



FORT McMURRAY  
CATHOLIC SCHOOLS

# **PHYSICAL EDUCATION & WELLNESS**

## **Growth & Development**

### **Parent/Guardian Information Guide**

GRADE  
**5**



## About the Instructional Resources

The source material for the lessons included in this resource was developed through the Council of Catholic School Superintendents of Alberta's (CCSSA) Catholic Education Curriculum Resource Coordinator and was reviewed by the Religious Education Network (REN) and the Catholic Bishops of Alberta for use in Catholic schools. The original material was reviewed and endorsed by the Curriculum Resource Advisory Committee (CCSSA, Alberta Catholic Schools Trustees Association, and the Catholic Bishops of Alberta) for use in Catholic schools in Alberta during instruction of Growth and Development in Physical Education and Wellness.

A team of Fort McMurray Catholic School educators consisting of division leaders, principals and religion and curriculum consultants reviewed the lessons provided in the source material and made changes to ensure the resources are aligned with best practices for learning along with our local context and the provincial curriculum.

All FMCSD teachers will use these lesson plans and associated materials when instructing the outcomes listed below from the Physical Education and Wellness curriculum. External guest speakers or service providers will not be utilized during the instruction of these outcomes.

Grade	Organizing Idea	Alberta Education Learning Outcome
4	Growth & Development	4GD2: Students explain how development and puberty are connected.
5	Growth & Development	5GD2: Students connect puberty to the capacity for human reproduction.
6	Growth & Development	6GD2: Students investigate human reproduction from fertilization to birth.

## The Catholic Understanding of the Human Person<sup>1</sup>

The Catholic Church teaches that each person has been created by God in His image and likeness and therefore has an inherent and inviolable human dignity (CCC 1700). Scripture tells us that "God is love" (1 John 4:8), and it is ultimately from this understanding of God that the Church's vision of the human person becomes clear: every single human being, without exception, has immeasurable value. Human beings are called to love as God loves. Love and the expression of love are at the heart of the very meaning of human life and the Christian faith.

God greatly desires happiness for His people and has placed this longing in our hearts; nothing apart from drawing closer to God, the one who created us, can fully satisfy this desire. (CCC 1718-1719). This longing also speaks to our need for human relationships. As love unifies the persons of the Trinity, we are called to image this love in and through our earthly relationships. Love is the central element of Jesus' Great Commandment (Mark 12:28-31) which commands us to "love the Lord your God" as well as to "love your neighbour as yourself". No human is exempt from this need for loving relationships. All humans find true happiness "in seeking and loving what is true and good" (CCC 1704).

The human being is an embodied being, created as a union of body and soul (CCC 362-365). Our body is not just the "shell" of our "real" interior self. Rather, our body is an essential part of who we are, and it plays an essential role in how we live out the love that God has given us. The discussion of the design, purpose and development of our bodies needs to be treated with the utmost dignity and respect.

An inherent purpose of the body is to reflect the love of God. Our sexual drive is a gift from God, and any discussion regarding sexuality needs to be approached from a positive stance: sexuality is a mystery to be lived, rather a problem to be solved, or a source of temptation to be overcome. Teachers need to focus on a positive, life-giving approach to decisions around sex, and thus its appropriate placement in marriage, rather than solely focusing on the negative consequences. While these consequences are

important and must be taught, only focusing on them is a reduction approach to an essential topic and would miss important life lessons.

The image of God is not simply something already in us, it is also something that we must become. God is still creating us, and we are called to cooperate with his vision. Our life is a work that has been entrusted to us. Our free will allows us to make choices, choices that will either lead us away or lead us toward completing the image of God in us. Each person is called to use the talents, abilities, and passions that they have been given by God to discover and live out the purpose and plans that God has for them (CCC 1730-1731).

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. Catholics believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

<sup>1</sup>The document *The Human Person, Love, and Sexuality: A Resource for Catholic Educators* released by the Education Commission of the Assembly of Catholic Bishops of Ontario was an essential source for this summary.

## The Use of a Question Box

An anonymous question box will be available in the classroom during the instruction of this curricular segment. This practice ensures that student questions are addressed and allows teachers time to consider which questions to answer and how to respond. Teachers will use their professional judgment to discern which questions are relevant to the curricular outcomes and, thus, should be addressed with the whole class. The question box will be optional, submissions will not be read aloud in class, and confidentiality will be maintained.

# LESSON OUTLINES

## LESSON #1: Positive Health Practices During Puberty

### Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none"><li>Positive health practices during puberty include engaging in physical activity, eating nutritious foods and reducing stress.</li></ul>	<ul style="list-style-type: none"><li>Positive health practices during puberty support a healthy reproductive system.</li></ul>	<ul style="list-style-type: none"><li>Identify positive health practices during puberty.</li></ul>

### Lesson Components

#### Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image, with the power to love and care for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.

Help us to show gratitude for the gift of sexuality by the way we live.

Amen.

#### Scripture Reflection

**Mode of Instruction:** Class Discussion

Students will reflect on the meaning of the following scripture verse:

"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." Psalm 139

#### Introduction to Puberty and the Capacity for Human Reproduction

**Mode of Instruction:** Direct Instruction from Teacher

The connection between puberty and the capacity for human reproduction is an important topic for students because it has an impact on:

- their understanding of their bodies and how they work
- their relationships and choices in relationships
- how they feel about themselves and others
- how their choices now will continue to impact them for the rest of their lives

#### Positive Health Practices

**Mode of Instruction:** Direct Instruction from Teacher, Group Work, Independent Work

Students will explore the six dimensions of positive health practices during puberty, which include: (1) hygiene; (2) physical activity; (3) healthy eating; (4) sleep; (5) positive self-esteem; and (6) healthy choices.

**Overview of Student Activities:** Group Graphic Organizer (6 Positive Health Practices), Independent Activity (My Positive Health Commitments)

#### Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

---

## LESSON #2: Introduction to Puberty and Hormones

### Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none"><li>Positive health practices during puberty include engaging in physical activity, eating nutritious foods and reducing stress.</li><li>The human reproductive system and other body systems are interconnected</li></ul>	<ul style="list-style-type: none"><li>Puberty signals changes in a person's reproductive capability.</li></ul>	<ul style="list-style-type: none"><li>Identify the components of the human reproductive system.</li></ul>

### Lesson Components

#### Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image,

with the power to love and care

for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.

Help us to show gratitude for the gift of sexuality

by the way we live.

Amen.

#### Language and Terms

**Mode of Instruction:** Direct Instruction from Teacher

When we talk about our bodies, it is important to use biologically correct terms. Biologically correct words have an official agreed-upon definition; this reduces confusion and misunderstandings. Using the biologically correct terms helps us respect the dignity of God's creation.

People might use slang terms when they feel uncomfortable, unsure of the correct term, or embarrassed. They might be afraid that others might laugh. Slang words can change meaning over time or in different places. Using slang is not respectful.

It is essential to overall health and well-being to learn about human reproduction.

#### Organs and Systems

**Mode of Instruction:** Direct Instruction from Teacher, Think-Pair-Share

An organ is a body part that performs a specific function. When organs work together to maintain life, they form a body system.

**Overview of Student Activities:** Group Diagram Labeling (Name the Organs)

#### Reproductive System Introduction

**Mode of Instruction:** Direct Instruction from Teacher

The reproductive system includes the parts of the body that enable humans to reproduce (have children). While the other systems

work to keep humans alive, the reproductive system is designed to create new life.

The Catholic worldview of reproduction is: Through the reproductive system, humans share in God's creation. Children are created through the love of a husband and wife.

As a child, the reproductive organs are not yet matured. When puberty starts, a child becomes an adolescent and the reproductive organs begin to mature. During this time, males and females undergo physical changes, which prepares them to create new life.

## **Grade 4 Review: Changes During Puberty**

**Mode of Instruction:** Group Work

Students will create a T-chart with the headings "male" and "female" and will make a list of the physical changes that males and females experience during puberty.

## **Hormones, Glands, and the Maturation of Reproductive Organs**

**Mode of Instruction:** Direct Instruction from Teachers

The pituitary gland is found in the brain and releases hormones.

A hormone is a chemical messenger that helps to manage bodily functions.

Puberty starts when:

- Pituitary gland sends a hormone to the ovaries in females and testes in males.
- The ovaries begin releasing the hormone estrogen.
- The testes begin releasing the hormone testosterone.

While both female and male reproductive systems work to create new life, they each function very differently. This is why the next lesson will focus specifically on the male and the lesson after that will focus specifically on the female.

## **Closing Prayer**

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

---

## LESSON #3: The Male Reproductive System

### Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none"><li>Each part of the human reproductive system serves a specific function.</li><li>Changes in puberty include:<ul style="list-style-type: none"><li>change in functioning of the testicles and ovaries</li><li>maturity of the reproductive organs</li><li>appearance of secondary sex characteristics</li><li>production of hormones.</li></ul></li><li>The male reproductive system includes testicles that produce sperm.</li><li>Sperm travels through the vas deferens and is combined with other fluid to produce semen.</li></ul>	<ul style="list-style-type: none"><li>Well-being is supported through knowledge and awareness of human reproduction.</li><li>Human reproduction includes a sequence of biological processes.</li><li>Puberty signals changes in a person's reproductive capability.</li><li>Puberty is often associated with the processes of menstruation and sperm production.</li></ul>	<ul style="list-style-type: none"><li>Identify the components of the human reproductive system.</li><li>Describe the functions of the components of the human reproductive system.</li><li>Describe how physical changes during puberty affect reproductive capability.</li><li>Describe the processes of menstruation and sperm production.</li></ul>

### Lesson Components

#### Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image,  
with the power to love and care  
for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.

Help us to show gratitude for the gift of sexuality  
by the way we live.

Amen.

### Lesson #2 Review

**Mode of Instruction:** Independent Activity, Direct Instruction from Teacher

Students will take out a piece of paper and attempt to fill in the 3 blanks in the statements below as a way to review the big ideas from the last lesson:

When a child becomes an adolescent the reproductive organs begin to mature. This is called \_\_\_\_\_.

A chemical messenger that helps to manage bodily functions is called a \_\_\_\_\_.

The \_\_\_\_\_ gland is found in the brain and releases a chemical messenger that starts the maturing of reproductive organs.

### Catholic Worldview on the Male Reproductive System

**Mode of Instruction:** Direct Instruction from Teacher

The male body was designed by God to play a special role in the creation of new life. The processes that take place in the male reproductive system are amazing.

## Male Reproductive System

**Mode of Instruction:** Direct Instruction from Teacher

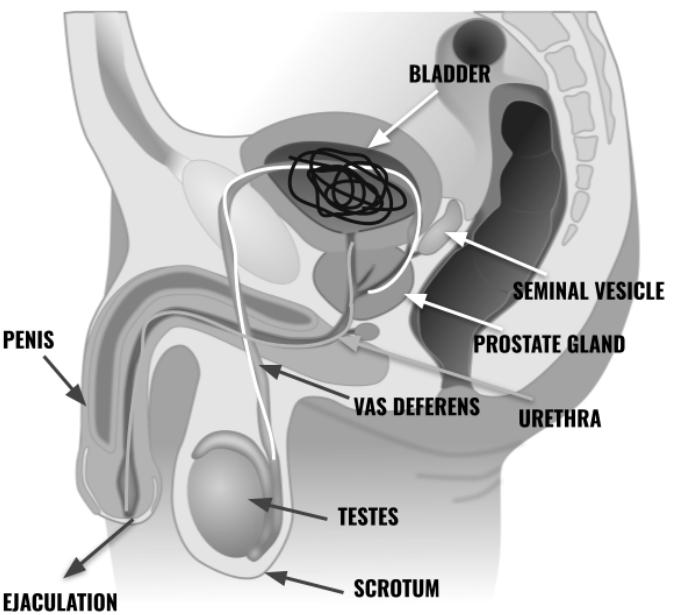
Puberty starts when the pituitary gland in the brain sends a hormone to the testes.

The testes are found inside the skinned pouch called the scrotum.

The testes will begin producing a hormone called testosterone.

Testosterone is responsible for preparing the male body to reproduce. The functions of testosterone are:

- Causes sperm production in the testes.
  - Sperm are tiny cells that can only be seen under a microscope.
  - They fertilize a female's egg in order to create new life.
- Causes the appearance of male secondary sex characteristics.
  - Hair on armpits, pubic area, chest, and face.
  - Voice becomes lower/deeper.
  - Body becomes more muscular.
  - Body produces more sweat, which can have an odour.
  - Skin becomes more oily and can cause acne.



In order to reproduce, the penis first becomes erect. This happens when the tissue inside of the penis fills with blood, which makes it firm and enlarged.

When a male has an erection, mature sperm cells begin to travel from the testes through the vas deferens, which is a tube that connects the testes to the penis.

When moving through the vas deferens, other fluids are added in with the sperm from the prostate gland and the seminal vesicle. The resulting fluid is called semen.

When the semen reaches the end of the vas deferens, it enters the urethra, which is a tube inside of the penis.

The urethra is also responsible for transporting urine from the bladder.

The urethra does not carry semen and urine at the same time.

When the semen reaches the end of the urethra, it exits the penis. This is called ejaculation. When a male ejaculates, millions of sperm are released at once.

### Overview of Student Activities:

Small Group Diagram Labeling

- Students will work in small groups to label a blank diagram of the male reproductive system.

Small Group Card Match

- Students will work in small groups to match the components of the male reproductive system with their functions.

## Closing Prayer

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

---

## LESSON #4: The Female Reproductive System

### Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none"><li>Each part of the human reproductive system serves a specific function.</li><li>Changes in puberty include:<ul style="list-style-type: none"><li>change in functioning of the testicles and ovaries</li><li>maturity of the reproductive organs</li><li>appearance of secondary sex characteristics</li><li>production of hormones.</li></ul></li><li>The female reproductive system includes ovaries that contain egg cells.</li><li>Ovulation occurs when an egg is released from an ovary.</li><li>The egg travels to the uterus and is released with the lining of the uterus (if unfertilized).</li></ul>	<ul style="list-style-type: none"><li>Well-being is supported through knowledge and awareness of human reproduction.</li><li>Human reproduction includes a sequence of biological processes.</li><li>Puberty signals changes in a person's reproductive capability.</li><li>Puberty is often associated with the processes of menstruation and sperm production.</li></ul>	<ul style="list-style-type: none"><li>Identify the components of the human reproductive system.</li><li>Describe the functions of the components of the human reproductive system.</li><li>Describe how physical changes during puberty affect reproductive capability.</li></ul>

### Lesson Components

#### Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image,  
with the power to love and care  
for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.

Help us to show gratitude for the gift of sexuality  
by the way we live.

Amen.

### Lesson #3 Review

**Mode of Instruction:** Direct Instruction from Teacher, Partner Activity & Independent Activity

**Activity #1:** Students will work in pairs to complete the T/F statements below. The teacher will reveal the answer after each statement. If false, the pairs of students will work together to make the statement true.

- Puberty begins when a gland in the heart sends a hormone to the testes.
- Mature sperm travels from the testes to the urethra through a tube called the vas deferens.
- In the diagram, the arrow is pointing to the vas deferens.
- Armpit hair, a deeper voice, a more muscular body, and oily skin are known as male secondary sex characteristics.
- Both semen and urine can pass through the urethra at the same time.

**Activity #2:** Students will work independently to answer the numerical response question shown below. After each student attempts an answer, the teacher will review the answer with the whole class.

Place the following male reproductive events in the order that they occur.

1. Mature sperm travel through the vas deferens.
2. Semen exits the male body when ejaculation occurs.
3. Fluid from the prostate gland and seminal vesicle is added in with sperm to create semen.
4. Semen travels through the urethra.
5. Sperm is produced in the testes.

## Catholic Worldview on the Female Reproductive System

**Mode of Instruction:** Direct Instruction from Teacher

The female body was designed by God to play a special role in the creation of new life. Imagine! The organs and tiny cells you will learn about today all play a part in the creation of a new life.

## Female Reproductive System

**Mode of Instruction:** Direct Instruction from Teacher

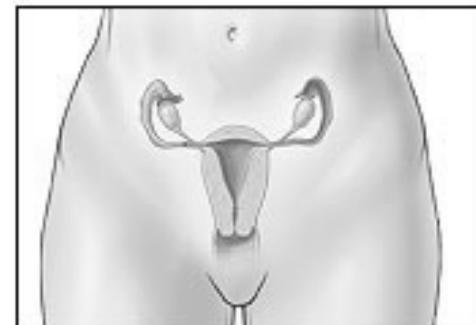
Though the end result of the female reproductive system is the same as the male (to create new life), it functions very differently.

Unlike the male reproductive system, all parts of the female system are located inside the pelvic region of the body.

### OVARIES

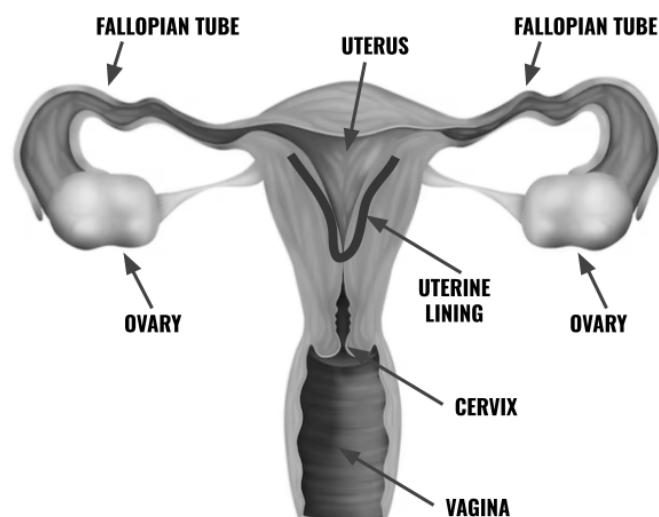
The ovaries are the primary female reproductive organ and are responsible for:

- Producing estrogen
- Producing and maturing egg cells, which are also known as ova (singular: ovum).
- Releasing a mature egg each month in a process called ovulation.



### FALLOPIAN TUBES

Responsible for connecting the ovaries to the uterus.



### UTERUS

Small organ where a baby may grow. It may also be called a womb.

### UTERINE LINING

A layer of tiny blood vessels that grow along the lining of the uterus each month. If a female becomes pregnant, the uterine lining supports the growing baby.

### CERVIX

A strong muscular ring that keeps the uterus closed.

### VAGINA

A passageway that connects the internal female reproductive structures to the outside of the body. It may also be referred to as the birth canal.

### Overview of Student Activities:

#### Female Reproductive System Review Worksheet

- Students will work independently, in pairs, or in a small group to complete the worksheet. It will feature a matching activity in which students need to pair structure names with their corresponding functions along with a blank diagram that they will label.

### **Closing Prayer**

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

---

## LESSON #5: The Menstrual Cycle

### Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none"><li>Menstruation is the monthly cycle that prepares the body for a possible pregnancy.</li><li>Hormonal changes regulate the menstrual cycle and ovulation.</li><li>Fertilization is more likely to occur at a specific point in the menstrual cycle.</li></ul>	<ul style="list-style-type: none"><li>Well-being is supported through knowledge and awareness of human reproduction.</li><li>Human reproduction includes a sequence of biological processes.</li><li>Puberty is often associated with the processes of menstruation and sperm production.</li></ul>	<ul style="list-style-type: none"><li>Describe the processes of menstruation and sperm production.</li></ul>

### Lesson Components

#### Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image,

with the power to love and care

for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.

Help us to show gratitude for the gift of sexuality

by the way we live.

Amen.

#### Lesson #4 Review

**Mode of Instruction:** Small Group Activity

Using a large diagram of the female reproductive system, small groups of students will use cards to label the structures and functions of the female reproductive system.

#### Menstrual Cycle Introduction

**Mode of Instruction:** Direct Instruction from Teacher

The menstrual cycle is a series of events that happen in the female reproductive system each month to prepare for the possibility of having a baby.

A typical menstrual cycle is 28 days; however, every female body is different and some may have longer or shorter cycles. This is completely normal.

The menstrual cycle is controlled by a number of hormones released from the pituitary gland in the brain and the ovaries in the pelvic region.

#### Phases of the Menstrual Cycle

**Mode of Instruction:** Direct Instruction from Teacher, Independent Work (graphic organizer)

For this stage of learning, students will receive a copy of the Menstrual Cycle Graphic Organizer, which features a 28-day cycle clock along with fill-in-the-blanks for each phase. After receiving the instruction for each phase, students will complete that portion of the graphic organizer.

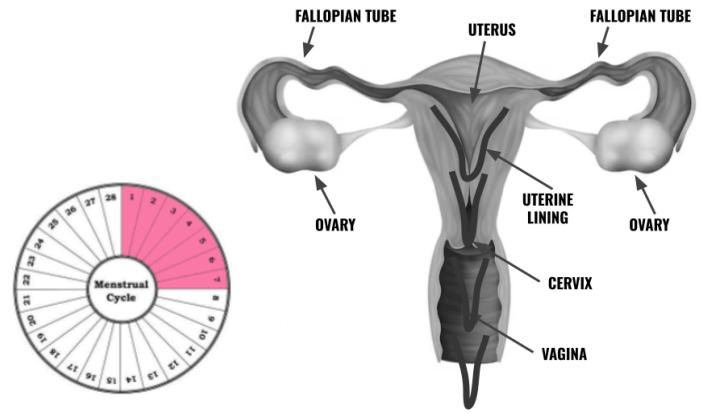
### PHASE 1 [Days 1-7]

The uterine lining detaches from the uterus and flows through vagina where it exits the body.

This is why the release of blood from the vagina signals the first day of a female's menstrual cycle.

The release of the uterine lining (also known as menstrual blood) takes about 7 days.

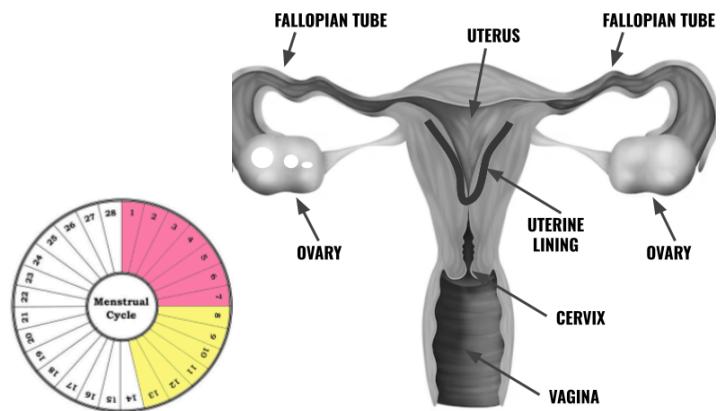
During this time, a female may say that she is "on her period."



### PHASE 2 [Days 8-13]

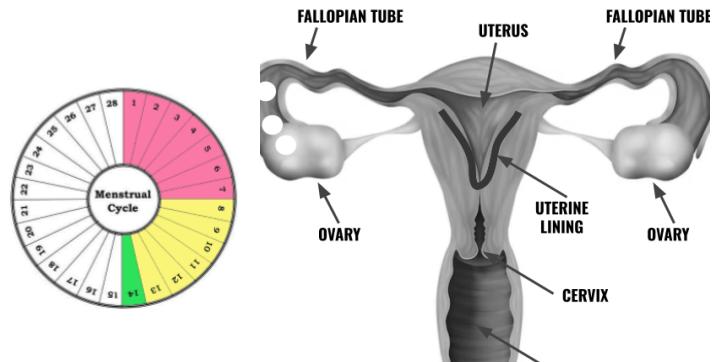
The female's reproductive system will now start preparing for the possibility of a baby by doing two things:

1. An egg grows and matures inside of one of the ovaries.
2. A new uterine lining develops. It will be used to nourish a growing baby if the female becomes pregnant.



### PHASE 3 [Days 14]

The mature egg is released into the fallopian tube from the ovary. This is known as ovulation.



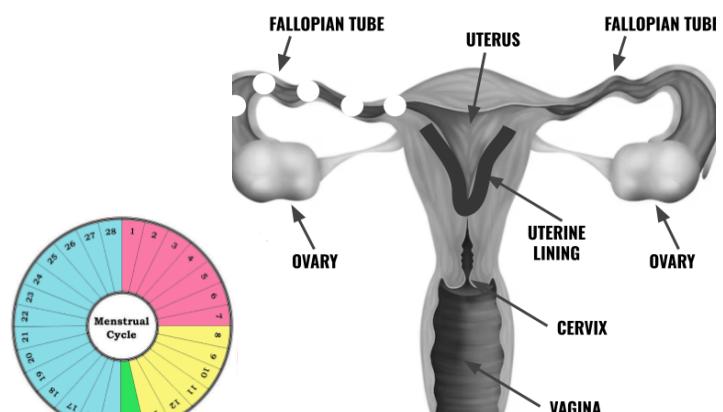
### PHASE 4 [Days 15-28]

The egg travels to the uterus through the fallopian tube. This usually takes 3-4 days.

The uterine lining finishes growing as it prepares for the possibility of a baby.

If the egg is not fertilized by a sperm, it will dissolve in the uterine lining.

The female reproductive system is now at Day 1 of the next cycle.



The uterine lining (which contains the dissolved egg) flows out of the uterus through the vagina and the cycle restarts.

### **Closing Prayer**

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

---

## LESSON #6: Intercourse, Fertilization, & Implantation

### Alberta Education Curricular Outcomes

Knowledge	Understanding(s)	Skills & Procedures
<ul style="list-style-type: none"><li>Each part of the human reproductive system serves a specific function.</li><li>The human reproductive system and other body systems are interconnected.</li><li>Human reproduction occurs when a sperm cell and egg cell join together (fertilization) and implant in the uterus (implantation).</li><li>Fertilization is more likely to occur at a specific point in the menstrual cycle.</li></ul>	<ul style="list-style-type: none"><li>Well-being is supported through knowledge and awareness of human reproduction.</li><li>Human reproduction includes a sequence of biological processes.</li></ul>	<ul style="list-style-type: none"><li>Describe the processes of menstruation and sperm production.</li></ul>

### Lesson Components

#### Opening Prayer

Loving God,

Everything you created is good.

We have received life from your hands.

We have been created in your image,

with the power to love and care

for each other and to share in your creation.

We thank you for this gift.

Help us to cherish all that you have created.

Help us to show gratitude for the gift of sexuality

by the way we live.

Amen.

#### Lesson #5 Review

**Mode of Instruction:** Video and Small Group Activity

To review the previous lesson on the menstrual cycle, students will first watch a [short animation](#) of the cycle.

Next, in small groups students will label a chart paper with Phase 1, Phase 2, Phase 3, and Phase 4 and will work together to place event descriptor cards provided by the teacher under the appropriate headings. A whole class debrief will follow.

#### Scripture Reflection

**Mode of Instruction:** Think-Pair-Share and Class Discussion

In partners, students will reflect on the following scripture verse:

"And the Lord will make you abound in prosperity, in the fruit of your womb and in the fruit of your livestock and in the fruit of your ground, within the land that the Lord swore to your fathers to give you." Deuteronomy 28:11

In a whole-class debrief, the teacher will offer the following clarifications:

"*Abound with prosperity*" means that there is a lot of wealth or success in a place or situation. It means that there are many opportunities for people to be successful and live a good life.

*“Fruit of your womb”* is a way of saying your children or offspring. When people talk about the fruit of your womb, they are talking about the special love and connection between a parent and their child.

*“Fruit of your livestock”* refers to the offspring or young animals that are born to animals that you own. When people talk about “fruit of your livestock” they are talking about the baby animals that are born and raised on your farm or ranch.

*“Fruit of your ground”* refers to the plants and crops that are grown on land that you own. When people are talking about “fruit of your ground”, they are talking about the delicious and healthy food that is grown and harvested from the soil.

So, this Bible verse is telling us that the Lord wishes great success for us in sustaining life. First, through reproduction to create new life. And, then success in growing the things we need to stay alive (i.e., livestock and crops for food).

## Catholic Worldview

**Mode of Instruction:** Direct Instruction from Teacher

To introduce the lesson topics, the teacher will first explain to students that they will be learning about the act of sexual intercourse, which is an important part of creating new life. Students will hear that different cultures and religions have different perspectives on intercourse and the creation of new life. The teacher will also explain that God views all children as made in his unique image and that every family deserves dignity and respect.

Students will then learn about the Catholic worldview on sexual intercourse and the creation of new life:

Fertility gives us the power to procreate.

Together with God, a man and woman can create a new life.

When a man and woman marry, they share their love and their lives.

They can share in God’s creation and bring new human life into the world.

One of the ways a husband and wife express their love after marriage is through the act of sexual intercourse. This act shows the deep love and trust a husband and wife have for each other.

## Sexual Intercourse, Fertilization, & Implantation

**Mode of Instruction:** Direct Instruction from Teacher

### Sexual Intercourse

In order to create new life, a male and female engage in sexual intercourse.

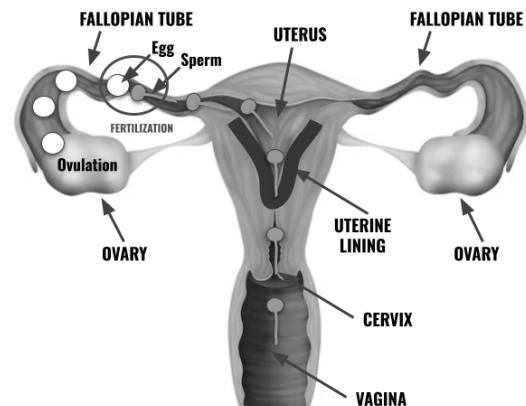
An erect penis is inserted into the vagina. Ejaculation occurs and the male releases semen into the vagina. Sperm, which is contained in semen, pass through the vagina, cervix, and uterus on its way to the fallopian tubes.

### Fertilization

This occurs when a sperm enters an egg.

This takes place in the fallopian tube after a female ovulates.

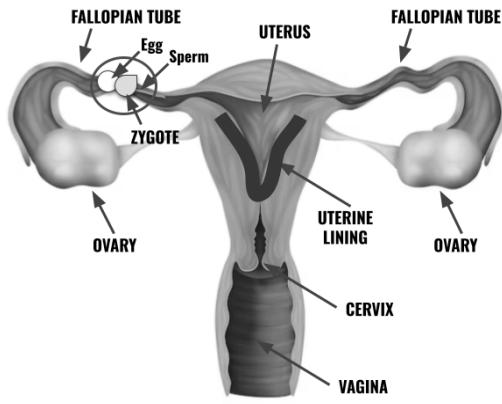
When fertilization occurs, a new life has been created.



After fertilization, the egg and sperm fuse together to become one cell known as a zygote.

This moment is called conception.

The zygote will immediately start growing and changing and will eventually become the developing baby.



### ***Implantation***

The zygote will continue traveling through the fallopian tube on its way to the uterus.

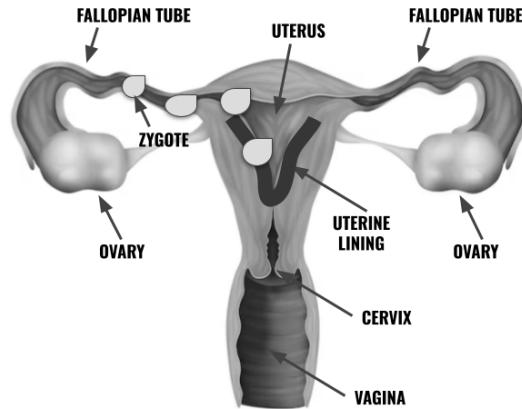
It reaches the uterus in approximately 3 days.

Once it arrives at the uterus, it will insert into the uterine lining. This is known as implantation.

The uterine lining will nourish the developing baby for the next 9 months.

Hormonal changes in the female's body ensures that the uterine lining stays intact throughout the pregnancy.

This is why females do not release menstrual blood when they are pregnant.



### **Catholic Worldview on Pregnancy**

**Mode of Instruction:** Direct Instruction from Teacher

Together, a husband and wife have given life to a new human being through their love and shared in God's creative power.

God welcomes this new life from its first moment of existence.

Now, this tiny human begins to grow and develop inside its mother. Her body will provide everything it needs.

Finally, after about 9 months the time will come for the baby to leave the mother's body and enter the world.

The husband and wife, now father and mother, welcome their child with great love.

### **Closing Prayer**

Lord,

You have made each of us in your own image and likeness and have called each of us to love as you love.

Help us to love and respect each other as persons made with dignity.

Help us to see, understand and learn about the gifts of life, love, and human sexuality as you made them and apply them to the way we live.

Amen

## LESSON #7: Topic Assessment - In Class Assignment

During this final lesson on Human Growth and Development, students will complete an open-book in-class assignment. This is an individual assessment and will include questions related to:

- Positive health practices during puberty
- Hormones
- Male reproductive anatomy and associated functions
- Female reproductive anatomy and associated functions
- Phases of the menstrual cycle
- Fertilization and implantation.

Overall, the assignment will be evaluated using the following criteria:

Assessment Criteria	
<b><i>Learning Outcome: Students connect puberty to the capacity for human reproduction</i></b>	
<b>Exemplary</b>	The student demonstrates a complete understanding of the major components of the male and female reproductive systems and how they work together to create new life.
<b>Proficient</b>	The student demonstrates a sufficient understanding of the major components of the male and female reproductive systems and how they work together to create new life.
<b>Approaching</b>	The student demonstrates a partial understanding of the major components of the male and female reproductive systems and how they work together to create new life.
<b>Beginning</b>	The student demonstrates an introductory understanding of the major components of the male and female reproductive systems and how they work together to create new life.