

PERSONAL DEVELOPMENT
Human Sexuality Unit

GOALS FOR PERSONAL DEVELOPMENT COURSE

- I. To help students develop skills for positive interpersonal relationships
- II. To provide students with coping skills needed in social situations
- III. To help students apply the decision-making process
- IV. To provide students with information about physical, emotional and social development
- V. To assist students in developing responsible attitudes and respect toward self and others

INTENDED STUDENT OUTCOMES OF HUMAN SEXUALITY UNIT

- I. Establish an appropriate climate for learning about human sexuality.
 1. Improve communication among teens, parents and teachers.
- II. Relate intellectual development to physical, emotional, and social development in adolescence.
 1. Review and demonstrate decision-making process.
 2. Understand relationships between decisions and outcomes.
- III. Identify physical development of adolescence.
 1. Identify and state the functions of male and female reproductive systems.
 2. Discuss changes that occur during puberty.
 3. List and explain sexually transmitted diseases (STD) and sexually transmitted infections (STI) including causes, symptoms and treatment.
 4. Identify and understand the importance of abstinence including issues dealing with teen pregnancy.
- IV. Recognize and understand emotional and social development of adolescence.
 1. Define and discuss peer pressure.
 2. Discuss various kinds of abuse.

Dear Parents,

The goal of the Personal Development class is to assist students in becoming healthy, responsible, and caring adolescents who can deal positively with their mental, physical, and social development. A basic belief of the course is that parents are the most important teachers of their children and the course is designed to supplement your efforts. I encourage you to ask your child about the course and share your own values about sexuality and family issues.

Florida law states that parents have the right to request in writing that their child be exempt from all or a portion of the human sexuality unit. Should you choose not to have your child participate in this unit, complete the bottom section of this form and return it to me at the school not later than _____. Your child will be relocated to another setting and required to complete an alternate (and independent) assignment. Upon completion of the required work, he or she will receive credit (a grade) for that work. There is no penalty for this exemption.

I welcome the opportunity to discuss the curriculum and educational materials with you. Please contact me at the school to discuss any questions you may have.

Sincerely,

Personal Development Teacher

cc: Principal

Please cut □ here and return the bottom portion.

-----□-----□-----□-----□-----□-----□-----□-----

I request that my child be exempt from the human sexuality unit of the Personal Development course. My child, _____, (student's name printed) will receive an alternate assignment and will be exempt from the human sexuality unit in the Personal Development course without penalty.

Parent/Guardian Signature

Date

**Florida Department of Education
Curriculum Framework**

Course Title: Personal Development and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500430
CIP Number	09209921CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8500430	Personal Development and Career Planning	FAM CON SC 1 HEALTH 6	Semester

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate leadership, study, and organizational skills.
- 02.0 Recognize factors that affect personality development.
- 03.0 Identify and apply skills needed for positive interpersonal relationships.
- 04.0 Identify positive coping skills for dealing with stress and conflict.
- 05.0 Identify relationships that influence personality development.
- 06.0 Assess the importance of good health and wellness.
- 07.0 Develop a plan for managing your resources.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

- 08.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 09.0 Develop skills to locate, evaluate, and interpret career information.
- 10.0 Identify and demonstrate processes for making short and long term goals.
- 11.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 12.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 13.0 Identify a career cluster and related pathways that match career and education goals.
- 14.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 15.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Development and Career Planning
Course Number: 8500430
Course Credit: Semester

Course Description:

The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

CTE Standards and Benchmarks

01.0 Demonstrate leadership, study, and organizational skills. – The student will be able to:

01.01 Identify purposes and functions of professional and community service organizations.

01.02 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.

01.03 Work cooperatively as a group member to achieve organizational goals.

01.04 Demonstrate confidence in leadership roles and organizational responsibilities.

01.05 Demonstrate personal responsibility.

01.06 Practice time management techniques.

01.07 Identify methods used for studying.

01.08 List ways to use study time wisely.

01.09 Create a plan to manage your time.

01.10 List ways technology can add balance your life.

01.11 Develop a personal growth project.

01.12 Identify ways to create organization in your personal space.

02.0 Recognize factors that affect personality development. – The student will be able to:

02.01 Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.

CTE Standards and Benchmarks

02.02	Identify Maslow's basic human needs.
02.03	Define self-esteem and self-concept.
02.04	Explain how heredity and environment affect the development of personality.
02.05	Identify factors that affect self-concept and achievement.
02.06	State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
02.07	Identify characteristics of individuals with high/low self-esteem.
02.08	Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.
02.09	Analyze personality strengths and weaknesses.
02.10	Identify how values and standards affect character and actions.
02.11	Determine how to make ethical decisions.
03.0	Identify and apply skills needed for positive interpersonal relationships. – The student will be able to:
03.01	Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.
03.02	Identify appropriate topics of conversation when establishing relationships with acquaintances.
03.03	List forms of verbal and non-verbal communication.
03.04	Practice positive communication skills.
03.05	Demonstrate appropriate manners and etiquette for a variety of social situations.
04.0	Identify positive coping skills for adjusting to stress and conflict. – The student will be able to:
04.01	Identify positive and negative stress.
04.02	Identify changes that affect families.
04.03	Describe ways of coping with personal and family stress and crises.
04.04	Recognize signs of peer pressure and bullying.
04.05	Demonstrate refusal skills.
04.06	Identify causes of conflict.

CTE Standards and Benchmarks

04.07	List the steps in the conflict resolution process.
04.08	Compare ways of dealing with and preventing conflict with friends and family members.
05.0	Identify relationships that influence personality development. – The student will be able to:
05.01	Identify types of relationships.
05.02	Describe qualities of a friend
05.03	Recognize healthy and unhealthy relationships.
05.04	List the functions of families.
05.05	List types of family structures.
05.06	Describe the family life cycle.
05.07	Identify ways to blend work and family.
05.08	Discuss the benefits and challenges of current technology and the impact on the family.
05.09	Identify factors in caring for children and the elderly.
05.10	Discuss the joys and challenges of being a parent.
05.11	Discuss the joys and challenges of being a parent
06.0	Assess the importance of good health and wellness. – The student will be able to:
06.01	Describe wellness.
06.02	Explain the importance of good nutrition.
06.03	Classify foods according to the Food Guide Pyramid.
06.04	List the essential nutrients and describe their functions and sources.
06.05	List good health practices that contribute to looking your best.
06.06	Identify the health risks associated with the use of alcohol, tobacco, and other drugs.
06.07	List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.
06.08	Develop an exercise and nutrition plan that incorporates the components of wellness.

CTE Standards and Benchmarks

06.09 Identify careers related to health and wellness.

07.0 Develop a plan for managing your resources. – The student will be able to:

07.01 Define needs and wants.

07.02 Identify major and minor decisions and the factors that affect decisions.

07.03 Identify the steps of the decision-making process.

07.04 Develop a self-improvement plan using the decision-making process to set goals and priorities.

07.05 Apply the decision-making process to personal, social, and family activities.

07.06 Identify factors that affect consumer choices.

07.07 Identify ways to manage your resources for personal needs and wants.

07.08 Develop a spending and savings plan for your money.

07.09 Discuss reasons for working.

07.10 Explain the relationship between income and lifestyle.

07.11 Identify the personal skills needed for employment.

07.12 Discuss careers related to resource management.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

The student will be able to:

08.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

09.0 Develop skills to locate, evaluate, and interpret career information.

10.0 Identify and demonstrate processes for making short and long term goals.

11.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

12.0 Understand the relationship between educational achievement and career choices/postsecondary options.

13.0 Identify a career cluster and related pathways that match career and education goals.

CTE Standards and Benchmarks

- | | |
|------|--|
| 14.0 | Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. |
| 15.0 | Demonstrate knowledge of technology and its application in career fields/clusters. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

Career Planning

Effective July 1, 2019, per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be completed in either sixth, seventh, or eighth grade. These courses should be taught integrating the eight career and education planning course standards. Additional information on the Middle School Career and Education Planning course and the list of standards is available at <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/>. The [MyCareerShines powered by Kuder®](#) career planning system is available free of charge to all Florida middle and high schools to assist students in completing research-based career assessments, exploring career options and developing an online academic and career plan.

Career and Technical Student Organization (CTSO)

FCCLA is the inter-curricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>

1003.42 Required instruction.—

(n)1. Comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Mental and emotional health.
- b. Injury prevention and safety.
- c. Internet safety.
- d. Nutrition.
- e. Personal health.
- f. Prevention and control of disease.
- g. Substance use and abuse.
- h. Prevention of child sexual abuse, exploitation, and human trafficking.

2. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

3. The health education curriculum for students in grades 6 through 12 shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

(3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

History.—s. 131, ch. 2002-387; s. 22, ch. 2006-74; s. 13, ch. 2010-154; s. 1, ch. 2010-217; s. 14, ch. 2011-220; s. 3, ch. 2014-184; s. 1, ch. 2016-141; s. 53, ch. 2017-3; s. 51, ch. 2018-7; s. 5, ch. 2020-88; s. 2, ch. 2021-69; s. 1, ch. 2021-83; s. 3, ch. 2021-157; s. 20, ch. 2021-164.

1003.46 Health education; instruction in acquired immune deficiency syndrome.—

(1) Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention.

(2) Throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, a school shall:

(a) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage.

(b) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems.

(c) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.

(d) Provide instruction and material that is appropriate for the grade and age of the student.

History.—s. 139, ch. 2002-387.



Resources

Florida Department of Health Links

- [HIV/AIDS Fact Sheets](#)
- [STD Trends and Statistics](#)
- [Florida Youth Risk Behavior Survey Reports](#)
- [Florida Charts](#)

Centers for Disease Control and Prevention Links

- [CDC's Talking with your Teens About Sex: Going Beyond "the Talk"](#)
- [CDC's National Center for Chronic Disease Prevention and Health Promotion - Healthy Youth - Sexual Behaviors](#)
- [CDC's HIV/AIDS Prevention Website](#)
- [CDC's Nine and a Half Minutes Site](#)

National Organizations:

- [AIDS Alliance for Children, Youth, and Families](#)
- [OAH: National Resource Center for HIV/AIDS Prevention Among Adolescents](#)
- [National Coalition of STD Directors](#)
- [American Psychological Association](#)



HUMAN SEXUALITY

Lesson 1

HUMAN SEXUALITY

Ground Rules

This unit contains sensitive teen issues. In order to maintain a respectful atmosphere, those rules should be understood and followed.

- 1. Respect other people's feelings and differences no put downs or insults. Be sensitive.**
- 2. It is ok to pass or not answer a question.**
- 3. Keep all comments made by other students to yourself.**
- 4. All serious questions pertaining to the lesson will be answered. There are no dumb questions.**
- 5. Stay away from sharing stories on a personal level. No individual stories or jokes.**
- 6. Use proper, scientific terms rather than slang or inappropriate language.**

TOP TEN REASONS TO PRACTICE ABSTINENCE

Abstinence- Choosing not to have sex or engaging in other high risk activities.

- 1. I want to follow family guidelines.**
- 2. I want to respect myself and others.**
- 3. I want to reach my future goals without complications.**
- 4. I want a good reputation.**
- 5. I do not want to feel guilty.**
- 6. I am not ready for marriage.**
- 7. I do not want to risk pregnancy.**
- 8. I am not ready to be a parent.**
- 9. I do not want an STD or HIV.**
- 10. I do not want to go against my values.**

What would be your #1 reason to remain abstinent? And why?

HUMAN SEXUALITY

Sexuality- is the feeling that a human being has about herself/himself as a person. Growth and sexual development differs for everyone.

Sexuality involves:

- Knowledge of human reproduction
- Understanding one's self
- Feeling comfortable with one's body
- Interpersonal skills and behavior
- Assuming responsibility
- Communication social and sexual aspects of adolescence
- Solving conflicts
- Caring

Sexuality is your whole self. These aspects of sexuality are important to everyone.

NATURE VS. NURTURE HEREDITY/ENVIRONMENT

Nature

genetics
physical appearance
biological influences



Nurture

environment
upbringing
social influences



AREAS OF GROWTH DURING ADOLESCENCE

Adolescence - The period between childhood and adulthood.

Physical growth - is the development of your body into the body of an adult. Puberty is the time when you begin to develop physical traits of adults of your sex.

Intellectual growth - involves the increasing power of your mind and its thinking abilities.

Emotional growth - deals with changes in your feelings and in your attitudes about yourself. During adolescence you have mood swings. These mood swings are brought about by hormones. Hormones are chemicals that control certain functions of the body.

Social growth - involves gaining the ability to have relationships with others. Your friendships become very important to you.

ARE YOU FOLLOWING THE HERD?

Read “Following the Herd” and answer the following questions.

https://choices.scholastic.com/content/classroom_magazines/choices/issues/2016-17/050117/are-you-following-the-herd-.html

1. What is “Herd Mentality”?
2. What is the most dangerous form of peer pressure?
3. What is diffusion of responsibility?
4. How can following the crowd get in the way of you reaching your future goals?



HUMAN SEXUALITY HORMONES AND PUBERTY LESSON 2



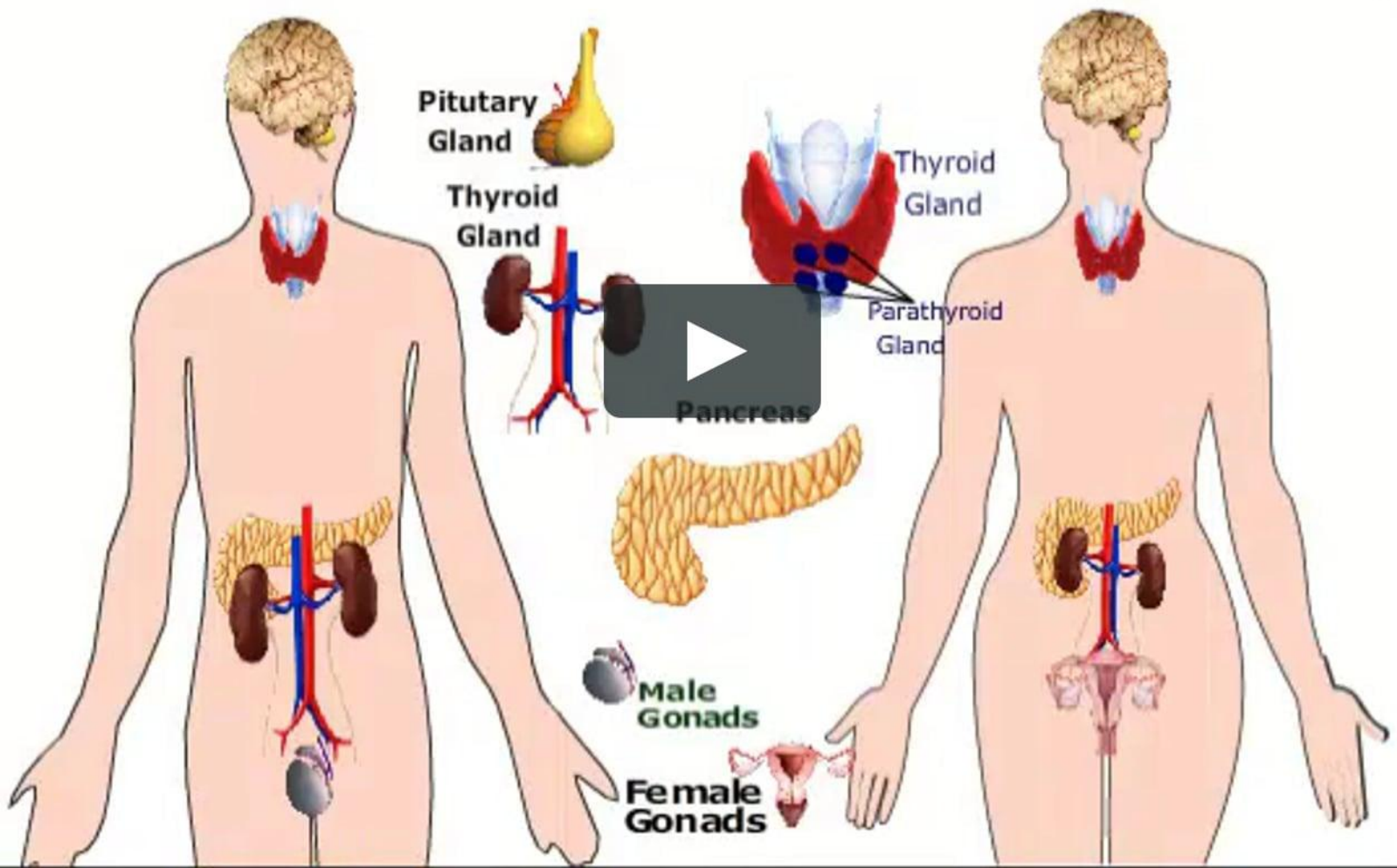
HORMONES

Hormones are chemical substances secreted by glands in the body. These substances circulate in the blood. Hormones regulate the actions of many organs. The pituitary gland in the hypothalamus of the brain secretes hormones that signal the reproductive glands or sex glands or gonads to develop. The pituitary is one of the ductless glands of the body. All of the ductless glands are part of the endocrine system. Other endocrine glands are the thyroid, pancreas, and adrenals. The male reproductive glands are testicles or testes. The female reproductive glands are the ovaries.

In the female, estrogen is produced by the ovaries. Estrogen causes the lining of the uterus (womb) to become thickened early in the menstrual cycle. The menstrual cycle is usually 28 days. An ovary releases one egg every other month; the ovaries alternate. The ovaries also produce another hormone, progesterone, which helps keep the embryo in place in the womb if fertilization has occurred. Progesterone also prepares the mammary glands to produce milk. If fertilization does not take place, the amount of progesterone decreases, and menstruation occurs.

In the male, testosterone is necessary for the development of the male external genital organs. Its presence stimulates the development of secondary sex characteristics during adolescence.

Endocrine System



FILL IN THE BLANK:

1. __ D _____
2. _____ U _____
3. _____ C _____
4. _____ T _____
5. _____ L _____
6. __ E _____
7. __ S _____
8. _____ S _____

- pair of endocrine glands
- located in the hypothalamus
- an endocrine gland
- capable of reproducing
- process of sperm cell entering egg cell
- male sex hormone
- female hormone that builds uterine lining
- female hormone that protects embryo

WRITE ANSWERS TO THESE QUESTIONS:

9. Name four endocrine glands.

10. What is the name of the male sex hormone? _____

11. List two female sex hormones. _____

12. What is the function of hormones in the body?

PUBERTY

Puberty begins for a girl when one of her ovaries first releases an egg cell. She now experiences her first menstrual period and is sexually mature. This is usually between eleven and fourteen years of age.

A boy enters puberty when the testes produce sperm, usually between the ages of thirteen and sixteen. A boy is sexually mature when sperm is first ejaculated. Semen is a whitish fluid that contains millions of sperm cells. It leaves the penis when the organ becomes hard and erect.

The body's year or two of preparation before puberty is called pubescence. The pituitary gland in the brain signals hormone production in the sex glands. Sex glands are also called gonads. The ovaries of the female produce the hormones estrogen and progesterone. The testicles or testes of the male produce the hormones testosterone and androsterone.

During the time of pubescence many changes occur. Girl's voices get more modulated, breast development occurs, the female body becomes more rounded, menstruation begins, and underarm and pubic hair grow. Boy's voices become lower pitched, shoulders broaden, nocturnal emissions (wet dreams) occur, and underarm, pubic, and facial hair grow. The sex organs of the male, the testicles, and penis, become larger. The skin of both boys and girls is courser now and has more oil.

No two individuals grow or develop at the same time. Much depends on heredity.

As you learn about the changes in your body it will help you feel more comfortable about growing up.

List the changes that occur at puberty on the lines below:

Male:

1. _____
2. _____
3. _____
4. _____
5. _____

Female:

1. _____
2. _____
3. _____
4. _____
5. _____

Rearrange letters of scrambled words in the sentences below:

1. Another name for sex glands is sdanog.
2. Ovaries and testicles produce ornelhoms.
3. The tyarputii gland is located in the brain.
4. At puberty a boy or girl is said to be sexually ruetima.
5. Every boy and girl evevpoelds at his or her own rate.

HUMAN SEXUALITY
FEMALE/MALE REPRODUCTION
FERTILIZATION
LESSON 3

REPRODUCTIVE SYSTEMS

Many of the changes that take place in your body during puberty are plain to see. Some of the most important, however, are not. These changes are in your sex organs. As with the rest of your body, these changes are readying you for adulthood.

What do all plants and animals have in common? They have the ability to produce new plants and animals. Producing other human beings is a main function of the human sex organs. The sex organs as a group are known as the reproductive system. The word reproductive means “able to reproduce”. The reproductive systems become able to take part in making a new human being during puberty.

FEMALE REPRODUCTION

1. Ovary-

2. Fallopian Tubes-

3. Uterus-

4. Cervix-

5. Vagina-

6. Urethra -

7. Labia-

MENSTRUATION

All girls develop at their own rate. Menarche is the initiation menstrual cycle which may begin when a girl is between nine and sixteen years of age, and continues monthly except during pregnancy, until menopause when the cycle stops in middle age for a woman who is between 45 and 55. Menstruation comes from the latin word for “month”, the average length of a cycle. The cycle includes a series of changes that involves ovulation, the thickening of the uterine lining, and menstrual flow: this “period of time” is typically 28-35 days.

During the menstrual cycle, an egg develops in an ovary. From the pituitary gland in the brain, a hormone is released into the bloodstream that signals an egg cell in the ovary to mature. The ovum or egg cell is released from alternate ovaries every month. This is ovulation. Each female’s cycle varies in length, cramps, and discomfort. Diet, stress, health, and/or genetics influences how regular or irregular her cycle may be.

The female has three outside openings in the lower part of the body: the urethra for urine, the vagina or birth canal, and the anus for solid waste removal from the large intestine.

Three major events take place within each menstrual cycle. The first two events occur at about the same time. First during the first 14 days of each cycle, an ovum matures. Second, the inner lining of the uterus becomes thicker. The lining is made of spongy tissue that has a rich supply of blood. Then the ovum bursts free from the surface of the ovary in a process called ovulation. The ovum enters the funnel shaped opening of the Fallopian tube. As the mature ovum travels the Fallopian tube, the lining of the uterus continues to thicken. If fertilization occurs, it will take place in the Fallopian tube. If fertilization does not take place, the third event of the menstrual cycle occurs. If the ovum is not fertilized, the thickened lining of the uterus will begin to break down. The unfertilized ovum and the tissues that formed the lining of the uterus leave the body through the vagina. This process is called menstruation. Menstruation usually lasts for three to five days. As menstruation begins, hormones cause another ovum to begin maturing in an ovary. The cycle repeats itself.

FILL IN THE BLANK

1. All girls develop at their _____ rate.
_____ is the initiation/beginning of the menstrual cycle and _____ is when it stops at middle age.
2. Another name for menstruation is _____ shortened from the “time” of the cycle.
3. An egg develops in the _____ and is released from _____ ovaries each month.
4. Factors that affect a female’s cycle include _____, _____, _____, or _____.
5. If fertilization _____ occur, the lining and tissue of the uterus breaks down and leave the body through the vagina creating the menstrual flow.

MALE REPRODUCTION

1. Testes -

2. Vas deferens -

3. Scrotum -

4. Prostate -

5. Penis -

6. Urethra -

FUNCTION: The male reproductive system produces sperm. These are reproductive cells that, when joined with female egg cell (ovum), produce a new life. Males begin to make sperm cells between ages 12 and 15.

Sperm are shaped like tadpoles and are so tiny they can be seen only under a microscope. The head contains the material needed to create a new life. The motion of the tail moves the sperm.

The purpose of the male reproductive organs is to protect, store, and help move the sperm. Before leaving the body, sperm are mixed with fluids from several other organs. The result is a milky, sticky fluid called semen.

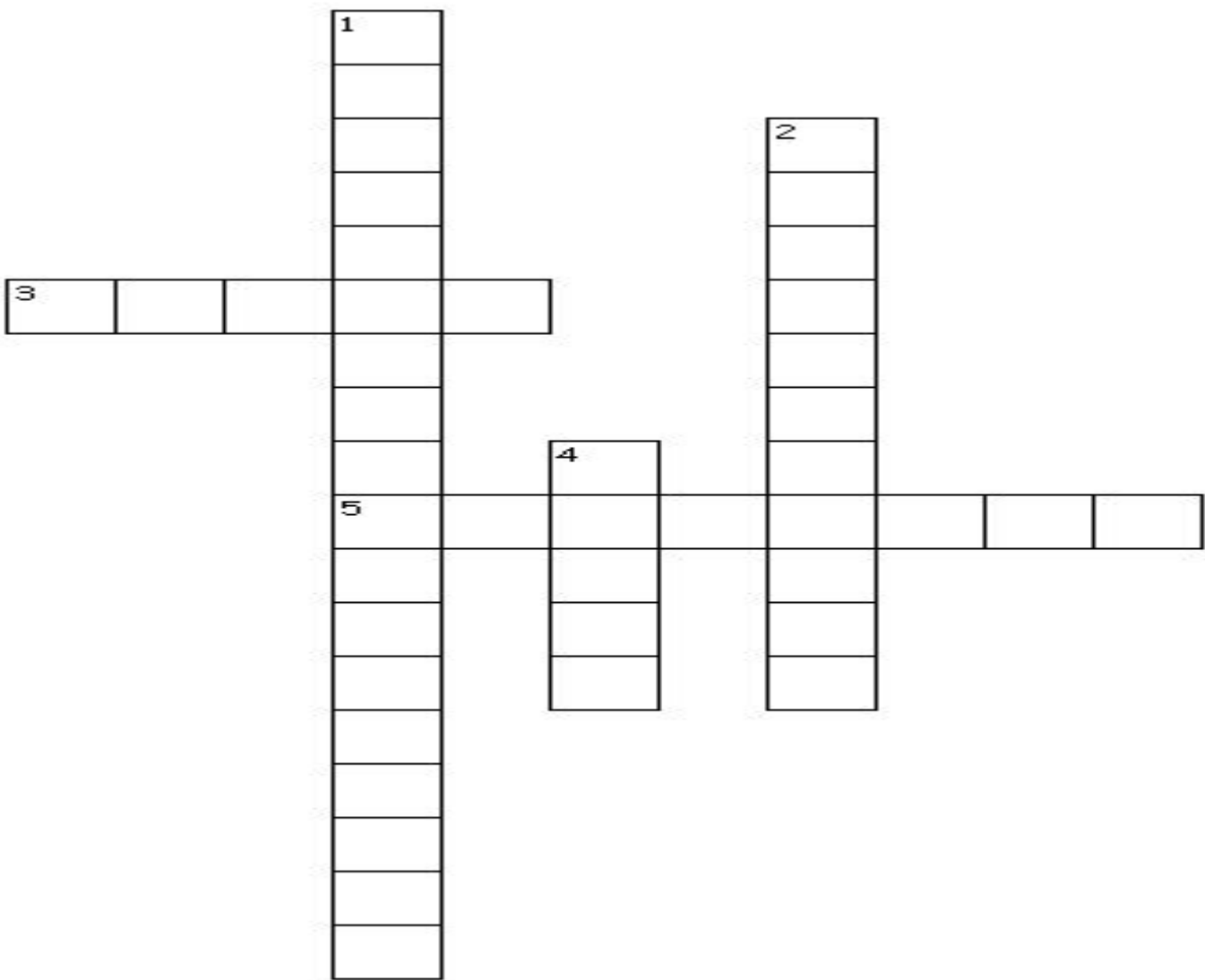
The prostate gland located just below the bladder, secretes a fluid that mixes with sperm to make up a major portion of semen.

ERECTION: Most of the time the penis is soft. However, when the blood flow to it's blood vessels increases, an erection results. In an erection, the penis becomes upright and firm. When the penis is erect, ejaculation can occur. Ejaculation is the release of semen from the penis.

A male may have an erection at any time-- and for no reason. Erections are a normal part of being a male. They are not necessarily followed by an ejaculation. After an erection, the penis becomes soft again.

WET DREAMS: Teen males sometimes experience erections and ejaculate while they are asleep. These are called nocturnal (night time) emissions, or wet dreams. A male has no control over whether a wet dream happens. It is normal to have wet dreams and normal not to have them.

Why do wet dreams occur? They result from buildup of fluids in the reproductive glands. Although adult males can also have them, wet dreams are much more common in teen males going through puberty and producing sperm for the first time. Wet dreams are one way the body has of releasing the built up pressure of semen and other fluids. It frees the body to make more sperm.



Across

3. MALE SEX CELL

5. PENIS BECOMES UPRIGHT AND FIRM

Down

1. EJACULATION DURING SLEEP

2. RELEASE OF SEMEN FROM THE PENIS

4. MILKY STICKY FLUID

FERTILIZATION, EMBRYO, AND FETUS

Fertilization is a process in which a sperm cell from a father unites with an egg cell from a mother. Millions of sperm cells enter the vagina during mating or sexual intercourse. Sperm cells move rapidly into the Fallopian tubes, where one sperm cell enters an egg cell that was released from an ovary. Sometimes that fertilized egg divides and identical twins of one sex develop. Occasionally more than one egg is released and each egg is fertilized by a different sperm cell. Multiple births of fraternal twins, triplets, quadruplets, or quintuplets occur. The fertilized egg is called a zygote. When a sperm cell unites with an egg cell the woman is then said to be pregnant.

The cell begins to divide as it moves into the uterus. In about three days after fertilization there are hundreds of cells together in a hollow ball called a gastrula. Some cells become the embryo and others become the yolk to nourish the developing embryo. Some cells develop into the amniotic sac which contains fluid that protects the embryo. Still others form the placenta which secures the embryo to the rich uterine lining. This lining absorbs the placental cells by a chemical action. The yolk sac supplies food and oxygen and takes the care of waste removal until it is used up; then the placenta performs these jobs. The blood systems of the mother and fetus connect but do not mix. The fetus gets food and oxygen from the mother and has waste removed by a process called diffusion.

Diffusion is the process of particles of gases, liquids and solids becoming mixed due to their spontaneous movement. In dissolved substances, as in the blood of the mother, the movement is from a region of higher to one of lower concentration. The embryo/fetus is connected to the placenta by a stalk which becomes the umbilical cord. It is the umbilical cord that carries blood back and forth from the placenta to the unborn child.

The growing baby is called the embryo for the first eight weeks; after that time until birth it is called the fetus. All structures of the body are formed from specialized cells during this two month period. The first structures to form are the heart, spinal cord, and eyes.

The mother can feel the kicks and movements of the fetus. During the last two months the baby grows rapidly, gaining about a half pound every week. Most babies at birth weigh about seven pounds and are twenty inches long. After about nine months, the uterine muscles contract and gently push the baby out of the uterus into the vagina, then out of the body and into the world.

FILL IN THE BLANKS

1. A cord that contains blood vessels.

2. Twins that can be of different sexes and do not look exactly alike _____

3. The name given to a fertilized egg

4. Liquid _____

5. A hollow ball of hundreds of dividing cells

_____.

DEFINE

1. Embryo

2. Fetus

3. Amniotic sac

4. Why are identical twins always the same sex?

ABSTINENCE

Not having sex or engaging in other high risk behaviors (ex. alcohol, drugs).

The only 100% way to avoid pregnancy and most STDs.

Ways To Practice Abstinence

<p>Establish</p> <p>Set</p> <p>Avoid</p>	<p>Share</p> <p>Talk</p> <p>Other Ideas I Have</p>
--	--



16 Years Programme

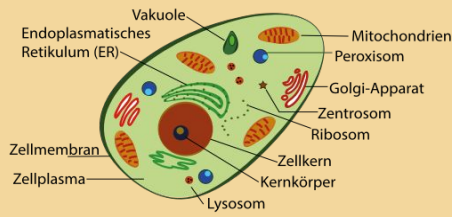
Human Sexuality



Growing and Changing & Communicable Diseases



Personal Development Curriculum
December 14, 2021

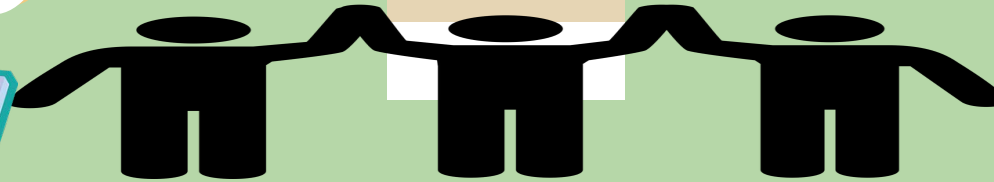


Basic Unit of Life

Subject: Personal Development
Resource: Teen Health

www.ibd.com

Growth and Development



Lesson Introduction

Endocrine System

Female Reproductive System

- **Students have prior knowledge that diabetes is caused by a problem with the hormone insulin.**
- **Students expectations are to complete all assigned work today.**
- **Students will describe how the endocrine system affects growth and development. Describe the function of the male reproductive system. Identify the organs and structures of the female reproductive system.**
- **National Health Education Standards. 1.1, 1.4, 1.8, 8.2 1.9, 2.3, 7.1**



Lesson Introduction

The Stages of Life

The Life Cycle

- **Students will explain how humans inherit certain characteristics.**
- **Students will identify the basic unit of life.**
- **Students will describe how a fetus develops. Identify ways an expectant mother can care for her developing fetus. Describe the stages of life. Identify the ways in which adolescence will prepare you for adulthood. List ways to reduce stress in your life.**
- **National Health Education Standards. 1.1, 1.4, 1.8, 8.2, 2.5, 2.10, 3.4, 4.2, 5.1, 7.1**

Agenda

Activity	Est. Time	Materials of the Day
Bell Ringer Activity	5-7 min	<ul style="list-style-type: none">● Chromebook● Paper/pencil● Textbook● Resource Materials
Lesson Objective/ Overview	15 min	
Lesson-2: Concept Map - The Endocrine System	20 min	
Lesson-3: Table - The Male Reproductive System	20 min	
Lesson-4: Table -The Female Reproductive System	20 min	
Exit Ticket Activity	5-7 min	



Agenda

Activity

Est.
Time

Materials of the Day

Bell Ringer Activity	5-7 min
Lesson Objective/Overview	15 min
Lesson-5: Heredity and Human Development. Stages of Fetal Development.	20 min
Lesson-6: The Life Cycle. Stages of Life. Stress Management.	20 min
Communicable Diseases: STDs/STIs & HIV/AIDS Guest Speaker: Patty Dwigins	20 min
Exit Ticket Activity	5-7 min



- **Chromebook**
- **Paper/pencil**
- **Textbook**
- **Resource Materials**



Bell Ringer Activity



Health Quiz:

Before You Read!

What do you know about how people grow and change? Take the short quiz below. Keep record of your answers.

Health quiz: Choose the best answer for each of the following questions.

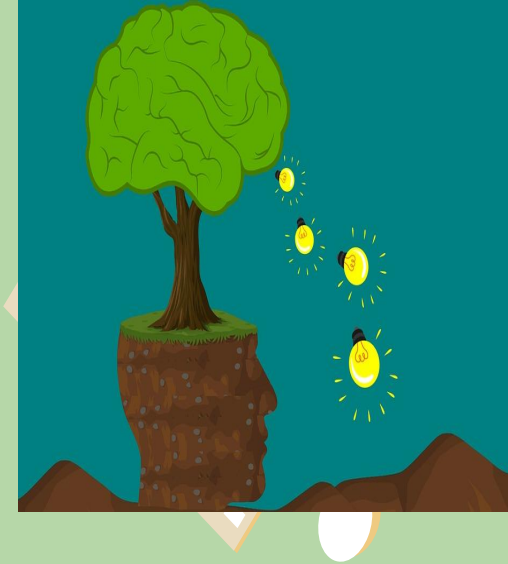
Your Response:

Instructions: Use the slide below to select the correct response.



GROWTH

Bell Ringer: Health Quiz



1. When children go through puberty, they experience emotional changes.

- a. Always
- b. Sometimes
- c. Never

Your response:

2. It is important to care for the reproductive system even if you don't plan to have children.

- a. Always
- b. Sometimes
- c. Never

Your response:

3. Members of the same family look alike.

- a. Always
- b. Sometimes
- c. Never

Your response:

Lesson Objectives

Chapter 12: Objectives

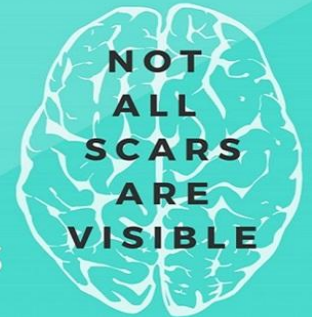
In this lesson, students will learn to:

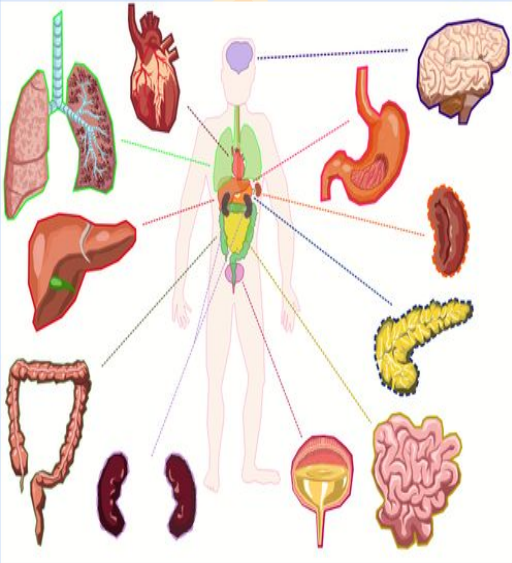
- Describe how the endocrine system affects growth and development.
- Identify two disorders of the endocrine system and how to treat them.
- Describe the functions of the male reproductive system.
- Identify the organs and structures of the male reproductive system.
- Identify the common problems of the male reproductive system.
- Describe the functions of the female reproductive system.
- Identify the organs and structures of female reproductive system.
- Explain how to care for the female reproductive system.

personal growth

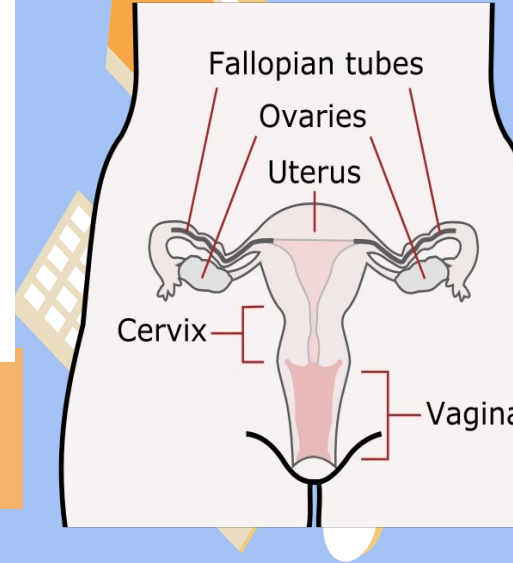


JUNE IS
POST-
TRAUMATIC
STRESS
DISORDER
AWARENESS
MONTH





Lesson Overview



Lesson - 2: The Endocrine System

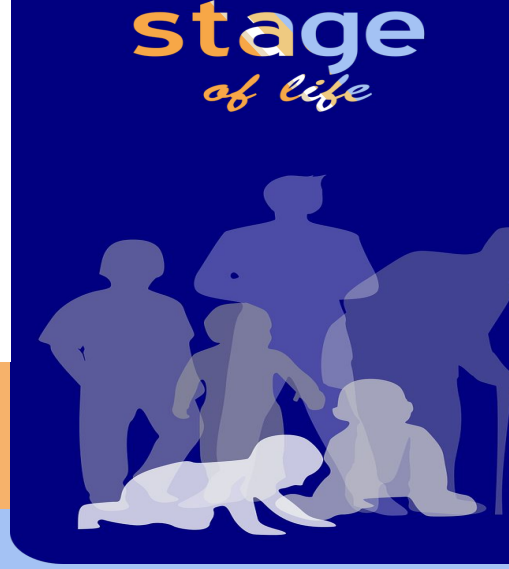
Describes how the endocrine system affects growth and development, identifies two disorders of the endocrine system, and explains how to find information about diabetes.

Lesson - 3: The Male Reproductive System

Identifies the function, organs, structures, and problems of the male reproductive system and describes how to care for the male reproductive system and detect problems.

Lesson - 4: The Female Reproductive System

Identifies the function, organs, structures, and problems of the female reproductive system and describes how to care for the female reproductive system and detect problems.



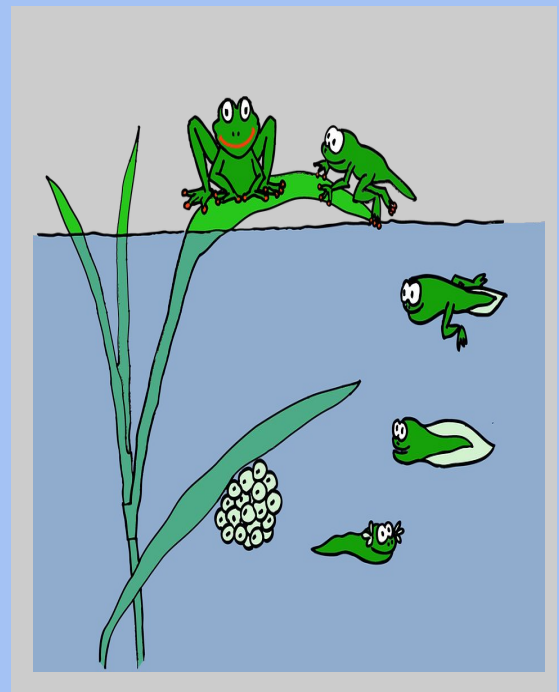
Lesson Overview

Lesson - 5: Heredity and Human Development

Explain how humans inherit certain characteristics. Identify the basic unit of life. Describe how a fetus develops. Identify ways an expectant mother can care for her developing fetus.

Lesson - 6: The Life Cycle

Describe the stages of life. Identify the ways in which adolescence will prepare you for adulthood. List ways to reduce stress in your life.





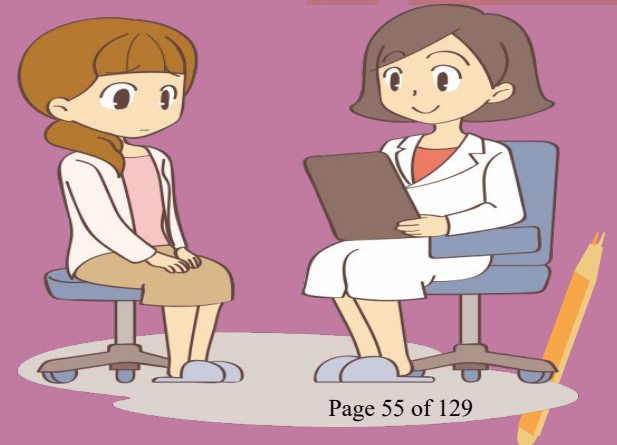
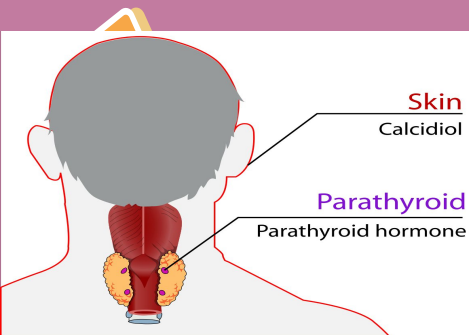
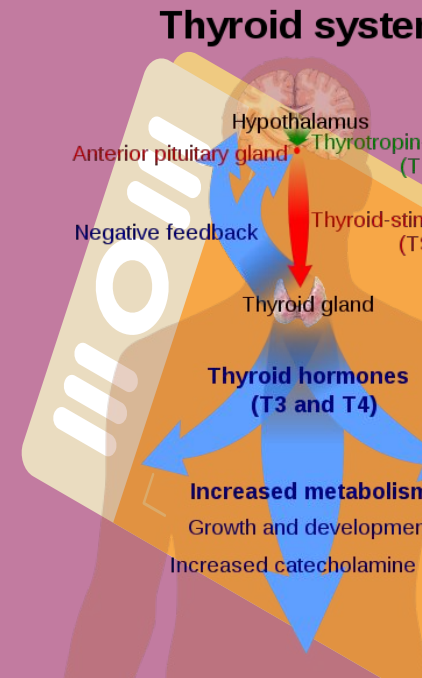
Parts of the Endocrine System

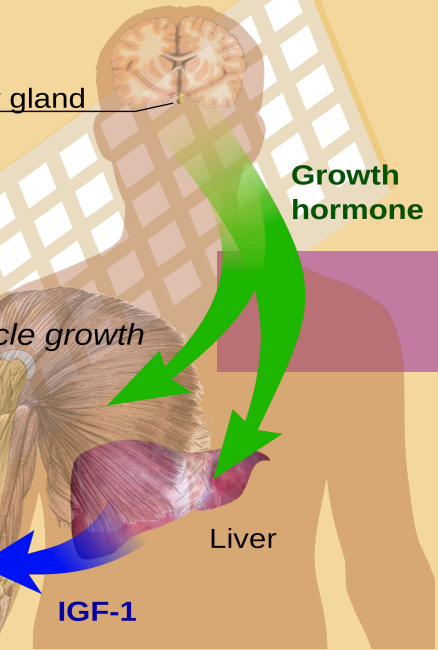
Lesson 2

The Endocrine System

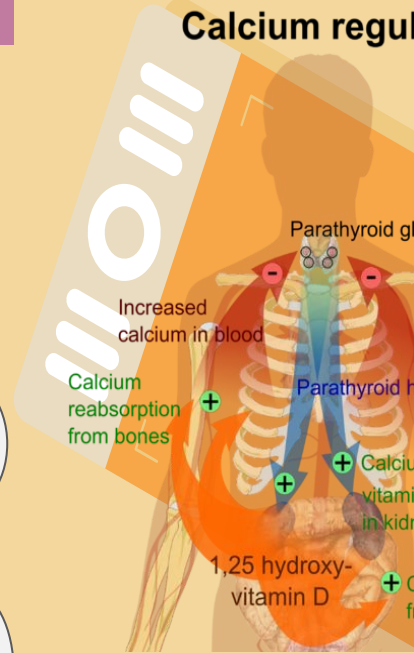
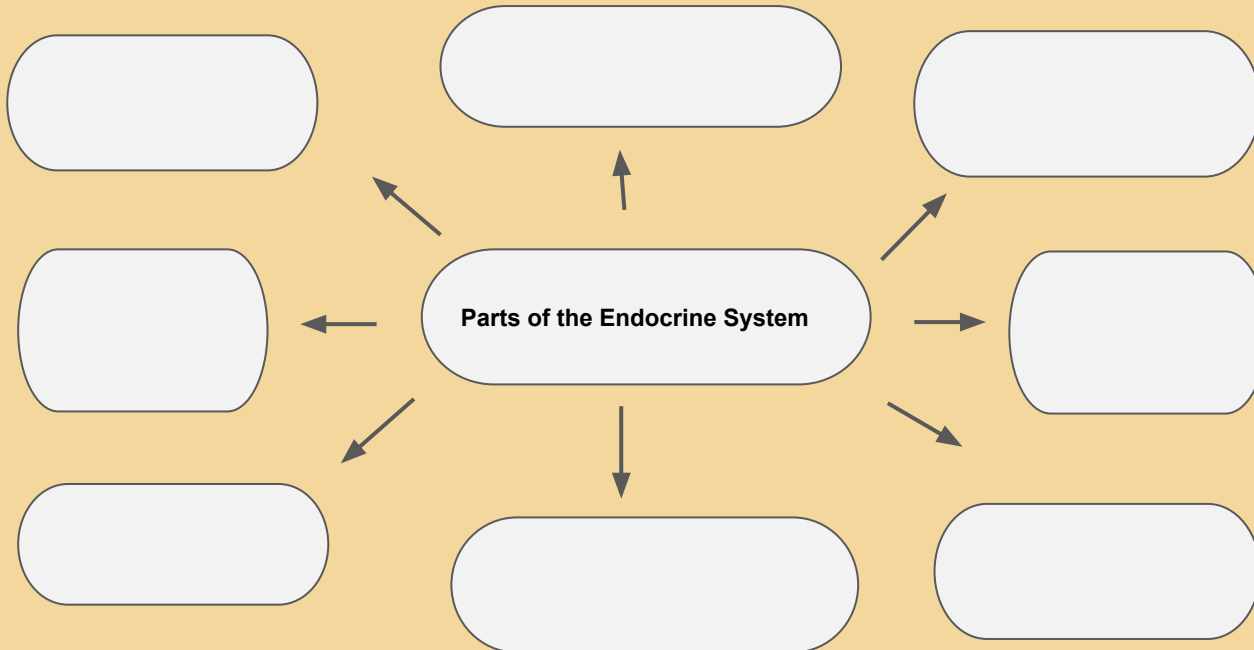
Instructions:

Use the diagram shown below to create a concept map about the endocrine system. Fill in the map as you read the lesson. Textbook pages, 370 - 373





Parts of the Endocrine System





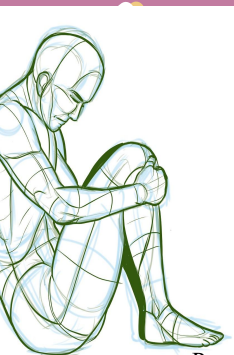
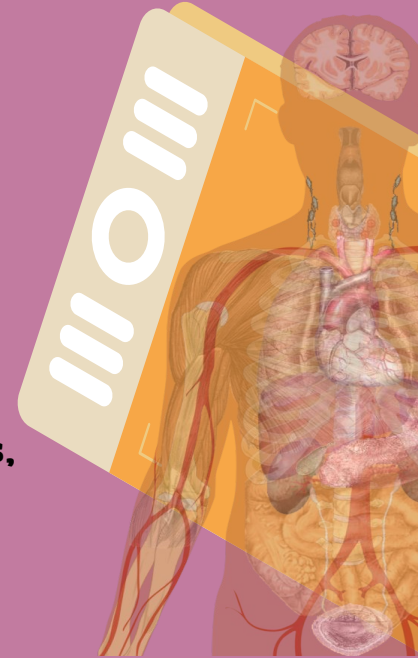
Parts of the Male Reproductive System

Lesson 3

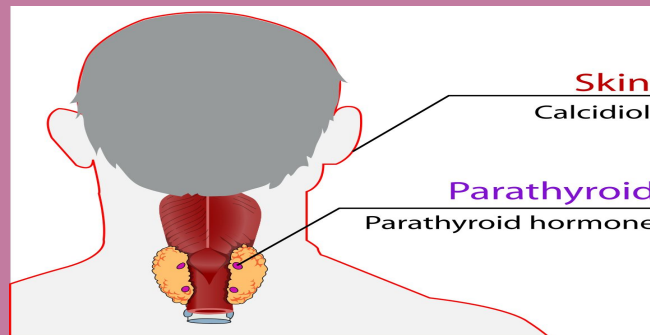
The Male Reproductive System

Instructions:

Use the Table shown below to list the functions, organs, structures, and problems about the male reproductive system. Fill in the table as you read the lesson. Textbook pages, 374 -377.

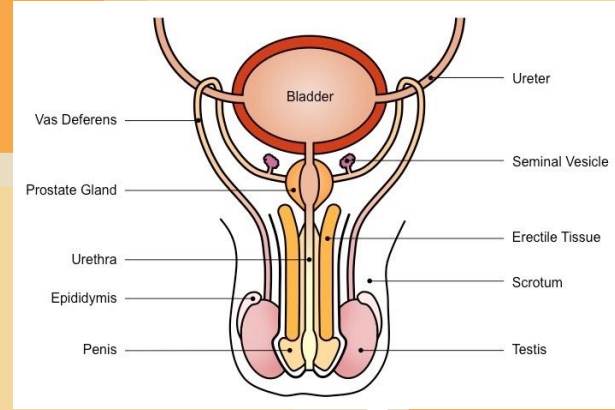


Personal Development Curriculum
December 14, 2021



The Male Reproductive System

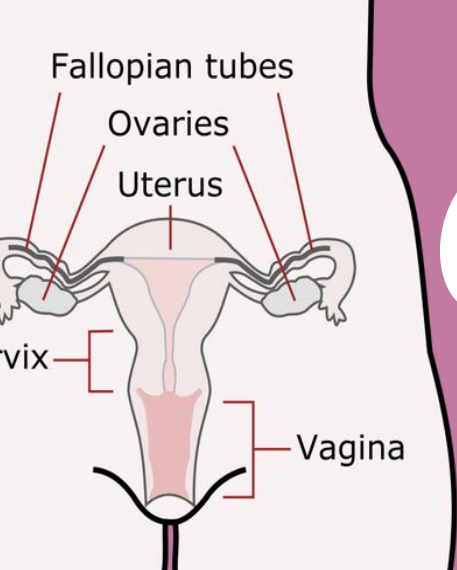
Lesson 3



Parts of the Male Reproductive System

Functions	Organs	Structures	Male Problems





Parts of the Female Reproductive System

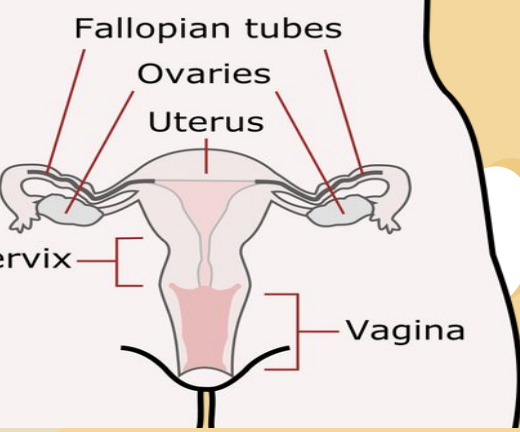
Lesson 4

The Female Reproductive System

Instructions:

Use the Table shown below to list the functions, organs, structures, and problems about the female reproductive system. Fill in the table as you read the lesson. Textbook pages, 378 - 382.



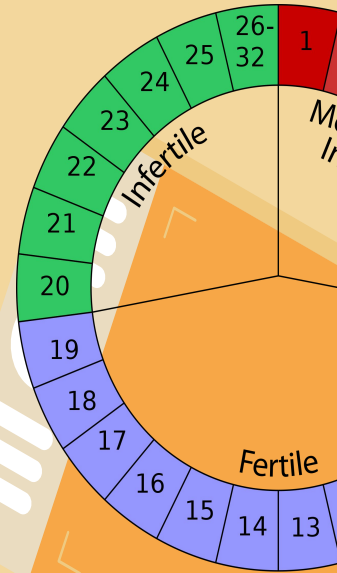


The Female Reproductive System



Lesson 4

Parts of the Female Reproductive System



Functions	Organs	Structures	Female Problems



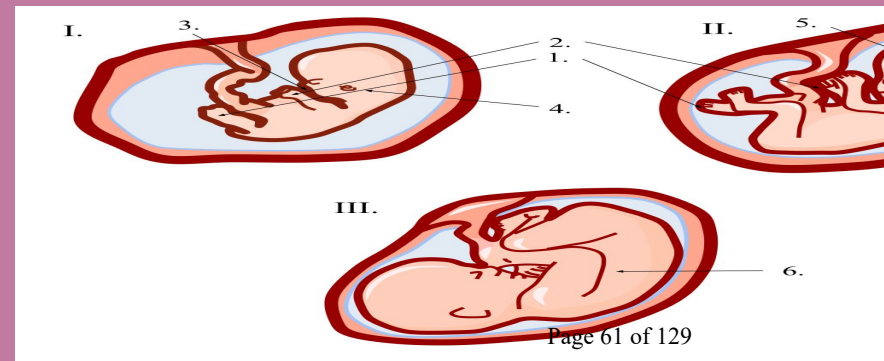
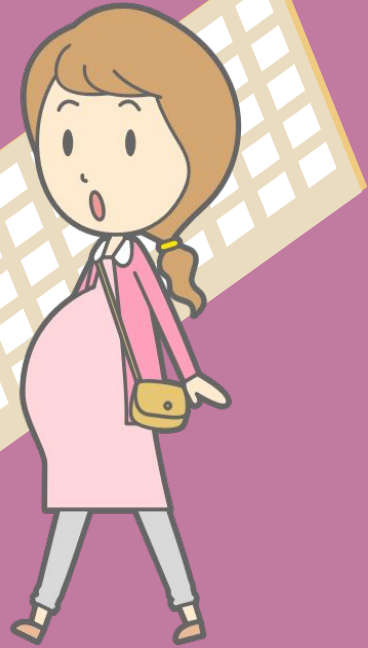
Heredity and Human Development

Lesson 5

Fertilization and Human Development

Instructions:

Use the Tables below to complete: The stages of Fetal Development. Textbook pages, 386 - 387. List the stages and give a brief description of the pictures or images of the fetal development.



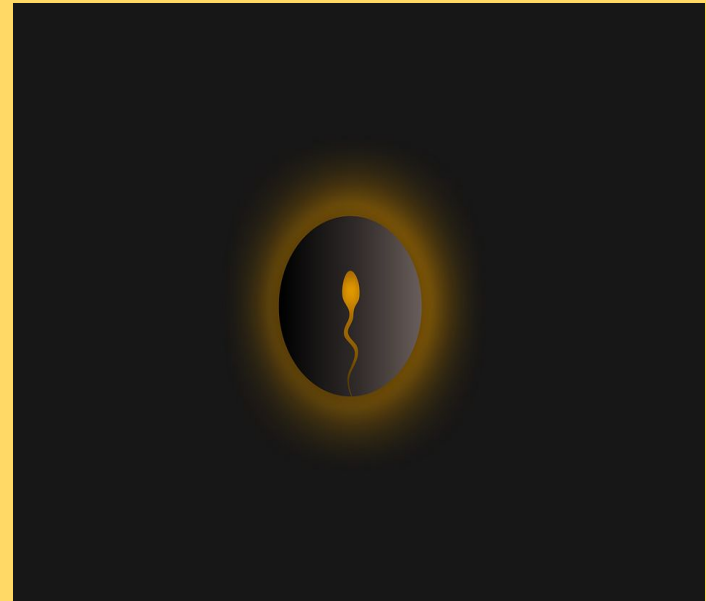
Fertilization and Human Development



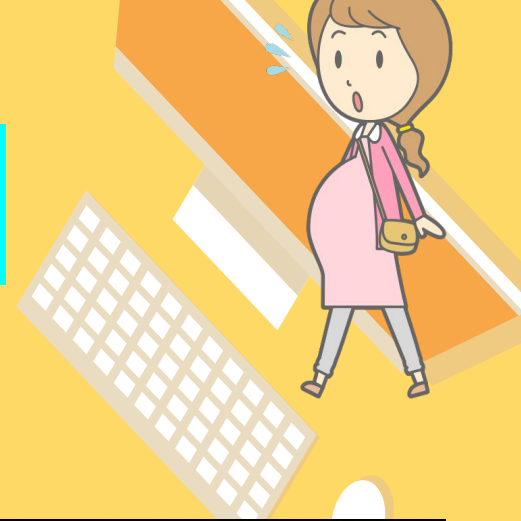
Instructions: Identify the stage of fetal development and write a brief description of each stage. Textbook page, 386

Name of the this stage:

Brief description:



Fertilization and Human Development



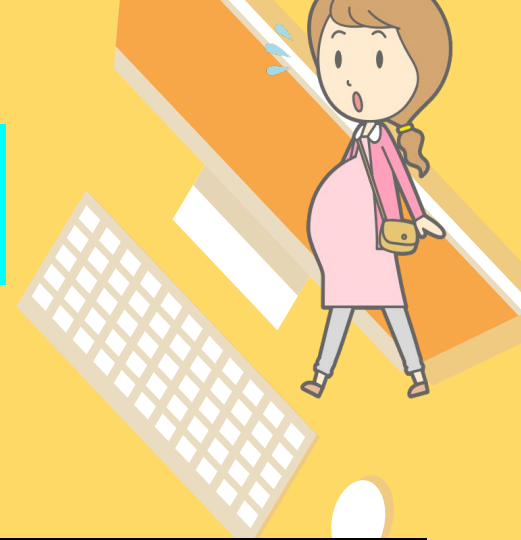
Instructions: Identify the stage of fetal development and write a brief description of each stage. Textbook page, 386

Name of the this stage:

Brief description:



Fertilization and Human Development



Instructions: Identify the stage of fetal development and write a brief description of each stage. Textbook page, 386

Name of the this stage:

Brief description:



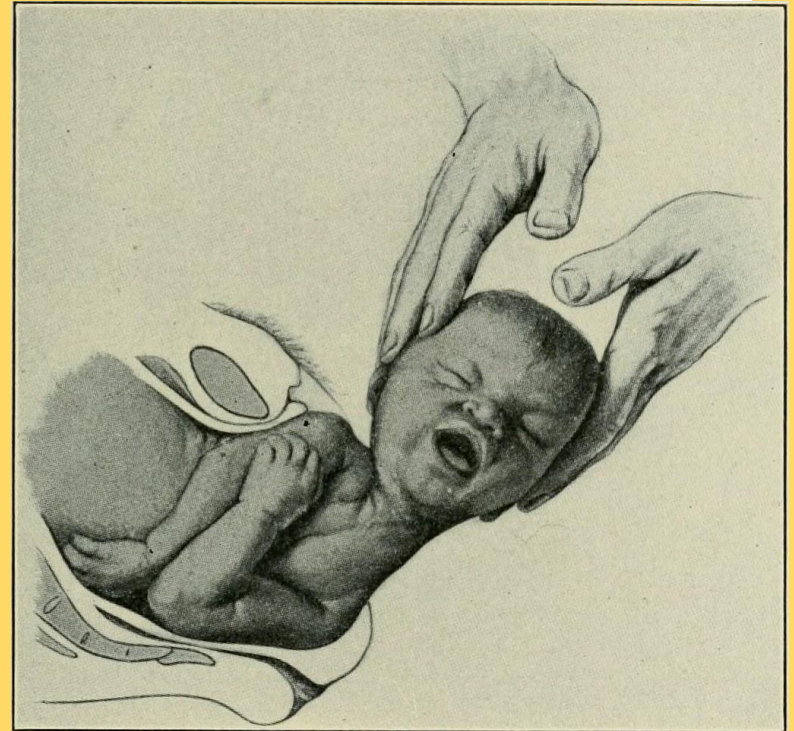
Fertilization and Human Development



Instructions: Identify the stage of fetal development and write a brief description of each stage. Textbook page, 386

Name of the this stage:

Brief description:



The Life Cycle

Lesson 6

The Stages of Life

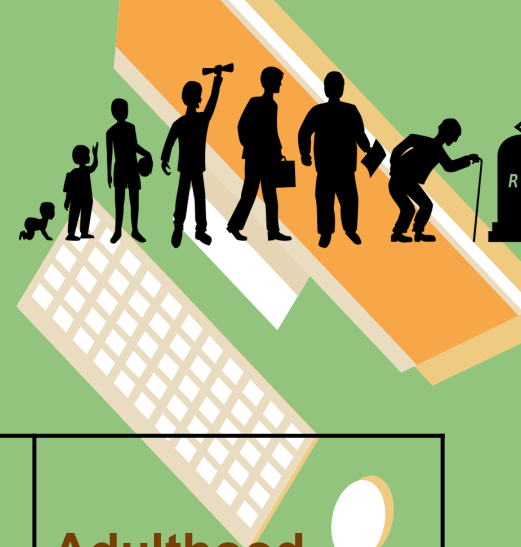
Instructions:

Use the Tables below to complete: The stages of Life. Textbook pages, 388 - 390. Under each heading: **1. write a definition** **2. draw an illustration or post an online picture** **3. write a list of traits and behaviors for each stage.**





The Stages of Life



Infancy	Childhood
1.	
2.	
3.	

Adolescence	Adulthood
1.	
2.	
3.	

Reducing Risk

Stress Management

Strategies for Reducing Stress

As you grow, you'll face new challenges at school, at work, at home, and with your social groups. While new classes, activities and sports at school, and making new friends can be exciting and fun, they can also bring on stress. Too much stress can harm your physical, mental/emotional, and social health. It can make it harder to make important decisions. To lead a healthy lifestyle, it's important to find ways to reduce the stress in your life.





Stress Management



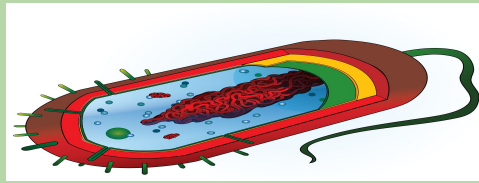
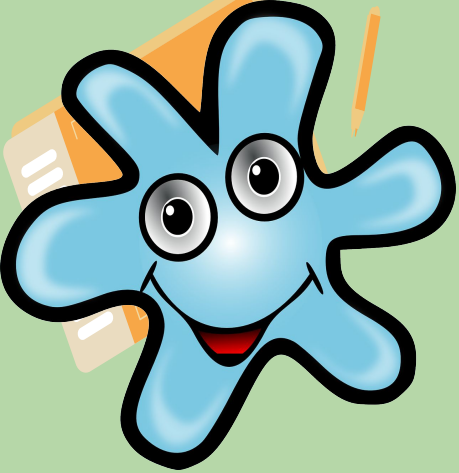
On Your Own

1. Make a list of at least five stresses in your life.
2. Identify which of these stresses, if any, can be avoided.
3. Then make a list of at least five ways to relax.

Question: Think about how you can do some of these relaxing activities during your daily life.

Your response:

1.			
2.			
3.			
Q/A			



Bell Ringer: Health Quiz



1. **Covering your mouth when you cough**
 - a. **is dangerous for your lungs.**
 - b. **Prevents pathogens from spreading.**
 - c. **Kills germs.**

Your response:

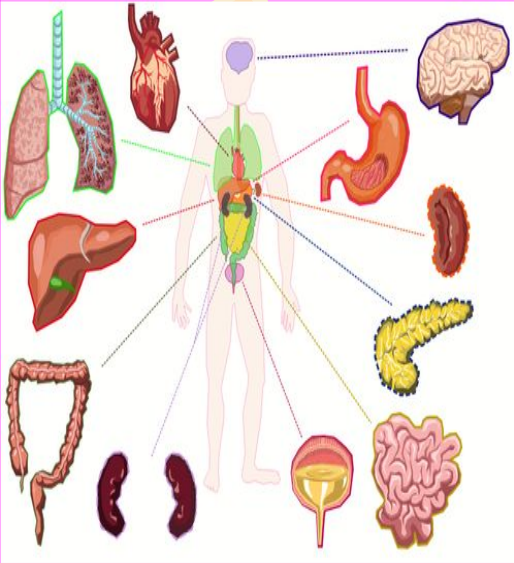
2. **Strep throat is caused by**
 - a. **A virus.**
 - b. **A bacterium.**
 - c. **Eating the wrong food.**

Your response:

3. **A good way to avoid getting sick is**

- a. **Washing your hands often.**
- b. **Shaking hands with someone who is sick.**
- c. **Sharing other people's food.**

Your response:



Lesson Overview

Public Health
ON THE FRONT LINES OF
THE INVISIBLE ENEMY

Lesson - 1: What are Communicable Diseases?

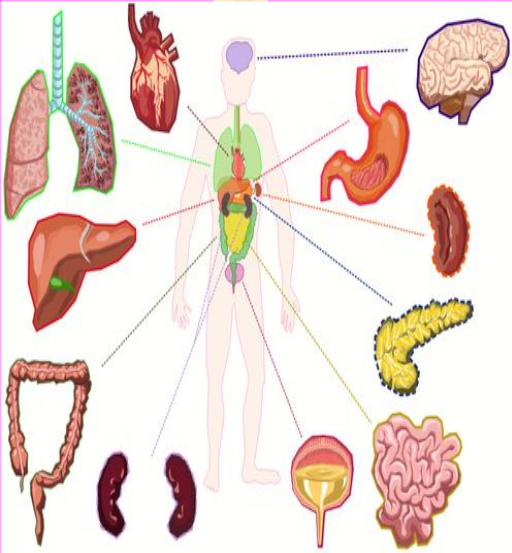
Identifies the types of germs that causes diseases, describes what an infection is, and explain how germs spread.

Lesson -2: The Immune System

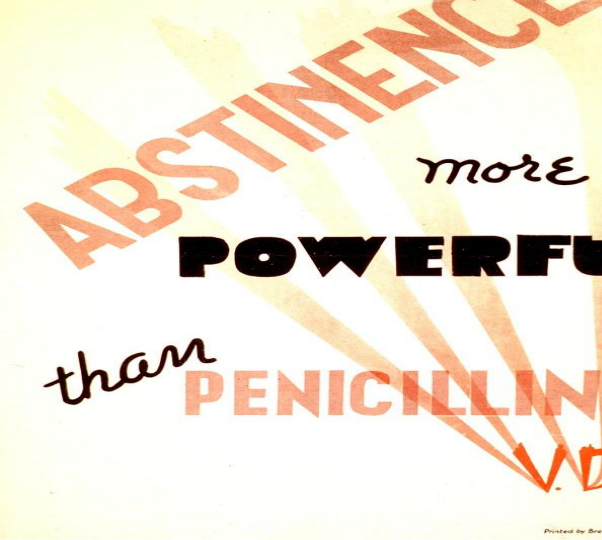
Describes the immune system, explains how antibodies protect the body, and describes how the body develops immunity to a disease.

Lesson - 3: Common Communicable Diseases

Distinguishes between a cold and the flu and identifies common communicable diseases.



Lesson Overview



Lesson - 5: Sexually Transmitted Diseases

Identifies common sexually transmitted diseases and explains how to protect yourself from them.

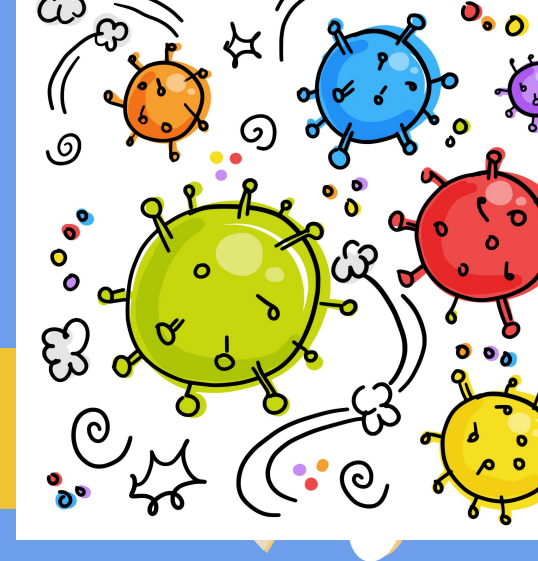
Lesson -6: HIV/AIDS

Explains how people contract HIV and develop AIDS and explains what is being done to fight AIDS.

Sexually
Transmitted
Diseases



Communicable Diseases



Lesson 1: What are Communicable Diseases?

Lesson 2: The Immune System

Lesson 3: Common Communicable Diseases

Lesson 5: Sexually Transmitted Diseases.

Lesson 6: HIV/AIDS

Florida Department of Health in Escambia County

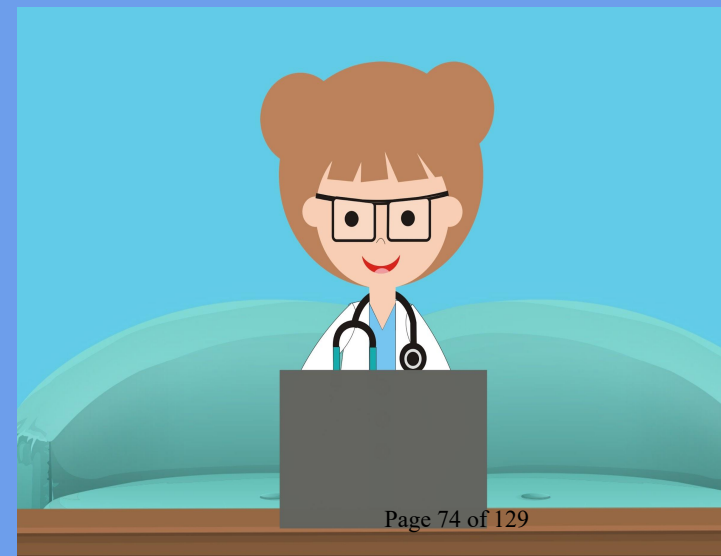
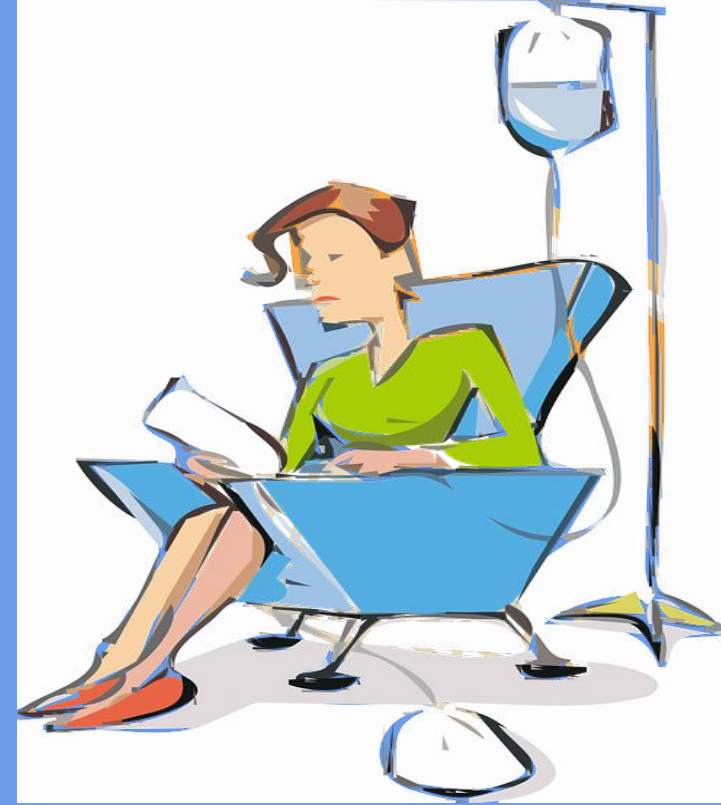
Guest Speakers: Patty Dwiggins & McKenna Hyman

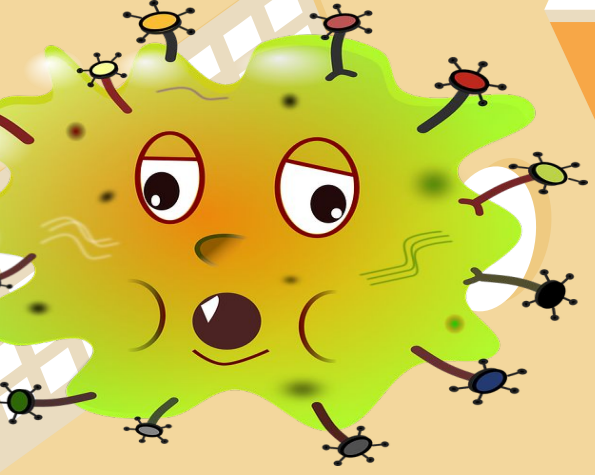
Health Topics: Sexually Transmitted Diseases: STDs, STIs, HIV/AIDS

Questions For Discussion

- **How would your life be different if you were to become infected with an STD?**
- **Would you tell anyone if you discovered you had STD?**
- **What would life be like if you were a parent at your age now?**
- **Suppose you discovered that you were infected with HIV. How might you live differently?**
- **Where can a person go who needs more information about STDs, or if they are pregnant, or about to become a father?**

Speakers available for teen pregnancy education presentations include Florida Department of Health in Escambia County and Children's Home Society





Communicable Diseases



Symptoms For

Disease	Female	Male	Is There a Cure?
Syphilis			
Genital Warts			
HIV			
Gonorrhoea			

Exit Ticket: 3-2-1 Activity

3 Things You Learned

2 Important Details

**1
Question You
Still
Have**

1.

2.

3.

Personal Development Curriculum
December 14, 2021

1.

2.

1.

Page 76 of 129

Teen Pregnancy

“Kids with Kids” Article Questions

1. What was Luis’ uncle’s reaction to the news that Luis was going to be a father, and what does Luis think he meant?

2. What does Dominique say about how her life changed after she gave birth to her son?

3. What is the paradox of being a teen parent?

4. In your opinion, what is the most important part of being a parent, and why might this be hard for teens?

5. Dominique had a baby at 16 and then graduated from high school as valedictorian. What does this say about Dominique and her circumstances?

Source: Choices Scholastic Magazine

Sexually Transmitted Diseases

Name	Facts	Symptoms	Complications	Cures /
Chlamydia (Bacterial)	#1 _____ STD	_____ to urinate & have sex; _____	Pelvic Inflammatory Disease (_____)	Antibiotics cure it
Genital Herpes (Viral)	Passed by _____ to _____ contact	Recurring _____	Dangerous for _____	No _____!; medication for blisters
Gonorrhea (Bacterial)	AKA "_____"	Same as _____	PID	Antibiotics cure it
Human Papilloma Virus (HPV) (Viral)	_____; over 40 types	Genital _____	#1 cause of _____ cancer in women	No _____!; Vaccine available to prevent
Syphilis (Bacterial)	On the _____	Skin _____; Body _____	Blindness; Insanity; can be fatal	Antibiotics cure it
Pubic Lice (Parasite)	AKA "_____"	_____ in genitals	None	_____ _____ or shave off hair

Story of HIV Worksheet

Directions: Read the article provided and answer the following questions. You **MUST** make a **COPY** of this worksheet in order to edit.

1. AIDS stands for:
2. HIV stands for:
3. What does your immune system do for your body?
4. If you are infected with HIV, do you always have symptoms?
5. If you have HIV in your body, can you spread it to others?
6. If you develop AIDS, what happens to your immune system?
7. Is there a cure for AIDS?
8. In the HIV spectrum, some people can have no symptoms and others can have AIDS. True or False?
9. Only an adult can get HIV. True or False?
10. Name the 4 ways you can contract HIV:
 - A.
 - B.
 - C.
 - D.
11. You cannot get HIV by casual contact such as going to school with someone with HIV. True or False?
12. You can prevent HIV by these 2 ways:
 - A.
 - B.

Source: *Educator's Guide to HIV/AIDS and Other STDs*

The HIV Story Answers

1. Acquired Immune Deficiency Syndrome
2. Human Immunodeficiency Virus
3. Immune system
4. No
5. True
6. Damaged and cannot fight diseases
7. False
8. True

9. Only a qualified professional
10. False
11. Sex with an infected partner
12. Sharing a needle with an infected partner
13. Infected mother to newborn
14. Rarely blood transfusions from an infected person

15. True

16. True

17. NO SEX!

18. NO DRUGS!

Human Growth & Development

General Vocabulary

Anus

- The opening through which solid digestive wastes are eliminated.

Endocrine Glands

- Send out hormones through the bloodstream, changing body structures and functions.

Genitals

- External reproductive organs

Hormones

- **Special chemicals sent through your bloodstream that are produced by the endocrine gland.**

Pituitary Gland

- Located at the base of the brain and secretes hormones that are responsible for puberty.

Puberty

- A time when teens start to develop characteristics of men & women. You undergo rapid physical change & reach sexual maturity.

Pubic Hair

- Hair that grows around the genitals.

Reproductive System

- **Organs in both males and females that work together to reproduce.**

Urethra

- A small tube through which urine leaves the body. Also releases semen in males.

General Vocabulary Male & Female Anatomy

Term	Definition
	The opening through which solid _____ wastes are _____
	Send out _____ through the bloodstream, changing body _____ and _____.
	_____ reproductive organs
	Special _____ sent through your _____ that are produced by the endocrine gland.
	Located at the base of the _____ and secretes _____ that are responsible for _____.
	A time when _____ start to develop characteristics of men & women. You undergo rapid physical change & reach _____ _____
	_____ that grows around the _____.
	_____ in both males and females that work together to _____.
	A small tube through which _____ leaves the body. Also releases _____ in _____.

Female Reproduction

Vocabulary

Cervix:

Muscular opening of the uterus that connects to the vagina

Egg Cell (Ovum):

Female sex cell

Estrogen:

Hormone produced in the ovaries; controls puberty

Fallopian Tubes:

Tubes that carry the egg from the ovary to the uterus; where fertilization occurs

Hymen:

Thin piece of tissue that covers the opening of the vagina

Menstruation:

The part of the menstrual cycle that sheds the uterine lining approx. every 28 days.

Ovaries:

Glands that produce the eggs & release hormones; females have 2 ovaries

Ovulation:

When the egg is released each month from the ovary

Progesterone:

Hormone produced in the ovaries

Uterine Lining/Wall:

Wall of the uterus that builds up with blood and tissue each month; it's shed during menstruation

Uterus (Womb):

Pear shaped muscular organ where the baby grows during pregnancy

Vagina (Birth Canal):

Muscular passageway from the uterus to the outside of the body

Vulva (Labia):

Folds of skin on the outside
of the vagina

Clitoris:

The organ that protrudes
between the folds of the vulva

Female Vocabulary

Term	Definition
Cervix	_____ opening of the uterus that connects to the _____
Egg Cell (_____)	Female _____
Estrogen	_____ produced in the _____
Fallopian Tubes	Tube that carries the egg from the _____ to the _____; this is where _____ occurs
Hymen	Thin piece of _____ that protects the opening of the _____
Menstruation	Part of the _____ cycle that sheds the _____ lining about every _____ days
Ovaries	_____ that produce the _____ and release hormones; females have _____ ovaries
Ovulation	When the _____ is released from the _____ each month

<p>Progesterone</p>	<p>_____ produced in the _____</p>
<p>Uterine Lining / Wall</p>	<p>Wall of the _____ that builds up with blood & tissue; it is shed during _____</p>
<p>Uterus (_____)</p>	<p>_____ shaped organ where the _____ grows during pregnancy</p>
<p>Vagina (_____ _____)</p>	<p>_____ passageway that leads from the _____ to the outside of the body</p>
<p>Vulva (_____)</p>	<p>_____ of _____ on the outside of the vagina</p>
<p>Clitoris</p>	<p>The organ that _____ between the folds of the _____</p>

Male Reproductive System

Human Sexuality Unit

Cowpers Gland



- A pair of small glands that secretes a fluid to neutralize any acid left by urine in the urethra

Ejaculation

- Releasing sperm from the body

Erection

- **When the penis becomes firm and enlarged**

Epididymis

- Tube located above each testicle that vacuum out the sperm



Foreskin

- A piece of skin that covers the end of the penis that is sometimes removed by circumcision

Penis

- The male reproductive organ

Testes

- **Male reproductive gland that produces sperm & testosterone**

Scrotum

- The sac that holds the testes on the outside of the body

Testosterone

- Male hormone produced in the testicles

Sperm

- The male sex cell

Semen

- A white fluid that carries sperm outside the body

Seminal Vesicles

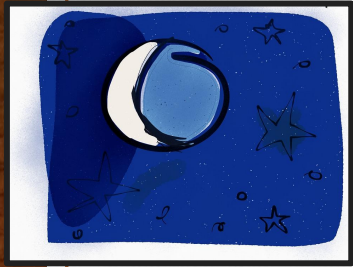
- Glands that produce semen

Vas deferens

- Two tubes that carry the sperm from the testes to the urethra

Prostate

- Surrounds the urethra and adds fluid to the semen



Nocturnal Emission (Wet Dreams)

- An involuntary discharge of sperm during sleep

Male Vocabulary

Term	Definition
Cowper's Gland	A pair of small glands that secretes a fluid to _____ any acid left by urine in the _____
Ejaculation	Releasing _____ from the body
Erection	When the penis becomes _____ or _____
Epididymis	Tube located above each _____ that _____ out the sperm
Foreskin	A piece of skin that covers the end of the penis that can be removed during _____
Penis	The male _____ organ
Testes	Male reproductive gland that produces _____ & _____
Scrotum	The _____ that holds the _____ outside the body
Testosterone	The male _____ produced in the testicles

Sperm	Male _____
Semen	White fluid that carries _____ outside the body
Seminal Vesicles	Glands that help produce _____
Vas Deferens	Tubes that carry sperm from the _____ to the _____
Prostate	A gland that surrounds the _____ and adds fluid to the _____
Nocturnal Emissions (_____ _____)	An _____ discharge of sperm during _____

Anus	Genitals	Ovaries	Penis
Vulva	Egg Cell	Hymen	Urethra
Epididymis	Foreskin	Clitoris	Ovum
Testosterone	Estrogen	Uterus	Ovulation
Menstruation	Erection	Testicles	Vagina
Scrotum	Sperm	Prostate	Pubic Hair
Vas Deferens	Cervix	Semen	Hormones
Mammary Glands	Seminal Vesicles	Fallopian Tubes	Pituitary Gland