

Anatomy and Puberty Educational Curriculum Connections

Our curriculum ties to the Manitoba Government learning outcomes. The following language used is not our own. For more information, please visit www.edu.gov.mb.ca/k12/cur/physhlth/

Grade 5

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...).

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...).

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...).

K.5.5.E.2 Identify the social- emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...).

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...).

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...).

Grade 7

K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).

K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...).

K.5.7.E.3a. Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).

K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewelry; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles.

K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) 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.

Senior 1-4

K.3.5.B.4 Identify available community supports that promote safety and community health.

K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy, and responsibilities regarding prevention

K.5.S1.E.3b Examine the influences on making decisions for responsible sexual behaviour.

K.5.S1.E.3c & K.5.S2.E.3c Review personal responsibilities and sources of support with regard to sex-related health issues.

K.5.S1.E.1a and K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings.

K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behavior and different types of contraceptive methods

S1, S2, S4 2.3.1 describe the male and female reproductive systems and the process by which fertilization takes place

S1, S2, S4 2.3.2 evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health

S1, S2, S4 2.4.1 differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm Method)