**Life Cycles Day 2**

**Objective: Students will be able to identify the problems of the Male Reproductive System and how to personally identify and screen for problems.**

**Standard:** **Standard 3**: **Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.**

**Differentiated Education:**

**Assessment:** Formal Assessment: Journal Page Starter, Sex Respect Assignment, and Unit Page Informal Assessment: List of health improvements.

**Materials Needed: Powerpoint**

**Lesson Vocabulary:**

**Jock itch: an infection of the skin by a fungus. Occurs when the scrotum and groin skin stays hot a moist. Red, itchy, irritated skin.  
Inguinal Hernia: a weakness in the lower abdominal wall that allows a small loop o intestine to bulge through into the scrotum.  
Undescended Testicle: testicle has not dropped into the scrotum.  
Urinary Tract Infection: an infection of the urethra, bladder, ureters, and/or kidneys. pain and burning during urination. Sometimes the urine could be bloody.  
Testicular Cancer: uncontrolled growth of cells in the testes. enlargement of the testicle or a pea-sixe lump on the testicle.  
Testicular Torsion: occurs when the testicle twists. Pinches nerves and blood vessels. Causes swelling and pain.  
Prostate Enlargement: can cause frequent and slow urination. This usually occurs with age.**

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| Time | **Teacher’s Actions** | **AVK** | **Student’s Actions** |
| 0-5  6-10  11-15   16-35     36-45 | **Bellwork: Take attendance, instruct students to begin working on Day 4 in the journal page.**  **Modeling: Show a diagram of the pathway of the sperm and explain the process of passage through the male reproductive system**  **Input: Answer questions from the question box.**  **Generate classroom discussion about the common problems of the male reproductive system and testicular screening.**  **Check for Understanding: Have students get into groups and decide the best ways in order to stay healthy. Come up with a class list and write on board.**  **Guided Practice: Students will generate a list different from what I generated in the presentation.** | VK  AV  A  AVK  AVK  AVK | Students work quietly and independently on answering “Name the Pathway of the Sperm.”   Students will volunteer answers and determine the correct answers to the questions.   Students will listen to the answers and ask any follow up questions they have.  Students will take notes, ask any questions they feel comfortable with as they arise or will write them down on paper if not comfortable in front of the class.  Students will collaborate as a group to come up with different everyday things they can do in order to improve health. |

**Application to Life: What are some ways that I can keep myself healthy?**

**Assignment: Sex Respect and Unit Page**

**Evaluation:**