

Health

Unit # : 5 Unit Name: Reproduction, Pregnancy and Development
Male Reproduction, Female Reproduction, Pregnancy and Development

Pacing: 2 weeks Instruction 2 days Testing

Essential Questions:

- Why do you think the male reproductive system produces so many sperm?
- What should a girl do if she has severe menstrual cramps?
- Summarize the path of the egg through the female reproductive system
- Summarize the path of the sperm through the male reproductive system
- How can alcohol use affect the chance of pregnancy?
- What factors should a couple consider before they decide to have children
- Describe the importance of prenatal care for keeping healthy before and during pregnancy
- How do you think both parents' lifestyle and responsibilities change after the birth of the baby?
- Describe why teen pregnancy is hard on the mother's health.
- How would your life change if you became a parent today?
- Describe why STD's are called a silent epidemic?
- Why do high risk behaviors put you at risk for acquiring an STD?
- Describe the health damages that STD's can cause.
- Describe why babies born to teen mothers are more likely to have health problems than babies born to adult mothers.

Vocabulary: sperm, egg, fertilization, testis, penis, semen, reproduction, seminiferous tubules, testosterone, scrotum, ejaculation, nocturnal emissions, urethra, foreskin, circumcision, epididymis, vas deferens, seminal vesicles, prostate gland, cowpers gland, jock itch, trauma, hernia, infertility, ovary, vagina, fallopian tube, uterus, menstrual cycle, urethra, cervix, ovulation, menstruation, vaginal irritation, menstrual cramps, infertility, pap smear, sexual intercourse, embryo, placenta, fetus, prenatal care, zygote, implantation, first trimester, amnion, umbilical cord, second trimester, third trimester, prenatal care, ultrasound amniocentesis, fetal alcohol syndrome, miscarriage, ectopic pregnancy, toxemia, gestational diabetes, Rh incompatibility, premature birth, labor, dilation, expulsion, episiotomy, placental, natural childbirth, C-section, breech birth,

HPLS:

Focus TEKS

TA TEKS

ELPS

1 , 2 , 4 , 5 , 6 , 7	1A , 2A , 2D , 3A , 3B , 3C , 3D , 6A , 6B , 6C , 8B , 9A , 9B , 10B , 12A , 15A	1D , 3B , 4A , 4C , 4D , 4E , 5D	1A , 1C , 1D , 1E , 1F , 1G , 2B , 2C , 2D , 2E , 2F , 2G , 2H , 2I , 3B , 3D , 3E , 3F , 3G , 3J , 4C , 4D , 4F , 4H , 4I , 4J , 4K , 5B , 5C
Concept: 2 weeks on Reproduction, Pregnancy and Development, Male and Female Reproduction, Pregnancy and Development			
Instructional Strategies	Instructional Resources	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● What is the main function of the male reproductive system? ● Problems of the male reproductive system ● Female Reproduction ● How the menstrual cycle works ● Problems with the female reproductive system ● Development of the fetus ● Problems during pregnancy ● Stages of Childbirth 	<ul style="list-style-type: none"> ● powerpoint(P) ● give students a diagram of the male reproductive system and have the student trace the path sperm travels ● give students a drawing of the male reproductive system without labels. Have students label all reproductive parts ● Using chart on page 433, divide class into 8 groups. Each group will have a problem from the chart and they will research additional information on causes, symptoms and treatment, and prevention. ● Give students a diagram of the female reproductive system and trace the path of the egg when released 	<ul style="list-style-type: none"> ● daily warm-ups ● pre-reading assessment ● Health IQ's ● exit tickets ● chapter reviews ● notes ● class discussions ● reflection ● partner share ● sentence stems 	<ul style="list-style-type: none"> ● chapter 20/21 test(GD) ● power point(P) ● vocabulary test ● chapter 20 test(GD) ● Final exam(GD)

<ul style="list-style-type: none"> • Risks of adolescent sexual activity • myths about STD's • What are sexually transmitted diseases? • Common STD's activity/ write down each STD on a separate piece of paper and tape on the walls. Have students do the STD quiz/activity and answer each question. 	<ul style="list-style-type: none"> • give students a drawing of the female reproductive system without labels. Have students label the female reproductive system. <p>http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T_RelatedArticle#cat20129(Web)</p> <p>Using chart on page 440, divide class into groups. Each group will have 2 problems from the chart and they will research additional information on causes, treatment and prevention.</p> <ul style="list-style-type: none"> • Pregnancy Timeline: divide class into small groups. Assign each group one of the three trimesters of pregnancy. Ask each group to develop a poster about their assigned trimester • Each student will make 7 index cards. On one side the problem and on the other side, what it is, symptoms and treatment. <p>https://www.youtube.com/watch?v=zasjMiQjvr0(V)</p> <p>https://www.youtube.com/watch?v</p>		
--	--	--	--

[=WH9ZJu4wRUE\(V\)](#)

Using figure 7 on pages 448 and 449, lead students through the stages of childbirth. Emphasize the different amounts of time in each stage. In groups ask students to look at magazines and find photos that suggest physical intimacy. What messages do these photos send?

- Belief vs Reality activity p. 476
- class discussion
- http://kidshealth.org/teen/sexual_health/stds/std_myths.html?tracking=T_RelatedArticle#cat20015(Web)
- <http://www.graphs.net/wp-content/uploads/2012/06/Teen-Pregnancy-Rates-By-State.jpg>(Web)
- <http://childandfamilyresearch.org/content/uploads/2014/05/Picture2.png>(Web)
- <https://sph.uth.edu/tprc/2013/08/14/texas-teen-birth-rate-maps-harris-county-school-district/>(Web)
- https://www.youtube.com/watch?v=S_EEJDwNmY(V)
- http://www.medicinenet.com/stds_pictures_slideshow/article.htm(web)
- [Common STD activity](#)(GD)

Interventions and Enrichment

- hard copy of notes for ESL students
- scaffolding
- rubrics
- think alouds
- visual aids
- larger print
- English to Spanish translated key terms
- word wall
- preferential seating
- extra time
- <http://kidshealth.org/es/teens/center/spanish-center-esp.html?WT.ac=t-nav> (Web) in spanish
- ELL Strategy: Have students work in partners. Partner A shares their understanding or answer. Partner B paraphrases what he/she heard back to partner A. Reverse and repeat. The teacher can add an additional expectation by requiring the use of specific academic vocabulary.