

Senior 2 Cluster of Learning Outcomes*

Targeted Learning Outcomes	Related Learning Outcomes
<p>K.5.S1.E.1a ➡ K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings. (Lesson 2)</p> <p>K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...). (Lesson 2)</p> <p>K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy (e.g., avoidance of alcohol and tobacco, proper nutritional intake...). (Lesson 3)</p> <p>K.5.S2.E.2 Analyze the components (e.g., communication, decision making, sharing, managing sexual feelings and desires...) in different case scenarios for building and maintaining healthy relationships (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...). (Lesson 1)</p> <p>K.5.S2.E.3a Examine sexuality as it is portrayed in the media (e.g., fashion magazines, music videos, advertisements, movies, songs...). (Lesson 4)</p> <p>K.5.S1.E.3b ➡ K.5.S2.E.3b Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) on making decisions for responsible sexual behaviour. (Lesson 4)</p> <p>K.5.S1.E.3c ➡ K.5.S2.E.3c Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues. (Lesson 4)</p> <p>K.5.S2.E.4a Explain health issues related to HIV/AIDS (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...). (Lesson 5)</p> <p>K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...). (Lesson 5)</p> <p>S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours. (Lesson 1)</p>	<p>K.3.S2.B.4 Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling). (Lesson 2; Lesson 5)</p> <p>K.4.S2.A.3 Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles. (Lesson 1; Lesson 4)</p> <p>K.4.S2.B.2a Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) for getting along with family, friends, and peers in school, community, and/or the workplace. (Lesson 1)</p> <p>K.4.S2.B.2b Identify potential adult roles (e.g., parent, partner, spouse...) and ways to prevent potential problems (e.g., domestic conflict, abuse...) in developing meaningful relationships. (Lesson 1)</p> <p>K.4.S2.C.1a Describe the behaviours necessary for providing others with support (e.g., listen to a friend in difficulty...) and promoting emotional health and well-being. (Lesson 3)</p> <p>K.4.S2.C.1b Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member. (Lesson 1)</p> <p>K.4.S2.C.2 Describe situations (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) that cause personal stress. (Lesson 4)</p> <p>S.4.S2.A.3 Apply communication skills and strategies (e.g., listen actively, clarify feelings, summarize...) in case scenarios for getting along with others in a variety of contexts (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...). (Lesson 1)</p>
	<p>* The student learning outcomes are identified in <i>Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles</i> (Manitoba Education and Training).</p> <p>➡ Maintain learning outcome from a previous grade (e.g., K.5.S1.E.1a ➡ K.5.S2.E.1a).</p>