

Day	Lesson Plan		
Friday	<p>Topic: Reproductive System</p> <p>Period Taught: 2nd/4th Block Honors Anatomy and Physiology</p> <p>Materials/Resources: Vocab WS, Presentation, Chromebooks, Whiteboards, Guided notes</p> <p>Objectives: The students will be able to</p> <ol style="list-style-type: none"> 1. List the main functions of the reproductive system 2. Label a diagram of the major anatomical structures within the male reproductive system 3. Describe the functions of these different structures 4. Map out the general pathway of sperm from creation to ejaculation <p>Standards: National Health Science Standards (NHSS)</p> <ul style="list-style-type: none"> 1.11 Identify basic levels of organization of the human body. <ul style="list-style-type: none"> a. Organs 1.13 Analyze basic structures and functions of human body systems <ul style="list-style-type: none"> b. Reproductive (structures and functions of male and female reproductive systems, formation of gametes, hormone production and effects, menstrual cycle, and conception) 1.21 Describe common diseases and disorders of each body system <p>Procedure:</p> <ol style="list-style-type: none"> 1. As student come into class, they will get out their notebooks and write down the Human Gestation fact of the day <ul style="list-style-type: none"> a. For every day Anatomy and Physiology meets for the Reproductive Unit, they will follow the development of a fetus over the course of 3 trimesters. b. Today's: 1st Trimester, 3 weeks – baby in-the-making is in blastocyst form. It contain all of the DNA passed down from its parents 2. After students have copied down this fact in their notebooks, teacher will introduce the unit <ul style="list-style-type: none"> a. They will write down as many different ways that a baby could be created 3. Teacher will then begin with notes on the Male Reproductive System 4. After about 15-20 minutes of notes for introduction, students will be split into four different groups <ul style="list-style-type: none"> a. These groups will be given male reproductive system anatomical vocabulary, and will be required to research and record the function of each. <ul style="list-style-type: none"> i. Group 1 will be assigned the epididymis, erectile tissue, and the glans penis ii. Group 2 will be assigned the penis, prostate, and scrotum iii. Group 3 will be assigned the spermatic cord, testes, and urethra iv. Group 4 will be assigned the seminal vesicle, seminiferous tubules, and vas deferens b. Once adequate research has been done on the assigned terms, groups will create a shared Google slides presentation. NOTE* Each student in the group must be an expert on their assigned terms 5. Next, students will break out into new groups of four, that have an individual from every group. <ul style="list-style-type: none"> a. EX: New group: one individual from Group 1, one individual from Group 2, one individual from Group 3, one individual from Group 4. 6. These new groups will then present on the information learned in the first group <ul style="list-style-type: none"> a. Students will teach each other about their learned vocabulary words 7. Once all students have recorded all functions for terms, the class will return to their seats 8. Teacher will then review terms by calling on students to define terms they did not originally research. 9. Once all terms (or most) are reviewed, students will label diagrams to visually see how these anatomical structures relate to each other spatially. 10. Before they leave, students will have to complete and hand in a labeled diagram for checking. <p>Class Assignment: See above</p> <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Class discussion Individual research Group work – random and assigned groups Verbal instruction by students Visual aids <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the function of the reproductive system? 2. What are the major structures of the male reproductive system? 3. What are the major functions of these specific structures? <p>Assessment:</p> <ul style="list-style-type: none"> In-class questioning Term Definitions Labeled diagram WS 		

Reflections: