**Life Cycles Day 1**

**Objective: Students will be able to identify the anatomy of the Male Reproductive System.**

**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: Debate activity

**Materials Needed: Powerpoint**

**Lesson Vocabulary:**

**Sperm: The male sex cell.
Testosterone: The male sex hormone.
The testes or testicles: Two small glands that produce sperm and hormones.
Sperm cells: have a head, midsection, and tail.
Sperm head: Carries the genetic codes from the dad.
Flagellum: helps move the sperm through fluid.
Epididymis: a network of tubes in which the sperm mature and are stored temporarily
Scrotum: protective sac that holds the testes.
Vas Deferens: tube carry sperm cells from the epididymis to the seminal vesicles.
The seminal vesicles, prostate gland, and the Cowper’s gland: Add fluid to the sperm as it passes through from the vas deferens.
Urethra: a tube inside the male penis.
Penis: the external male sex organ.
Erection: the filling of the chambers which causes the penis to elongate and become more ridged.
Ejaculation: The release of the semen.
Nocturnal Dream: an uncontrolled ejaculation during sleep.**

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| Time | **Teacher’s Actions** | **AVK** | **Student’s Actions** |
| 0-56-1011-1516-3535-4041-45 | **Bellwork: Take attendance, instruct students to begin working on Day 3 in the journal page. Modeling: Generate class discussion on the differences. Write on the board.****Input: Answer questions from the question box. Explain the anatomy of the male reproductive system using powerpoint, diagrams and white board instruction.** **Check for Understanding: Have students get into groups and as a group try to come up with the 5 steps the sperm takes through the reproductive system. First group to get it completed wins.** **Guided Practice: Invite students to work on their unit pages if time in class.** | AKAVAAVKAVKVK |  Students work quietly and independently on answering “How are the reproductive systems different from other body systems?” 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 and come up with the 5 steps the sperm takes through the body. Students will work quietly and independently.  |

**Application to Life: How does knowing the male reproductive system affects me?**

**Assignment: Sex Respect and Unit Page**

**Evaluation:**