

## Grade 5 Cluster of Learning Outcomes\*

Targeted Learning Outcomes	Related Learning Outcomes
<p><b>K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings</b> (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...). <b>(Lesson 1)</b></p> <p><b>K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices</b> (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...). <b>(Lesson 2)</b></p> <p><b>K.5.5.E.1c Describe how heredity</b> (e.g., chromosomes, DNA...) <b>influences growth and characteristics that contribute to personal identity</b> (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...). <b>(Lesson 1)</b></p> <p><b>K.5.5.E.2 Identify the social-emotional changes associated with puberty</b> (e.g., sexual attraction, fluctuation of moods, insecurities...). <b>(Lesson 2)</b></p> <p><b>K.5.5.E.3a Identify influences</b> (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) <b>on sexuality and gender roles.</b> <b>(Lesson 3)</b></p> <p><b>K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles</b> (i.e., similarities and differences, such as cultural rituals and traditions). <b>(Lesson 3)</b></p> <p><b>K.5.5.E.3c Identify the responsibilities</b> (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...) <b>associated with physical, social, and emotional changes during puberty</b> (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...). <b>(Lesson 2)</b></p> <p><b>K.5.5.E.4a Identify characteristics</b> (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) <b>and effects of HIV and AIDS on the immune system</b> (e.g., destroys specific white cells...). <b>(Lesson 4)</b></p> <p><b>S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty</b> (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...). <b>(Lesson 5)</b></p>	<p><b>K.3.5.B.4 Identify available community supports that promote safety and community health</b> (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural modalities, physiotherapists, Block Parents...). <b>(Lesson 4)</b></p> <p><b>K.4.5.A.1 Identify how one’s self-concept and feelings are affected by others</b> (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...). <b>(Lesson 3)</b></p> <p><b>K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one’s own actions</b> (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) <b>for personal success.</b> <b>(Lesson 2)</b></p> <p><b>K.4.5.A.3 Identify the influence of self</b> (e.g., personal goals, emotions...) <b>and others</b> (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) <b>on setting priorities and making responsible decisions</b> (e.g., academic achievement, leisure activities...). <b>(Lesson 3)</b></p> <p><b>S.5.5.A.4 Apply strategies</b> (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) <b>for preventing or avoiding substance use and abuse</b> (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) <b>in different case scenarios.</b> <b>(Lesson 5)</b></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).