



GOOCHLAND COUNTY PUBLIC SCHOOLS

FAMILY LIFE EDUCATION CURRICULUM

Revised December 2016

INTRODUCTION

Goochland's family life education curriculum was developed in partnership with the School Health Advisory Board and family life education instructors. Family life instruction occurs in third through tenth grades. Students will be separated by gender when sensitive content is being presented during family life instruction.

The objectives for Goochland's family life education curriculum are enclosed within this document. Per policy IGAH, parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of the family life education instruction.

THIRD GRADE OBJECTIVES

The student will learn correct scientific terms for body parts associated with changes in puberty.

Descriptive Statement:

External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.

The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.

Descriptive Statement:

The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Students are taught to be accepting of other's differences, including physical and mental differences.

The student will become aware that both a male and a female cell are necessary to create a new life.

Descriptive Statement:

The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate, medically-accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

The student will understand that the baby grows inside the mother's body for nine months and then is born.

Descriptive Statement:

The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

FOURTH GRADE OBJECTIVES

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

Descriptive Statement:

Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

The student will identify physical changes that begin to occur during puberty.

Descriptive Statement:

The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal. Students are helped on an individual basis to avoid anxiety if their development is ahead of or behind their peers. The importance of postponing sexual activity is discussed as is the importance of delaying childbearing. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

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

Descriptive Statement:

Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

FIFTH GRADE OBJECTIVES

The student will identify the human reproductive organs in relation to the total anatomy.

Descriptive Statement:

Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

The student will understand how human beings reproduce.

Descriptive Statement:

Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

Descriptive Statement:

Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

The student will identify reasons for avoiding sexual activity prior to marriage.

Descriptive Statement:

The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health.

The student will describe the effects of personal hygiene on one's self-concept.

Descriptive Statement:

Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.

The student will become aware of the existence of sexually transmitted infection.

Descriptive Statement:

Factual information regarding the nature of sexually transmitted infection, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis.

SIXTH GRADE OBJECTIVES

The student will understand personal hygiene practices and the physical changes that occur during puberty.

Descriptive Statement:

Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

The student will learn the effects of growth on development, attitudes, and interests.

Descriptive Statement:

The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Descriptive Statement:

The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

The student will recall the basic facts about sexually transmitted infections.

Descriptive Statement:

Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

The student will learn about the etiology, effects, and transmission of HIV.

Descriptive Statement:

Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

Descriptive Statement:

This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted infections, unintended pregnancy,

infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, mental and physical consequences.

The student will learn to describe personal characteristics that can contribute to happiness for self and others.

Descriptive Statement:

This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice appropriate and positive personal and social responses.

The student will demonstrate an increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive Statement:

This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.

The student will become aware of community healthcare and safety agencies and their functions.

Descriptive Statement:

Instruction includes information about the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted infections, including HIV; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

The student will learn the effects of substance abuse on the individual, family, school, and society.

Descriptive Statement:

The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and smoking. Information on local community resources for obtaining help with these problems is included.

The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement:

Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic

harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.

Students will explain laws protecting children from inappropriate and abusive behavior of others, including human trafficking.

Descriptive Statement:

Differentiating between labor and human trafficking will be discussed, including the recognition that human trafficking is a crime, that victims may be male or female, how laws provide protection, and resources for victims.

The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions.

Descriptive Statement:

Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Students will discuss the permanency of misuse of social media and text messaging including criminal penalties for engaging in sexually explicit communications. Career and other options available are stressed as choices and are identified in the decision-making process.

SEVENTH GRADE OBJECTIVES

The student will identify the issues associated with friendships.

Descriptive Statement:

The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy relationships.

The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.

Descriptive Statement:

Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

The student will recognize contributions of various racial and ethnic groups to family life and society.

Descriptive Statements:

Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

The student will identify the differences between positive and negative approaches from strangers and know what to do when a stranger approaches in a negative way.

Clarification:

Methods of avoiding and dealing with molestation, abuse, and assault are discussed.

The student will reveal, through written and oral expression, an understanding of his/her growth patterns and the physical changes that occur as he/she grows and develops.

Clarification:

The students will learn about growth spurts and will discuss the individual growth patterns of the members of the class. The emphasis is on the positive and normal aspects of growth differences among individuals.

The students will learn the effects on the body of tobacco use, alcohol use, and medically prescribed drug products.

Clarification:

Students will discuss and understand the different types of drugs and their effects on the body.

Students will learn the difference between over-the-counter drugs and prescription drugs and the importance of wise selections and use of health information sources and products.

Students will learn the importance of following a physician's instruction in the use of prescribed medications and in following the label instructions in the use of over-the-counter drugs.

EIGHTH GRADE OBJECTIVES

The student will relate stages of human development to his or her own developmental level.

Descriptive Statement:

The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

The student will recognize the development of sexuality as an aspect of the total personality.

Clarification:

The primary factor to be presented is the development of one's own sexual identity.

The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement:

The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives. Students will discuss the impact of personal information and pictures/images posted on social networking sites on future goals. Criminal penalties for engaging in sexually explicit communications will be discussed.

The student will identify the issues associated with friendships.

Descriptive Statement:

The student accomplishes this by reviewing the characteristics of appropriate and inappropriate friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

The student will recognize the nature of dating during adolescence.

Descriptive Statement:

Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning

signs and characteristics of potentially abusive dating relationships and negative mental health practices.

The student will interpret the messages in society related to sexuality.

Descriptive Statement:

Students continue to identify and analyze messages about sexuality found in advertising media, music and videos, television, films, the internet, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects and report to parents/guardians and authorities. Positive alternatives to media immersion are discussed. Students will demonstrate how these messages affect mental health issues related to sexuality.

The student will describe strategies for saying "no" to premarital sexual relations.

Descriptive Statement:

The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say "no" to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

The student will develop the coping skills needed to deal with stress.

Descriptive Statement:

Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of HIV); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

The student will identify the stresses related to changing relationships in the home, school, and community.

Descriptive Statement:

Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary. The student will utilize positive mental health practices in stress management.

The student will analyze the issues related to teenage pregnancy.

Descriptive Statement:

The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.

The student will review facts about pregnancy prevention and disease control.

Descriptive Statement:

Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted infections.

The student will describe the effects of alcohol and drug use on families and peer relationships.

Descriptive Statement:

The effects of substance use and abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such use and abuse within the family also are emphasized, including family and sexual violence.

The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.

Descriptive Statement:

Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided.

The student will recall the ways in which the HIV virus is transmitted and prevented.

Descriptive Statement:

This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.

The student will understand the effects of the physical, psychological, and social environments as they relate to the total personality.

Clarification:

The focus will be upon emotional needs of mankind, how these needs interrelate, and the impact of the environment on the total personality.

NINTH GRADE OBJECTIVES

The student will understand the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

Descriptive Statement:

Topics include the function of the family, family forms, family strengths, and family influences on society. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.

The student will recognize the development of sexuality as one aspect of the total personality.

Descriptive Statement:

Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

The student will review and apply the decision-making process.

Descriptive Statement:

Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, positive mental health practices, and reason as bases for decision-making.

The student will review the nature and purposes of dating.

Descriptive Statement:

Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

Descriptive Statement:

The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation, and human sex trafficking.

Descriptive Statement:

This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer).

The student will relate specific information on substance use and abuse to each stage of the life cycle.

Descriptive Statement:

Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

The student will understand the process of reproduction.

Descriptive Statement:

Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.

Descriptive Statement:

The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

The student will demonstrate knowledge of pregnancy prevention and disease control.

Descriptive Statement:

Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

The student will be able to explain the transmission and prevention of HIV.

Descriptive Statement:

This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.

The student will begin to identify educational and career goals.

Descriptive Statement:

Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites, such as MySpace, Facebook, YouTube, and Twitter, on career goals.

The student will be encouraged to respect and value his or her own person, family and community and to recognize and respect the values and dignity of others.

Clarification:

The student will recognize that all persons have rights and values and that community life requires that we respect ourselves and others. Students will identify different types of discrimination including ageism, racism, sexism, religious, and ethnic discrimination, discrimination against people with disabilities, and discrimination against the traditional male/female roles and relationships. In discussing sexism, students will be familiarized with the diverse roles that men and women assume in contemporary society.

TENTH GRADE

The student will understand how maturation affects adolescents.

Descriptive Statement:

Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices, the decision-making process, sources of values, and self discipline.

The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.

Descriptive Statement:

The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems, the definition of consent, and respecting others' right to say no.

The student will use the steps in the decision-making process to solve specific problems.

Descriptive Statement:

Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

The student will recognize the need to abstain from premarital sexual intercourse.

Clarification:

Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.

Descriptive Statement:

Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures, and other positive mental health practices, rather than through premarital sexual activity.

The student will explain the factors to be considered in preparing for dating and marriage.

Descriptive Statement:

Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction should include the definition of consent, identifying the characteristics of dating violence, abusive relationships, and human sex trafficking.

The student will examine factors to be considered in life-goal planning.

Descriptive Statement:

Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

The student will prepare a plan for the fulfillment of life-long goals.

Descriptive Statement:

Each student develops a plan designed to achieve the goals previously identified and based on a self-assessment activity. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available and the impact of current decisions on future goals.

The student will describe the signs and symptoms of pregnancy.

Descriptive Statement:

Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

The student will analyze the factors associated with a healthy pregnancy.

Descriptive Statement:

Content focuses on causes of low birth weight such as smoking, poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

The student will identify the stages of the birthing process.

Descriptive Statement:

The stages of the birthing process include the onset of the process and the three stages of labor and delivery-- dilation, birth, and expulsion of placenta.

The student will analyze the skills and attitudes needed to become a competent parent.

Descriptive Statement:

Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

The student will describe adjustments to be made after birth of a child.

Descriptive Statement:

The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

The student will compile a list of community agencies and resources available to assist individuals and families.

Descriptive Statement:

Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.

Clarification:

Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

The student will understand emotional swings of adolescents.

Clarification:

The emphasis will be on changes in body chemistry during adolescence which cause

physical and mental changes that result in emotional ups and downs. The student will learn some techniques for dealing with them.

The student will learn the importance of a well-rounded personality.

Clarification:

The student will acknowledge the importance of good social, mental, and physical health in creating a balanced, positive self-image.