

Grade 5 Cluster of Learning Outcomes*

Targeted Learning Outcomes	Related Learning Outcomes
<p>K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...). (Lesson 1)</p> <p>K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...). (Lesson 2)</p> <p>K.5.5.E.1c Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...). (Lesson 1)</p> <p>K.5.5.E.2 Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...). (Lesson 2)</p> <p>K.5.5.E.3a Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) on sexuality and gender roles. (Lesson 3)</p> <p>K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions). (Lesson 3)</p> <p>K.5.5.E.3c Identify the responsibilities (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...). (Lesson 2)</p> <p>K.5.5.E.4a Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells...). (Lesson 4)</p> <p>S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...). (Lesson 5)</p>	<p>K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural modalities, physiotherapists, Block Parents...). (Lesson 4)</p> <p>K.4.5.A.1 Identify how one's self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...). (Lesson 3)</p> <p>K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success. (Lesson 2)</p> <p>K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) on setting priorities and making responsible decisions (e.g., academic achievement, leisure activities...). (Lesson 3)</p> <p>S.5.5.A.4 Apply strategies (i.e., using the decision-making model, practising saying "no," walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...). (Lesson 5)</p>

* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training).