td>
<td>Menstruating/</td>
</tr>
<tr>
<td>Testicles</td>
<td>Menstrual/Cycle</td>
</tr>
<tr>
<td>Penis</td>
<td>Ovaries</td>
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<tr>
<td>Vocal cords</td>
<td>Estrogen</td>
</tr>
<tr>
<td></td>
<td>Breast</td>
</tr>
<tr>
<td></td>
<td>Vaginal discharge</td>
</tr>
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**Resources for Vocabulary Development:** Video

*There are two sets of videos available at the Proctor and Gamble website ([http://www.pgschoolprograms.com/programs.php?pid=1](http://www.pgschoolprograms.com/programs.php?pid=1)). For 4th grade, students will watch the original version, not the updated Always Changing Videos. Here are the direct links where you can find the videos:

- Boys (Always Changing- Original): [https://www.youtube.com/watch?v=FKJPtG1QuCc](https://www.youtube.com/watch?v=FKJPtG1QuCc)
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 (Always Changing - Original Video). 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 and answer questions and hold a discussion with students.
*There are two sets of videos available at the Proctor and Gamble website (http://www.pgschoolprograms.com/programs.php?pid=1). For 4th grade, students will watch the original version, not the updated Always Changing Videos. Here are the direct links where you can find the videos:
  - Girls (Always Changing - Original): https://www.youtube.com/watch?v=kzjbyEiuRUm
  - Boys (Always Changing - Original): https://www.youtube.com/watch?v=FKJPTx1QuC

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and Development</td>
<td>Video and Discussion</td>
<td>Students will watch a video about puberty (Always Changing - Original Video). 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 and answer questions and hold a discussion with students.</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Health Plan</td>
<td>Students will work in small groups to develop a fishbone diagram displaying choices they can make to lead a healthy life during puberty.</td>
<td>10-20 minutes</td>
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