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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Science

Week 3

Lesson Exemplar for Science Grade 5
Quarter 2: Week 3
SY 2024-2025

Development Team

Management Team

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LESSON EXEMPLAR TEMPLATE

SCIENCE/SECOND QUARTER/ GRADE FIVE

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. **Content Standards**	Learners learnt that animals have systems that help them grow, respond, and reproduce.
B. Performance Standards	By the end of the Quarter, learners describe and create models of the body systems whose function is to help humans grow, develop, and reproduce. They use tables to group living things as plants, animals, or microorganisms. They use skills of observation, predicting, measuring, and recording to plans and carry out a simple activity to observe the life cycle of a plant and compare it to the life cycles of animals.
C. Learning Competencies and Objectives	*The learners* identify from pictures and labeled diagrams the parts of the female reproductive system as ovaries, uterus, and vagina and those of the male reproductive system as the prostate, testis, and penis and describe how they work; a. *Lesson 1 Objective:* Identify which body parts are used for human reproduction and Explain the function of male and female reproductive organs *b. Lesson 2 Objective:* Explain the process of reproduction in humans
C. Content	Male and Female Reproductive System
D. Integration	Preservation and Continuity of Life

II. LEARNING RESOURCES

- Delos Reyes Jr, R. L., Balabat, F. P., Quicho, K. L., & Rex Book Store. (2023). Science Links 5: Worktext for Scientific and Technological Literacy (Revised Edition). Rex Book Store. pp. 90 - 203.
- Department of Education. (2019). National Science Textbook, Grade 5, First Edition (pp. 83 - 95). Papua New Guinea.
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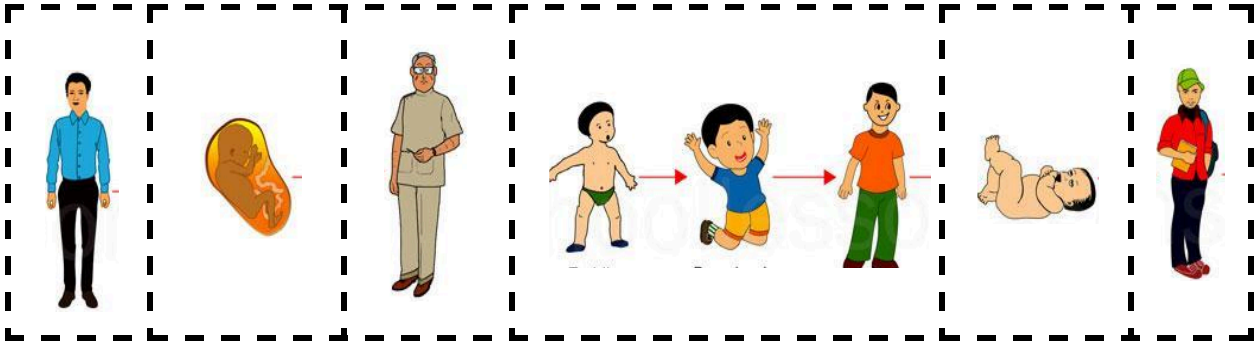
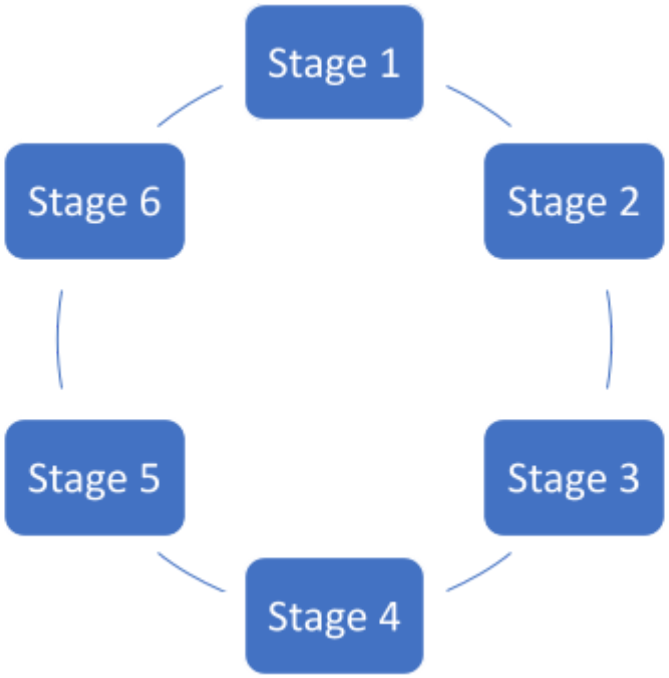
- Department of Education. (Year). MATATAG Curriculum in Science. DepEd Complex, Meralco Avenue, Pasig City, Philippines.
- Human Life Cycle. (n.d.). K8 School Lessons. Retrieved October 18, 2023, from https://k8schoollessons.com/human-life-cycle/
- Let's Talk Science. (2019, September 5). Animal Life Cycles. https://letstalkscience.ca/educational-resources/lessons/animal-life-cycles
- Republic of the Philippines. (2013). Enhanced Basic Education Act of 2013. Retrieved from https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/
- FuseSchool - Global Education. (2016, August 15). *Sexual reproduction humans | Genetics | Biology | FuseSchool* [Video]. YouTube. https://www.youtube.com/watch?v=-ekRRuSa_UQ
- Encyclopædia Britannica, Inc. (n.d.). *Human embryonic and fetal development illustrated.* Britannica. Retrieved March 9, 2024, from https://www.britannica.com/video/192622/Human-embryonic-development-birth-fertilization

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. **Activating Prior Knowledge**	**1. Short Review** • Begin the lesson with an overview of the human life cycle, emphasizing that it starts with the formation of a fetus/embryo. Use sequencing activity to illustrate the stages of human life cycle. **Sequencing Activity**: Print, cut out the images showing human life cycle stages and their names. Arrange them randomly on one side of a board. On the other side, draw an empty life cycle chart. Students should pick an image, identify its stage, and stick it onto	This lesson addresses sensitive topics that might cause discomfort among students. To ensure a respectful and comfortable learning environment, encourage students to listen to and respect each

	the correct spot on the chart for everyone to see. Repeat until all images are correctly placed, making any necessary corrections along the way.  Pictures taken from Let's Talk Science. Animal Life Cycles. https://letstalkscience.ca/educational-resources/lessons/animal-life-cycles **Childhood** | **Old Person** | **Foetus in the womb** | **Adolescent/ Teenager** | **Baby/Infant** | **Adulthood** **Life Cycle of Human**	other's perspectives and opinions. Strategies for Teaching This Lesson: 1. Consider conducting separate sessions for boys and girls to create a more comfortable and focused learning environment. 2. If it aligns better with cultural norms or traditions, arrange for a teacher of the same gender as the students to lead the lesson, enhancing relatability and comfort. Note: Provide pictures that is gender-sensitive (balance representations between male and female)

		
B. Establishing Lesson Purpose	**1.Lesson Purpose** ● The primary purpose of this lesson is to deepen the learners' understanding of the human reproductive system, with a specific focus on the anatomy and functions of the male and female reproductive organs, including the ovary, vagina, uterus, prostate, penis, and testes. This lesson aims to provide learner with a comprehensive understanding of how these organs contribute to human reproduction. ● To engage students and gauge their current understanding, start with guided questions. This can include: a. Can anyone describe what an embryo is? b. How do you think an embryo is formed in the human body? c. What is an embryo and at what stage of the human life cycle does it appear?	

	d. How does an embryo form inside the mother's body? e. Why do you think both a male and a female are needed to create an embryo? f. Can you name any parts of the male and female bodies that you think are important for creating a new life? g. How do you think the baby grows from an embryo to being born? What parts of the mother's body help the baby grow? h. What does the word 'reproduction' mean to you? i. Why is reproduction considered an essential part of the life cycle? j. How do you think the male and female bodies contribute to reproduction ● Use the students' responses to naturally transition to the topic of human reproduction. Explain that the formation of an embryo is a result of reproductive processes. Introduce the concept of sexual reproduction as the means by which humans reproduce.	
	2.Unlocking Content Area Vocabulary **Word Sort:** Randomly post all the word cards on the board. Ensure they are mixed well to encourage thorough examination by the students. Invite the learners to approach the display area in small groups or individually, depending on your class size and preference. Instruct them to carefully select words that they believe are related to the human reproductive system. Once a word is selected, students will move it to the "Related to Reproductive System" section of the board. Unrelated terms should be grouped separately in the "Unrelated Terms" section. After all terms have been sorted, discuss each term, asking students to justify their placement and provide a brief explanation or definition, particularly for the reproductive system-related terms. Correct any misplaced terms together, discussing the reasons for their correct categorization.	Make use of the definition of the following terms: **Reproductive System** is the group of the body parts that work together for the purpose of reproduction. **Reproduction** is a process by which organisms replicate themselves. **Fertilization** is the union of a sperm and to form an embryo.

Note: Keep the word card it will be used throughout the week.

WORD CARDS		
Reproductive System	**Male Reproductive System**	**Female Reproductive System**
Reproduction	**Prostate**	**Ovary**
Fertilization	**Testis**	**Uterus**
Circulatory	**Penis**	**Vagina**
Apple	**Kidney**	**Ears**
Earth	**Liver**	**Lungs**

"Related to Reproductive System"	**"Unrelated Terms"**

Female reproductive system includes ovaries, womb and vagina

Ovary is a female reproductive organ which egg cells are produced.

Uterus is the hollow, pear-shaped organ in a woman's pelvis where a fetus (unborn baby) develops and grows. Also called womb.

Vagina is a canal in female that receives the male reproductive cells or sperms, and is part of the birth canal during the birth process.

Male reproductive system includes prostate, penis and testes

Prostate is a gland in the male reproductive system.

Testis is one of two egg-shaped glands inside the scrotum that produce sperm and male hormones. Also called testicle.

<table>
<tr><td></td><td></td><td>Penis is an external male reproductive organ. It contains a tube called the urethra, which carries semen and urine to the outside of the body.</td></tr>
<tr><td>C. Developing and Deepening Understanding</td><td>SUB-TOPIC 1: HUMAN REPRODUCTIVE SYSTEM

TASK 1 (EXPLICITATION)

Engage students at the start of the lesson on the male and female reproductive systems using this discussion prompt “There are parts in both the male and female bodies that work together to create life, almost like pieces of a puzzle. Can anyone guess what these might be? Today, we're going to discover what these pieces are and how they fit together.”

Briefly introduce the lesson's objectives and outline the activities. Highlight the significance of correctly identifying and labeling the reproductive organs as foundational knowledge for understanding human biology

Divide the Board into three sections; section 1 for word bank; section 2 for sorted words and; section 3 for organ labeling.

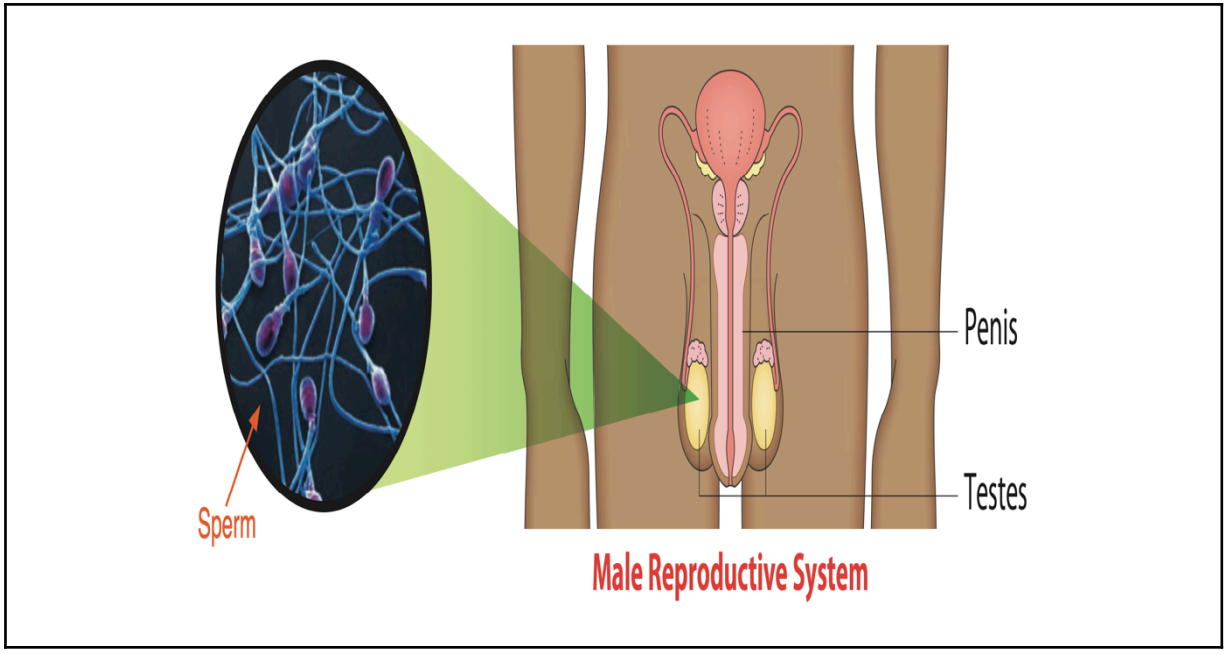
Sorting Word Cards: In the first section, randomly paste the word cards. Divide students into small groups. The first group begins by sorting the word cards into the correct boxes based on whether they belong to the male or female reproductive system. After sorting, each group explains their reasoning for the placement of each card. Provide feedback, corrects any mistakes, and offers brief explanations for each organ’s categorization

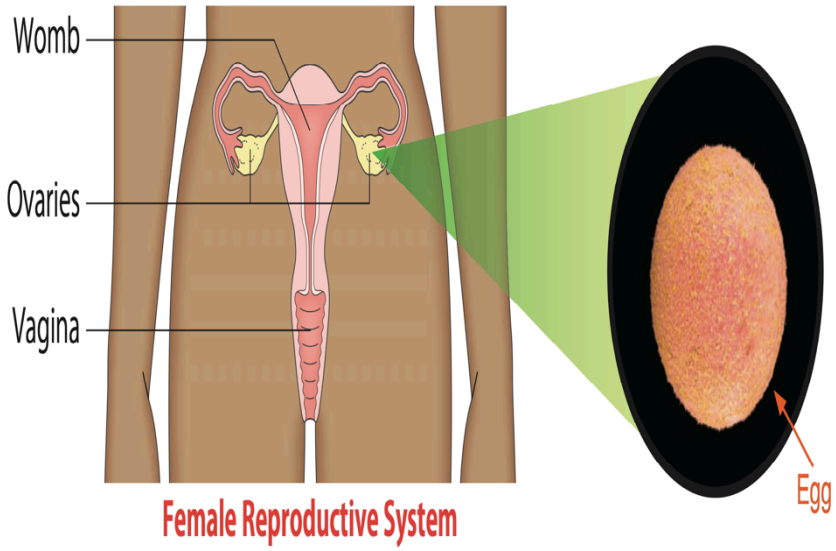
<table><tr><th colspan="3">WORD BANK</th></tr><tr><td>Circulatory</td><td>Penis</td><td>Vagina</td></tr><tr><td>Fertilization</td><td>Testis</td><td>Uterus</td></tr><tr><td>Reproduction</td><td>Prostate</td><td>Ovary</td></tr></table></td><td>Use the word cards in the previous lesson. Prepare diagrams of the male and female reproductive systems without labels. Set up the classroom board by dividing it into three sections and labeling two boxes for sorting the word cards. If box are not available you may just draw a box in the board.</td></tr>
</table>

BOX 1	BOX 2
Male Reproductive System	Female Reproductive System

Labeling Diagrams

The third section of the board displays diagrams of the male and female reproductive systems without labels. A different group of students is now responsible for labeling the diagrams using the correctly sorted word cards from Part 2. Students explain their labeling choices. Correct any misplacements and briefly describes each organ's position.


Sperm
Penis
Testes
Male Reproductive System



Pictures taken from National Science Textbook, Grade 5, First Edition (pp. 85). Papua New Guinea; Retrieved from google on March 9, 2024.

Review the correctly labeled diagrams as a class. Ensure all students understand each reproductive organ's correct name and location. Encourage students to ask questions or express any confusion.

Summarize the day's activities, reiterating the names and locations of the reproductive organs covered. Emphasize that understanding these organs' functions will be the focus of the next lesson. Provide a preview of what's to come to pique students' interest.

TASK 2 (WORKED EXAMPLE)

Briefly explain the roles of the reproductive systems in humans, emphasizing the importance of both male and female systems in the process of reproduction.

Comparative Visualization: Display the pre-prepared cards or labels (refer to the table below). Invite students to come up to the board one at a time to place each card in the appropriate column (Male or Female) based on the organ's system. After placing the card, the student briefly mentions the function of the organ, emphasizing the role it plays in the reproductive system. After all the cards have been placed, review each organ as a class.

Organ	**Function**

Cut out this word cards:

Male	
Testes	Produce sperm and testosterone
Penis	Passes semen out of the body

Materials Needed:

- A large board
- Markers or chalk
- Two columns on the board labeled "Male Reproductive System" and "Female Reproductive System"
- Pre-prepared cards or labels with names of reproductive organs and their functions

Setup:

- Prepare the board by drawing two large columns, one labeled "Male Reproductive System" and the other "Female Reproductive System."
- Have the pre-prepared cards or labels ready for student use.

- Consider a

Prostate Gland	Produces prostatic fluid, aids in ejaculation
Female	
Ovaries	Produce eggs and hormones (estrogen, progesterone)
Vagina	Connects uterus to the outside, birth canal
Uterus	Site of fertilization, supports embryo development

Discuss the primary functions of each organ within its system, highlighting key differences between male and female organs. Clarify any misconceptions and provide additional insights where necessary. Direct the class's attention to the overall structure and function of each system, comparing them side-by-side. Discuss how each system's organs are uniquely adapted for their roles in reproduction, such as sperm production in males and egg production and gestation in females.

Male vs. Female Reproductive Organs		
Sex	**Male**	**Female**
Primary Reproductive Organ	Testes	Ovaries
Location	Outside the body (in the scrotum)	Inside the body
Function	Produce sperm and	Produce eggs and

follow-up quiz or a reflective assignment asking students to write about the key differences and functions of the male and female reproductive systems.

	testosterone	hormones (estrogen, progesterone)
Secondary Reproductive Organ	Penis	Vagina
Location	Outside the body	Inside the body
Function	Passes semen out of the body	Connects uterus to the outside, birth canal
Accessory Organ	Prostate Gland	Fallopian Tubes, Uterus
Location	Below the bladder, in front of the rectum	Within the pelvic cavity
Function	Produces prostatic fluid, aids in ejaculation	Site of fertilization, supports embryo development

Summarize the main points of the comparison, reiterating the significance of both reproductive systems in human biology. Encourage students to ask any lingering questions for clarification.

Please be Guided by the following Notes:

The reproductive system is a complex network of organs and structures that collaborate to facilitate the process of reproduction. It is essential for the continuation of a species and involves distinct systems in males and females to achieve this goal.

1. Female Reproductive System:

The female reproductive system is a sophisticated arrangement of organs designed to support conception, pregnancy, and childbirth. It comprises several key components, including the ovaries, womb (uterus), and vagina.

a. Ovaries: The ovaries are a pair of small, almond-shaped organs located in the lower abdomen on either side of the uterus. They are responsible for producing and releasing eggs (ova) as well as hormones like estrogen and progesterone. Each ovary contains thousands of follicles, each housing an immature egg.
b. Womb (Uterus): The womb, or uterus, is a hollow, pear-shaped organ where a fertilized egg implants and develops into a fetus during pregnancy. It consists of three main parts: the fundus (top portion), body (central part), and cervix (lower part). The inner lining of the uterus, known as the endometrium, thickens each month in preparation for a potential pregnancy.
c. Fallopian Tubes: The fallopian tubes are slender tubes that extend from the uterus to the ovaries. They serve as the pathway for eggs to travel from the ovaries to the uterus. Fertilization typically occurs in the fallopian tubes when a sperm meets an egg.
d. Vagina: The vagina is a muscular canal that connects the uterus to the external genitalia. It serves as the birth canal during delivery, allowing the passage of the baby from the uterus to the outside world. The vagina also plays a role in sexual intercourse and menstruation.

During the menstrual cycle, the female reproductive system undergoes a series of hormonal changes and physiological processes to prepare for potential fertilization and pregnancy. If fertilization does not occur, the uterine lining sheds during menstruation, marking the start of a new cycle.

2. The male reproductive system

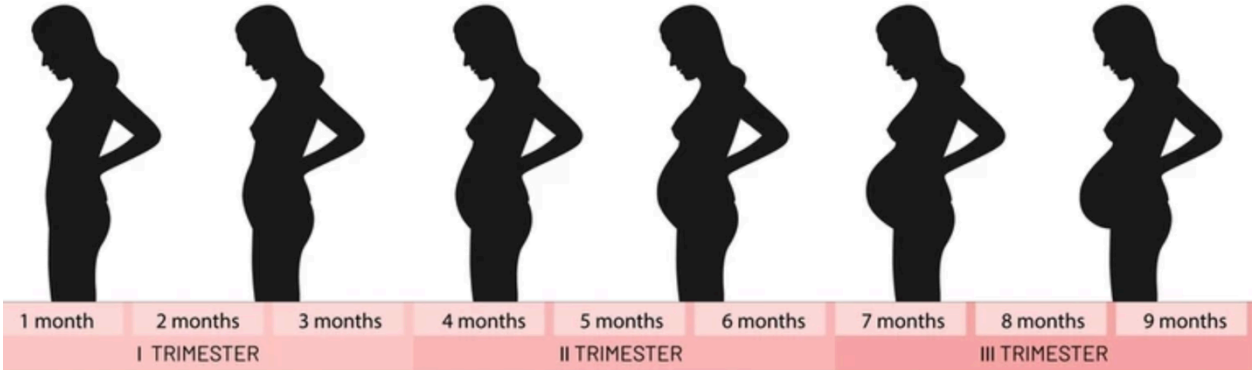
The male reproductive system is intricately designed with several key organs, including the testes, penis, and prostate, each playing a pivotal role in reproduction. This system is primarily external, with most of its components located outside the body cavity for optimal function.

a. Testes: The testes are a pair of oval-shaped organs enclosed in the scrotum, a skin sac that hangs outside the body. This external placement is crucial for temperature regulation, as sperm production requires a temperature slightly lower than the body's core temperature. Each testis is a sperm-producing factory, generating millions of sperm cells daily, which are essential for fertilization.
b. Penis: The penis serves as the conduit for transferring semen into the female reproductive tract during sexual intercourse. It is comprised of spongy tissue that can expand and harden (an erection), allowing for the passage of semen out of the

	male body. The semen, a fluid containing sperm, is ejaculated through the urethra, a tube running through the penis. c. Prostate Gland: An integral but often overlooked component of the male reproductive system is the prostate gland. Situated just below the bladder and surrounding the urethra, the prostate produces a significant portion of the fluid that makes up semen. This fluid helps nourish and transport sperm, playing a critical role in the success of fertilization. The prostate's secretions are vital for the sperm's longevity and mobility, ensuring they can survive the journey to potentially fertilize an egg. Together, these organs work in concert to produce, maintain, and transport sperm, the male reproductive cells, and semen, the fluid that carries them. The coordinated activities of the testes, penis, and prostate are essential for the male's role in reproduction, highlighting the complexity and efficiency of the male reproductive system.	
	TASK 3 (LESSON ACTIVITY) Guide the learners to perform the Activity 1: Interactive Notebook Activity: Understanding the Reproductive Organs. **Interactive Notebook Activity: Understanding the Reproductive Organs** **Objective:** To provide a comprehensive, interactive learning experience for students to understand the parts and functions of male and female reproductive organs. **Part 1: Reproductive Organ Puzzle** Prepare the Puzzle Pieces: Print out sheets containing the different parts of the male and female reproductive organs. Ensure each part is clearly labeled for easy identification.	**Materials Needed:** • Printable sheets with reproductive organ parts and labels • Scissors • Glue • Notebook Conclude the activity with a summary discussion, emphasizing the importance of each organ's role in human reproduction. Encourage students to reflect on what they have learned

	1. Cutting and Organizing: Instruct students to carefully cut out each part of the reproductive organs along with their labels. 2. Assembly and Labeling: Have students paste each organ part into their notebooks, arranging them to reconstruct the complete male and female reproductive systems. Next to each part, they should paste the corresponding label, identifying the part. Guiding Questions: • Can you identify which parts are exclusive to the male/female reproductive systems and which are common in both? • What are the main differences in structure you notice between male and female reproductive organs? **Part 2: Organ Function Table** 1. Table Creation: Guide students to create a table in their notebook with three columns: Picture of the Organ, Name of the Organ, and Its Function. 2. Filling the Table: Provide students with information sheets that contains pictures, names, and functions of reproductive organs. Students will fill in the table based on this information, pasting a picture, writing its name, and noting its primary function(s). Guiding Questions: • How does each organ contribute to the reproductive system's overall function? • Which organs are involved in reproductive hormone production and regulation? **Part 3: Male vs. Female Reproductive Organs Comparison** 1. Table Structure: Instruct students to draw a table with three columns: Organ Name, Male Organ Function, and Female Organ Function and Common Functions (if any). 2. Research and Fill: Students will research each reproductive organ's function in both male and female systems. They'll fill in the table with the functions of each organ, noting differences and similarities. Example Entries: • Organ Name: Ovaries/Testes o Male Organ Function: Produce sperm and reproductive hormones	and how it enhances their understanding of human biology. This interactive notebook activity not only aids in memorizing the parts and functions of reproductive organs but also fosters a deeper understanding through hands-on learning and critical thinking.

	o Female Organ Function: Produce eggs and reproductive hormones o Common Functions: Hormone production and gamete (sex cell) production 3. Analysis and Discussion: Once the table is completed, engage students in a discussion about the similarities and differences between male and female reproductive organs and their functions. Guiding Questions: • Why do you think certain organs have similar functions across male and female reproductive systems? • How do the differences in organs and functions reflect the biological roles of each gender in reproduction?	
	SUB-TOPIC 2: REPRODUCTION IN HUMAN **TASK 1** (EXPLICITATION) Begin by asking the key question "How does human life begin? facilitate students' understanding of the stages of human development from conception to birth, using the provided image sequence of a mother's abdomen growth below.	



https://www.shutterstock.com/image-vector/infographic-illustration-growth-abdomen-pregnant-woman-1986807932

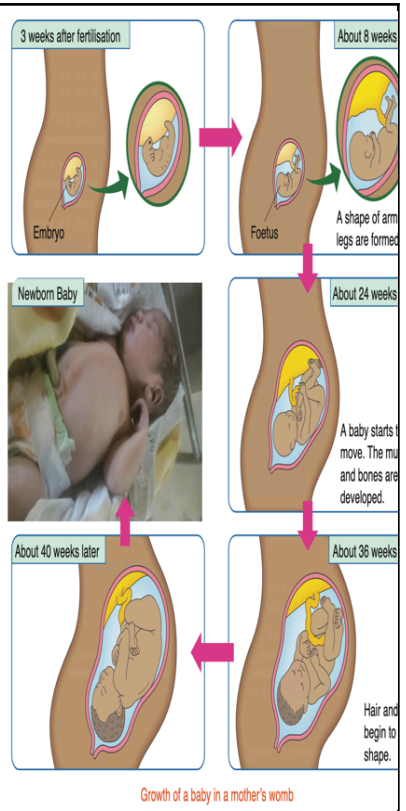
Visual Thinking Strategy: Display the image sequence to the entire class. Have students individually write down their observations and initial thoughts about the changes they see in the sequence. Write the key observations of the learners in the table below.

Month	Observation
1 month	
2 month	
12 month	

Guide Questions:

1. What do you notice about the size of the tummy from the first to the last picture?
2. How much does the tummy grow each time?

	3. What do you think the baby is doing as the tummy grows? 4. Why is it important to see how the tummy changes? 5. When the tummy is at its biggest, what can you guess about the baby inside?	
	TASK 2 (WORKED EXAMPLE) **Storytelling:** Engage the students by informing them that you will tell a story entitled Fatima's Journey to Meeting Zaynab. Prepare a big book with the stages of growth of a baby in a mother's womb individually each page. **Fatima's Journey to Meeting Zaynab** Once upon a time, inside a quiet and warm place called the **womb**, there was a tiny **fertilized egg**, no bigger than a dot. This dot was the beginning of a little girl named Fatima. Fatima was very special because she was about to start an incredible journey of growth. In the great river of life, unlike the fish who lay their eggs in the water, humans like Fatima grow inside their mothers, safe and sound. Fatima, who was just a fertilized egg, found the perfect spot in her mother's womb, a soft and nourishing place called the **uterus**. Within just three weeks, Fatima was no longer just a dot; she became what we call an **embryo**. It was the very first stage of becoming a person. She was tiny and hardly looked like a baby at all, but all the magic had already started. As days turned into weeks, something amazing happened. Eight weeks after she started her journey, Fatima had transformed! She wasn't just an embryo anymore; she became a **fetus**. Now, she had the tiny beginnings of arms and legs, and she was beginning to look more like a little human, a tiny version of you and me.	Please use this picture. You may download this at **https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiJsp6_2-iEAxVgTWcHHYTAAWAQFnoECBQQAQ&url=https%3A%2F%2Fwww.jica.go.jp%2FResource%2Fproject%2Fpng%2F004%2Fmaterials%2Fku57pq00003t6ut6-att%2Fg5_science_text_01.pdf&usg=AOvVaw2EdHbiSyO2ZoD9_DGqVNys&opi=89978449**

	Fatima grew and grew, and after about 24 weeks, she started to move. Her **muscles** and **bones** were getting stronger every day. If you could have seen her, you would have said she was practicing to run and hug. Then, at around 36 weeks, Fatima was almost ready to meet the world. Her **hair** was curly and soft, and her tiny **fingernails** were just like tiny seashells. She was preparing for her grand entrance. Finally, after about 37 to 40 weeks of waiting, it was time. Fatima had become Zaynab, a beautiful **newborn baby** with bright eyes, ready for her first breath of air. With a little help, she left the cozy womb and was cradled in the loving arms of her mother. Nearby, her big brother Hussein looked on with wide, excited eyes. He had a new sister, and he couldn't wait to teach her about the world. And so, Fatima's journey, which started with just a little dot, had brought a new life into the world, and her family named her Zaynab. They all lived happily, learning and growing together each day.	 Growth of a baby in a mother's womb
	TASK 3 (LESSON ACTIVITY) Guide the learners to perform the Activity 2: Interactive Notebook Activity: **Growing Baby: From Tiny Egg to Newborn**. **Interactive Notebook Activity: Growing Baby: From Tiny Egg to Newborn**. **Objective:**	

	To explain the process of human reproduction with an emphasis on the prenatal development stages from a fertilized egg to a full-term baby. **Materials Needed:** • This worksheet with pictures and flip-open sheets. • Scissors. • Glue. • Coloring pencils or markers. • Your notebook. **Instructions:** 1. **Cut Out the Pictures and Flip-Open Sheets:** Below are pictures showing different stages of a baby growing in the womb, each with a corresponding flip-open sheet beside it. Carefully cut out each picture and its flip-open sheet along the dotted lines. 2. **Arrange and Paste the Pictures:** In your notebook, arrange the pictures in order from the fertilized egg to the 40-week stage, just like the journey Zaynab went through. Once in the correct order, glue only the left side of each flip-open sheet next to its corresponding picture. This will allow the sheet to flip open and close. 3. **Write Descriptions:** Open the flip sheet beside each picture. Inside, write a sentence or two about what's happening to the baby at that stage. For example, at 24 weeks, you might write, "The baby can now hear mom's voice!" At 34 weeks, "The baby is practicing breathing for the outside world!" And at 40 weeks, "The baby is ready to greet its family!" **Discussion Questions:** 1. Thinking about Fatima's story, what are some big changes or important moments you remember about how Zaynab grew before she was born? 2. Which part of Zaynab's growing up inside her mom did you find really interesting or cool? Tell us why! 3. Imagine if you were Zaynab, cozy and snug in the womb, what do you think it would feel like?	

	Color and Decorate: Once you've completed your writing, color in the pictures and decorate your flip-open sheets. Think about the colors and patterns that represent the miraculous growth journey of a baby.	
D. Making Generalizations	**1. Learners' Takeaways** **Matching Activity:** Begin by explaining the importance of understanding the human body and its functions, focusing on the reproductive system. Explain the matching activity. Go over the instructions clearly: Read the names of the organs and their functions. Draw a line to match the organ with the correct function. Review the correct matches as a class. Discuss any common mistakes and clarify misconceptions. Highlight how each organ contributes to the reproductive system. Summarize the key points of the lesson. Encourage students to think about how all body systems work together to keep us healthy and functioning. Here are the words/phrases to match. Arrange randomly.:	

Column 1	**Column 2**
Testes	Produce sperm and testosterone
Penis	Passes semen out of the body
Prostate Gland	Produces prostatic fluid, aids in ejaculation
Ovaries	Produce eggs and hormones (estrogen, progesterone)
Vagina	Connects uterus to the outside, birth canal

Uterus	Site of fertilization, supports embryo development	

2. Reflection on Learning

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**1. Formative Assessment** Part 1: Multiple Choice Questions (Human Life Cycle) 1. **Which of the following stages is the correct sequence of the human life cycle?** A. Infant → Adolescent → Adult → Elderly B. Adolescent → Infant → Adult → Elderly C. Adult → Infant → Adolescent → Elderly D. Elderly → Adolescent → Infant → Adult 2. **At what stage of the human life cycle does puberty typically occur?** A. Infant B. Child C. Adolescent D. Adult --- Part 2: Fill-in-the-Blank (Reproductive Organs and Functions)	**Instructions for Students:** • Answer the multiple-choice and true/false questions by circling the correct answer. • Complete the fill-in-the-blank section with appropriate terms. • Provide concise, accurate responses for the short answer questions. • For the matching exercise, draw a line from each organ to its corresponding function. • Label the diagrams as accurately as possible. • Reflect thoughtfully on the reflection questions,

	3. **The _____ are the male reproductive organs that produce sperm and testosterone.** 4. **The _____ is the female reproductive organ where a fertilized egg implants and grows into a fetus.** 5. **_____ is the process by which a sperm cell and an egg cell combine to form a new life.** --- Part 3: True or False (Human Reproduction Facts) 6. **True or False: The female reproductive system includes the prostate.** 7. **True or False: Human life begins as a single cell formed from the union of two gametes.** --- Part 4: Short Answer (Reproductive Processes) 8. **Describe the journey of a sperm cell from production to the potential fertilization of an egg.** 9. **Explain the role of the uterus in the development of a fetus.** --- Part 5: Matching (Organ Functions) 10. **Match the reproductive organ with its function:** • Organs: A. Ovaries B. Testes C. Uterus D. Fallopian Tubes	using complete sentences.

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Functions:

Site of sperm production
Transports eggs from the ovaries to the uterus
Houses and nurtures the developing fetus
Site of egg production and release of hormones

<hr>
Part 6: Diagram Labeling (Visual Assessment)
11. Given diagrams of the male and female reproductive systems (without labels), label the following parts:
o Testes, Penis, Prostate, Ovaries, Uterus, Vagina.
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Reflection Questions (Understanding and Application)
12. Why is it important to understand the human life cycle and reproductive system?
13. How do lifestyle choices impact the human reproductive system and overall life cycle?
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<td rowspan="2">B. Teacher's Remarks</td>
<td>Note observations on any of the following areas:</td>
<td>Effective Practices</td>
<td>Problems Encountered</td>
<td rowspan="2"></td>
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<td>strategies explored</td>
<td>This section should capture what strategies have been successfully employed during the observed activities. It could include innovative teaching techniques, group work, or the use of technology that</td>
<td>In this part, you would document any issues or challenges encountered during the lesson. These might include difficulties in grasping certain concepts, distractions, or obstacles to active</td>
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		improved the learning process.	engagement.	
	materials used	Note what teaching materials or resources were particularly effective in enhancing the learning experience. This could involve textbooks, multimedia presentations, or hands-on materials	Document any problems with materials or resources that hindered the learning process. For example, outdated textbooks, technical issues with digital resources, or a lack of essential materials	
	learner engagement/ interaction	Observe how well the students were engaged with the lesson. Effective practices might include students participating actively in discussions, asking questions, or demonstrating enthusiasm for the topic	Mention any instances where learner engagement was lacking, such as disinterest, distractions, or difficulty in understanding the subject ma	
	others	This section is for any notable positive practices that don't fit within the categories above. It could include classroom management techniques, the use of assessment tools, or successful communication with students	Document any miscellaneous issues or problems that don't fall under the previous categories. These could encompass behavioral problems, communication challenges, or other noteworthy concerns.	
C. Teacher's Reflection	*Reflection guide or prompt can be on:*			

	▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*	

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