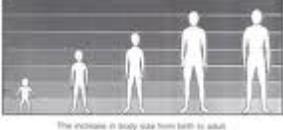


El Paso ISD	Health	Grade Level: 8	Unit 2: Understanding Your Body	3 Day Unit
 <p>The increase in body size from birth to adult</p>			<p>Chapter 16: Growth and Development</p> <p><i>*Check EPISD website for list of approved guest speakers for these topics</i></p>	
<p><b>Academic Vocabulary:</b>  <i>Chapter 16: fertilization, egg cell, sperm cell, uterus, embryo, fetus, placenta, umbilical cord, cervix, heredity, chromosomes, genes, obstetrician, birth defects, and puberty.</i></p>				
<p><b>Guiding Questions</b>  Chapter 16</p> <ol style="list-style-type: none"> <li>1. Define the term fertilization.</li> <li>2. List 4 steps a pregnant female can take to protect her own health and the health of her developing fetus.</li> <li>3. What are some causes of birth defects that are non-genetic?</li> <li>4. Why are the teen years not an ideal time to have children?</li> </ol>			<p><b>Enduring Understandings</b>  Chapter 16</p> <ol style="list-style-type: none"> <li>1. Fertilization is the joining together of 2 special cells, one from each parent; it takes place inside the mother's reproductive system. The cell from the mother that plays a part in fertilization is called an egg cell. The cell from the father that enters the egg cell during fertilization is called a sperm cell.</li> <li>2. In addition to regular visits to an obstetrician, a pregnant female should: <ul style="list-style-type: none"> <li>-Eat nutritious foods</li> <li>-Get enough rest</li> <li>-Participate in moderate exercise</li> <li>-Avoid the use of tobacco, alcohol, and other drugs.</li> </ul> </li> <li>3. Some environmental factors that can contribute to birth defects are: <ul style="list-style-type: none"> <li>-Poor nutrition: the baby may be born too early, have a low birth weight, and a greater chance of having mental or physical problems</li> <li>-Alcohol: it enters the mother's bloodstream, passes through the placenta, and into the baby's bloodstream.; this can lead to fetal alcohol syndrome (FAS)</li> <li>-Medicines and other drugs: should be avoided unless approved by the mother's physician; If the mother takes some over-the-counter medicines, prescription drugs, and illegal drugs, the baby may be born addicted to the drug.</li> <li>-Tobacco: baby can be born prematurely or with a low birth weight</li> <li>-Infections: can cause deafness or other serious health problems</li> <li>- STD's: can cause brain damage, blindness and even death, as well as pass down the virus to her unborn child.</li> </ul> </li> <li>4. The teen years are not an ideal time to have children because a pregnant female experiences many physiological and emotional changes. In addition, during puberty teenage girls are experiencing physical, mental/emotional, and social</li> </ol>	

<p>5. How do biological and chronological ages differ?</p> <p>6. Explain how life develops from a single cell into complex body systems.</p>	<p>changes. Physical changes include: increase in female hormone production (estrogen), breast development, hips widen, uterus and ovaries enlarge, menstruation begins, body fat increases, pubic hair appears, and external genitals enlarge. Mental/emotional changes include mood swings, becoming more independent, defining your values, wanting to spend more time with members of the opposite sex, and accepting your body. Because adolescence is a busy and challenging time (physically because females have not fully developed, and mentally because mood swings may be confusing and even frightening), it is not an ideal time to have children.</p> <p>5. Biological age is determined by how well various body parts are working; it is affected by heredity and health habits. Chronological age is your actual age/measured in years; the number of birthdays you have had. Another difference between the two is that biological age can be controlled by how well you take care of your body, while chronological age cannot be controlled.</p> <p>6. You began your life as a single microscopic cell. That cell divided over and over again until it formed the trillions of cells that now make up your body. These cells are organized into tissue, which are organized into organs, which in turn are organized into systems.</p>
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WRITTEN	TAUGHT	TESTED
<p><b>Health Concepts/Processes</b></p> <p>115.23</p> <p><b><u>Chapter 16</u></b></p> <p>1D. Describe the life cycle of human beings including birth, dying, and death.</p> <p>2C. Compare and contrast changes in males and females.</p> <p>2D. Describe physiological and emotional changes that occur during pregnancy.</p>	<p><b>Glencoe Teen Health Course</b></p> <p><b><u>Teen Health Textbook 8<sup>th</sup> Grade</u></b></p> <p><b><u>Chapter 16</u></b></p> <p><b>Vocabulary Activities</b>  <i>*<b>Interactive notebooks:</b> Using a spiral notebook, have students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right page, have the students write the textbook definition.</i></p> <p><i>*<b>Foldable:</b> See beginning of chapter for foldable activity ideas.</i></p>	<p><b>Assessment(s)</b></p> <p><b><u>Chapter 16</u></b></p> <p><b>Textbook Assessment (p 440-441)</b>  Reviewing Vocabulary and Concepts 1-20</p> <p><b>The Life Cycle</b>  In pairs, students will be assigned a stage from the life cycle, will research, and create a poster to present to the class.</p>

<p>2E. Examine physical and emotional development during adolescence.</p>	<p><b>*Word wall:</b> <i>Have vocabulary on wall for student reference.</i></p> <p><b>Textbook Activities</b> (<i>Whole Group/Small Group Reading and Discussion</i>)</p> <p><b>Lesson 1: The Beginning of Life (p 416-420)</b> Discuss what fertilization is. Discuss the growth during pregnancy and the growth inside the uterus.</p> <p><b>Lesson 2: Heredity and Environment (p 421-425)</b> Discuss how heredity and genetics work. Identify possible genetic disorders. Discuss ways of prenatal care and possible birth defects.</p> <p><b>Lesson 3: From Childhood to Adolescence (p 426-431)</b> Discuss and Identify the different stages of development.</p>	<p><b>Nine Months of Development (p 418)</b> In pairs, students will create a chart on chart/tablet paper. Have the students list the 9 months/stages of pregnancy and describe each one.</p> <ul style="list-style-type: none"> <li>• <b>From Cell to System (p.417)</b> Have the students draw or create a model and label their own version of going from a cell to system using the information in Fig. 16.1 on p. 417.</li> <li>• Reviewing Terms and Facts 1-4 (p 420)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Hands-On Health: Prenatal Care Brochure (p 423)</b> In partners, students will create a tri-fold brochure that will encourage a pregnant female to take steps to ensure that she can have a healthy baby.</li> <li>• Reviewing Terms and Facts 1-3 (p 425)</li> </ul> <p><b>Health Skills Activity: Stress Management (p. 430)</b> Have students read the information in the yellow box. Students will create a list of ways to cope with mood swings, and share at least one with the class.</p>
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	<p><b>Lesson 4: Adulthood and Aging (p 432-435)</b>          Discuss the stages of adulthood. Identify the different ways to measure age. Identify ways to make aging a positive experience.</p> <p><b>Additional Resources- Chapter 16</b></p> <p><b><u>Building Health Skills (textbook)</u></b>  <b>Resolving Conflicts with Parents (pp 438- 439)</b>  <i>Students will be able to apply conflict resolution with family and friends.</i></p>	<ul style="list-style-type: none"> <li>• Reviewing Terms and Facts 1-4 (p 431)</li> <li>• <b>Quick Write Essay (p. 432)</b>          Have the students write an essay answering the following questions:          Describe an older person whom you admire. What qualities do you like in that person? What does that person teach you about aging?</li> <li>• Reviewing Terms and Facts 1-4 (p.435)</li> </ul>
	<p><b>Health Curriculum Supplies</b></p> <p>Precut Human Body          Just Around the Corner DVD Series</p>	
<p><b>English Language Proficiency Standards</b></p> <p><i>“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”</i></p> <p><b>Chapter 74.4 English Language Proficiency Standards</b></p>	<p><b>Refer to English Language Proficiency Standards (ELPS) Implementation Guide</b></p>	