

UBD Unit Design Template

Time Frame: 3 Classes	Unit Title: HG&D	Course Name: Health 8th
Stage 1: Desired Results		
Established Goal(s)	Transferable Skills	
<p>National Health Standards</p> <p>2. There are medically accurate and reliable sources of information related to human growth and development. Health Education Standard 2</p> <p>4. Many factors need to be considered when making decisions regarding sexual health and behaviors. Health Education Standard 3</p> <p>6. The importance of showing and promoting dignity and respect for themselves and others. Health Education Standard 7</p> <p>How pregnancy occurs and can be prevented Health Education Standard 1</p> <p>8. What sexually transmitted infections are and their prevention Health Education Standard 1</p> <p>9. How to respond to uncomfortable/unsafe situations. Health Education Standard 5</p> <p>10. How to identify trusted adults to promote safety.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>Use the skill learned to make the best decision about the short/long term over health and wellbeing for themselves as well as understand the risks and consequences that come from those choices.</i></p>	
	Meaning	
	<u>Understandings</u> <ul style="list-style-type: none"> <i>I can describe the physical, social, cognitive and emotional changes of adolescence.</i> <i>I can identify medically-accurate sources of information about puberty, adolescent development, human growth and development, pregnancy and birth</i> <i>I can identify accurate and credible sources of information about human growth and development.</i> 	<u>Essential Questions</u> <p>2. Where can I find medically accurate and reliable information about my growth and development?</p> <p>3. What do I need to understand about my growth and development to support my physical, social, and emotional health?</p> <p>4. How do I make decisions regarding my sexual health and behavior?</p> <p>6. In what ways do I show respect and dignity for myself and to others?</p> <p>8. What are sexually transmitted infections and how are they prevented?</p> <p>9. How do I keep myself safe in uncomfortable/unsafe situations?</p> <p>10. How do I identify trusted adults that I can talk to promote my safety and well being?</p> <p>11. What are the characteristics of healthy relationships and effective ways to maintain positive relationships?</p> <p>12. Who are sources of support and trusted adults to help with uncomfortable or unsafe situations?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>Trimesters Zygote Blastocyst Chromosomes Embryo</p>	<p><i>Students will be able to...</i></p> <p>Key skills students will acquire from the lesson, unit, or course.</p> <p>Student will be able to recognize risky behaviors that may lead to pregnancy</p>

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<p>Health Education Standard 5</p> <p>11. The characteristics of healthy relationships and effective ways to maintain positive relationships.</p> <p>Health Education Standard 1</p>	<p>Fetus</p> <p>Vernix</p> <p>Ectopic Pregnancy</p> <p>Braxton Hicks</p> <p>Womb</p> <p>Placenta</p> <p>Amniotic Sac</p> <p>Umbilical Cord</p> <p>Obstetrician</p> <p>Gynecologist</p> <p>Mid Wife</p> <p>Lamaze</p> <p>Ultrasound</p> <p>Apgar Scale</p>	<p>Students will understand that pregnancy and childbirth is a lifelong commitment</p> <p>Students can recognize the financial commitment having a child will be.</p> <p>Students will understand the growth and development from a zygote to birth.</p>
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Stage 2: Evidence & Assessment

Evaluative Criteria	Assessment Evidence
	<p><u>Summative Assessment(s):</u></p> <p>HR Test</p>
	<p><u>Formative Assessment(s):</u></p> <ul style="list-style-type: none"> ● Exit and entrance tickets ● Diagram worksheets ● Discussion Questions

Stage 3: Learning Overview

A suggested abbreviated progression of learning activities/timeline of the unit.

Ex:

- Day 1: Introduction, Get the giggles out, pregnancy Lecture, Questions, Exit ticket
- Day 2: Entry Ticket, Questions Jar, Birth Lecture, Discussion, Questions, Review
- Day 3: Test