Second Quarter

Chapter III: Parts and Functions (Humans)

Lesson 10: How the parts of the Human reproductive system work

Day 1-5

I. Objectives:

1. Describe the structure and functions of each part of the male/female reproductive system
2. Identify the parts of the male/female reproductive system.
3. State the general functions of the male/female reproductive system.
4. Show appreciation on the structure and capabilities of each part of the male & female reproductive system

II. Subject Matter:

Male & Female Reproductive System

A. Materials
   Illustration of the Male & Female & Reproductive System
   Human Torso
   Youtube
B. References
   CG p. 30
   Science Spectrum 5 pp.2-3
C. Process Skills
   Observing, Describing, Predicting
D. Values Integration
   Show appreciation on the function of each part of the reproductive system.

III. Learning Tasks:

A. Engagement

1. Review

Using the jumbled letters of the parts of the reproductive system form the word by matching the part to its description.

1. SPINE 2. STITES 3. THRUEAR 4. AVSFENDERS 5. COMTURS	a. Long muscular tube that travels from the epididymis b. Tube inside the penis c. Oval-shaped lie in the scrotum d. Cylindrical in shape e. Pouch or skin and muscle

2. Motivation

You know already that male have specific reproductive parts. But how do each special structures work?

B. Exploration

Activity Proper

1. Divide the class into small groups
2. Introduce the lesson
3. Check the materials needed. See to it that the materials brought by the pupils for the activity are complete. Provide them also with the activity sheet, manila paper and marking pen.
4. Provide instruction in doing the activity (allotted time for the activity, the data table to be accomplished, group presenter/member's role/responsibility, precautionary measures to take, etc.).
5. Then let them do Lesson 11: LM Activity ____ How does each part of the male/female reproductive parts work?
6. Supervise the class while they are doing the activity.

C. Explanations

1. Ask the group presenters to post their output. Have the group representative present the results of the activity. Three (3) minutes may be allotted per group presentation.
2. Take note of pupil's responses to the activity questions.
3. Check the pupil's responses to the activity questions while discussing the activity.
4. Clarify misconceptions when needed.
5. Help the pupils formulate ideas/concepts by asking
   a. How does each part of the male/female reproductive parts work?

D. Elaboration

1. Have the pupils formulate generalization by asking:
   How does each part of the male/female reproductive parts work?
2. Have the pupils understand the following concepts:
   - ❖ The male reproductive parts are composed of the testicles or testes, scrotum, epididymis, vas deferens, seminal vesicle, prostate gland, Cowper's gland, penis and urethra.
   - ❖ Each part has specific functions.
   - ❖ Let the pupils describe each the function of each part of the male reproductive system.
   - ❖ The female reproductive parts are the: 1. Cervix known as the birth canal, 2, Uterus allows sperm to enter and menstrual blood to exit, 3. Ovaries produce eggs and hormones; 4. Fallopian tubes serves as tunnels for the ova to travel from the ovaries to the uterus.

E. Evaluation

Answer the following questions below. Write the letter of the correct answer.

1. The penis is the male external organ. Which statement BEST describe the function of Penis?
   A. It produces sperm.
   B. It is storage of sperm.
   C. It helps nourish the sperm.
   D. It transports mature sperm to urethra
2. The Vas deferens plays an important role in the male reproductive system. Which of the following BEST describes vas deferens?
   A. It transports mature sperm to urethra
   B. It helps nourish the sperm.
   C. It is storage of sperm.
   D. It produces sperm.
3. Which of the following statement is TRUE about the function of the testicles?
   I. It lubricates the urethra
   II. It is responsible for making testosterone
   III. It brings the sperm to maturity
   IV. It transports mature sperms to urethra

   A. IV & I
   B. III & IV
   C. II & III
   D. I & II
4. Which of the following is not a function of the female reproductive system?
   A. Produces egg cells.
   B. Transport egg cells.
   C. Provides a place for fertilization
   D. Protects a place for fertilization.
5. Why is a woman whose uterus is removed through surgical operation unable to give birth to a baby?
   A. No organ to produce fluids to facilitate the passage of sperm.
   B. No organ where a fertilized egg can grow and develop.
   C. No organ to produce mature eggs.
   D. No organ to store sperms.

IV. Assignment

Using the diagram describe the work of each part of the male/female reproductive system

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Second Quarter

Lesson 11: Physical Changes during Puberty

Day 1-5

I. Objectives:

1. Describe physical and socio-emotional changes in males and females during puberty.
2. List down the physical and socio-emotional changes in males and females during puberty.
3. Discuss the physical changes of male/female at puberty
4. Show awareness in body changes during puberty.

II. Subject Matter:

Changes that Occur During Puberty

A. Materials

Pictures of a boy and a girl in their puberty stage

B. References

CG p. 30
Science for New Millenium 5 pp.
Science for Daily Use 5 p. 12

C. Process Skills

Observing, Describing, Inferring

D. Values Integration

Awareness on the body changes during puberty

III. Learning Tasks

A. Engagement

1. Review

   Differentiate the characteristics of an infant from a child. Choose your answer below.

Infant	Child

a. Run or walk backwards
b. Roll over
c. Learn to crawl
d. Jump on one foot
e. Walk up and down the stairs

2. Motivation

   Song " Batang-Bata ka pa" by itchyworms"

B. Exploration

Activity Proper

1. Divide the class into small groups
2. Introduce the lesson
3. Provide them with the activity sheet, manila paper and marking pen.
4. Provide instruction in doing the activity (allotted time for the activity, the data table to be accomplished, group presenter/member's role/responsibility, precautionary measures to take, etc.).
5. Then let them do Lesson 11: LM Activity ____ Supervise the class while they are doing the activity.

C. Explanations

1. Ask the group presenters to post their output. Have the group representative present the results of the activity. Three (3) minutes may be allotted per group presentation.
2. Take note of pupil's responses to the activity questions.
3. Check the pupil's responses to the activity questions while discussing the activity.
4. Clarify misconceptions when needed
5. Help the pupils formulate ideas/concepts by asking
   a. What are the changes among boys and girls at pubertal stage?

D. Elaboration

1. Have the pupils formulate generalization by using Venn Diagram:
   What are the changes among boys and girls at pubertal stage?
2. Have the pupils understand the following concepts:
   - Children between 9-16 years old should expect more bodily changes happen on them. This is called pubertal age or puberty. It is also known as pre-adolescence since it is at this stage of your life when you stay away from your childish manners and begin to look like adult
   - Both physical and socio-emotional changes among boys and girls during puberty.

E. Evaluation

List down 5 physical or socio-emotional changes among boys and girls during pubertal stage.

1.
2.
3.
4.
5.

IV. Assignment

Find a picture of yours during your childhood and your recent picture. Compare the different changes that occurred from you.

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