

Family Life Curriculum:First Grade

- 1.1 The student will experience continuing success and positive feelings about self.
 - The teachers provides a classroom environment that fosters experiences of success in school work, in self, acceptance of body image, in the handling of routine situations, and in group activities.
- 1.2 The student will experience continuing respect from others.
 - Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of all children.
- 1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself
 - Discussions are held during class meetings and as needed individually.
 - Guidance
 - Classroom management reinforces positive student behaviors that effect learning and feelings of others.
- 1.4 The student will develop an understanding of the importance of a family and of different family patterns.
 - The emphasis is on the need for loving parent(s), or other responsible adult(s) in the family.
- 1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.
 - The school counselor may speak to small groups about different family units.
 - Class meetings initiated by students
- 1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.
 - Characteristics of mammals are taught in Science SOL 1.5.
- 1.7 The student will use correct terminology when talking about body parts and functions.
 - We cover this in individual situations as the need arises.
- 1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.
 - Discussions are held during class meetings
 - Guidance
- 1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.
 - Discussions are held during class meetings
 - Guidance
- 1.10 The student will experience the logical consequence of his or her behavior.
 - Discussions are held during class meetings
 - Guidance
- 1.11 The student will realize that physical affection can be an experience of friendship, of celebrations or of a loving family.
 - The teacher will model respect and appropriate expressions of affection and celebration.
- 1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.
 - Classroom discussions
 - Teachers model appropriate ways to celebrate success (high-fives, thumbs up, etc.)
 - DARE officer includes a lesson on stranger safety.

Family Life Curriculum: Second Grade

2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

- Discuss feelings and how we cope with anger, fear, stress, joy, etc.
- Class meetings
- Guidance

2.1 The student will realize that adults other than parents also provide care and support for children.

- Discuss adults who provide care and support (babysitters, teachers, school workers, bus drivers, policemen, etc.)

2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.

- Moved to fourth grade, 4.1

2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.

- Class meetings
- Guidance (small group)

2.5 The student will demonstrate appropriate ways of dealing with feelings.

- Class meetings
- Guidance (small group)

2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

- The teacher will model respect and appropriate expression of affection.

2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, strangers, or others.

- We will watch a school board approved video that deals with this objective.
- Discussion will follow if children show a need for it.

Family Life Curriculum: Third Grade

- 3.1 The student will demonstrate a sense of belonging in group work and play.
- 3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.
- These objectives are stressed in the first several weeks of third grade in getting-to-know-you activities, and throughout the year in journal writing and class meetings.
 - We must work together as a team in all classes; especially P.E.
- 3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.
- Changes which occur may include moving to a new home, the addition or birth of a sibling, illness, separation or divorce, etc.
- 3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.
- 3.5 The student will identify and use correct terms for external body parts associated with reproduction and elimination.
- Moved to Fourth Grade
- 3.6 The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.
- Covered in the third grade science curriculum
- 3.7 The student will become aware that both a male and female are necessary to have a baby.
- Moved to Fourth Grade
- 3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.
- The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

Family Life Curriculum:Fourth Grade

The following objectives are covered through watching an approved video "Just Around the Corner ". This video will be shown to boys and girls separately. You may request to preview the video at the school. There will be a follow up discussion.

4.1 The student will be able to identify the human reproductive organs.

- Students will not learn about reproductive organs of the opposite sex

4.2 The student will identify physical changes that occur during puberty.

- Students will not learn about the physical changes of the opposite sex.

4.3 The student will develop an awareness of human fertilization and prenatal development.

- Students will learn what needs to occur for fertilization , not how this occurs

The following objectives are taught through class meetings, The Warren County D.A.R.E. program, and the school guidance counselor. They are not taught in sex separate classes.

4.4 The student will identify basic human emotions and effective ways of dealing with them.

- Class discussions and reinforcement on understanding and dealing with strong emotions, both positive and negative.

4.5 The student will develop awareness and acceptance of his or her strengths and weaknesses.

- Personal responsibility for success and failures.

4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.

- Class discussions
- Guidance.

4.7 The student will describe the factors surrounding child abuse and child neglect.

Family Life Curriculum: Fifth Grade

The following objectives are covered by viewing an approved video for boys and girls (these videos will be shown to girls and boys SEPARATELY) Parents may request to view the video at school. This video is also available online for review: <http://www.pgschoolprograms.com/puberty/index.php>

There will be a follow up discussion:

- 5.1 The student will define the structure and function of the endocrine system:
 - The video "Always Changing" discusses how the body changes during puberty
- 5.2 The student will identify the human reproductive organs in relation to the total anatomy
 - Girls will learn about their anatomy
 - Boys will learn about their anatomy
 - The students will not learn about the anatomy of the opposite sex
- 5.3 The student will explain how human beings reproduce
 - The students will learn that a sperm (from a male) and an egg (from a female) are needed to reproduce.***They will NOT learn how this occurs!
- 5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction
- 5.7 The student will describe the effects of personal hygiene on one's self-concept

The following objectives are taught through classroom discussions DARE (DARE is taught by the Warren County Sheriffs Dept), and Guidance lessons and are not taught in sex separate classes :

- 5.8 The student will recognize the importance of contributing to a constructive group activity
- 5.9 The student will develop increased understanding of roles, duties, and responsibilities of family members
- 5.10 The student will examine the messages from mass media related to sexuality. (i.e., using attractive individuals to promote or sell products)
- 5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself
- 5.12 The student will recognize threatening or uncomfortable situations and how to react to them
- 5.13 The student will explain the effects of substance abuse on the body

The following objectives are not covered in the fifth grade, but will be covered in the sixth grade curriculum

Family Life SOL objective 5.5 will be taught in the sixth grade Family Life curriculum, however, fifth graders will discuss the importance of nutrition through classroom discussions throughout the year.

- 5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.
- 5.6 The student will identify reasons for avoiding sexual activity prior to marriage
- 5.14 The student will become aware of the existence of sexually transmitted diseases

Video: Always Changing <http://www.pgschoolprograms.com/puberty/index.php>



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Dear Parents:

Family Life Education is taught in grades K-5 at all Warren County Elementary Schools. A copy of the standards to be taught at your child's grade level is attached to this letter. Please review these standards and notice that many of the Family Life Standards go along with the Health, Science, and Social Studies Standards of Learning your child will already be learning. Contact us if you would like any further information about the attached Family Life Standards or would like to preview a video that may be listed.

If you choose, your child may be excused from the teaching of any specific standard or from participation in any activity. Please note that the DARE program provided by the Warren County Sheriff's Department covers many of the 5th grade objectives as well as some objectives covered in the First through Fourth grades.

Return the bottom portion of this letter to your child's teacher as soon as possible.

Sincerely,

Principal

Please choose one of the following options for your child:

A. _____ has my permission to participate in Family Life Education.

B. _____ is to be excused from being taught the following Family Life objectives or is to be excused from the following activities (please list):

Date

Parent's Signature