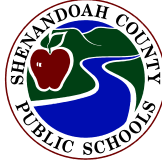




SHENANDOAH COUNTY  
PUBLIC SCHOOLS

FAMILY LIFE EDUCATION  
CURRICULUM

GRADE SIX



600 North Main Street, Suite 200

Woodstock, VA 22664

540-459-6750

Fax: 540-459-6222

## FAMILY LIFE EDUCATION CURRICULUM NOTICE

Date \_\_\_\_\_

Dear Parent:

The Family Life Education Curriculum that has been adopted by the Shenandoah County School Board is an integral part of the Health classes. It will be taught throughout the school year. The materials that will be used during instruction have been evaluated and recommended by the Family Life Education Community Involvement Team. These materials have been adopted by the Shenandoah County School Board.

The Family Life Education curriculum is available for your preview at several locations. You may preview it on the Shenandoah County Public Schools division website ([www.shenandoah.k12.va.us](http://www.shenandoah.k12.va.us)) or you may go to your child's school and preview it online. It is also available at the Shenandoah County Public Library.

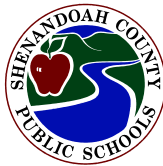
Parents and guardians have the right to review the family life education program offered by their school division, including written and educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

*Ref.- Shenandoah County Public Schools Policy IGAH.*

If, after previewing the curriculum, you decide to opt your child out of specific areas of instruction, you **must** print out the Opt-Out Form for your child's grade level, complete and sign it and return it to your child's school. Copies of the forms are also available at your child's school.

You are welcome to personally preview any of our Family Life Education materials. If you wish to preview any of the materials, please make arrangements with your child's Health teacher or the principal. If you have any questions, please do not hesitate to ask your child's teacher and/or principal for clarification.

Rebecca T. Cooper, BSN RN  
Chairperson  
FLECIT



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Please complete this form **ONLY** if you **DO NOT** want your child to participate in the Family Life Education classes.

### **FAMILY LIFE EDUCATION OPT-OUT FORM**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Please exempt the above named student from the following Family Life Education lessons:

#### **Gender Separated Classes**

- 6.1 The student will verbalize understanding of the sexual changes and growth patterns associated with the onset of puberty. (Girls will review female puberty and learn about male puberty. Males will review male puberty and learn about female puberty.)
- 6.2 The student will demonstrate an understanding of developing social awareness and responsibility one has for one's own behavior and attitudes about self and others.

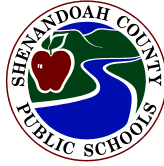
#### **Gender Mixed Classes**

- 6.3 The student will demonstrate an understanding of the development of a strong sense of self worth.
- 6.4 The student will explain sexting and its consequences.

I understand that my child will be given an alternate assignment(s) in place of the lesson(s) being taught and that I will be responsible for my child's completion of his/her assignments. **I understand if my child does not participate in this program, I am assuming full responsibility for providing the appropriate education.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature



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## La Noticia del Plan de la Educación de la Vida doméstica

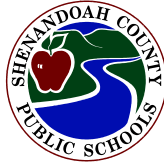
El Plan de la Educación de la Vida doméstica que ha sido adoptado por la Tabla de la Escuela de Condado de Shenandoah es una parte esencial de las clases de la Salud. Será enseñado a través del año escolar. Los materiales audiovisuales que serán utilizados durante instrucción han sido evaluados y han sido recomendados por el Equipo de Participación de Comunidad de Educación de Vida doméstica. Estos materiales han sido adoptados por la Tabla de la Escuela de Condado de Shenandoah.

El plan de la Educación de la Vida doméstica está disponible para su presentación en varios lugares. Usted puede verlo en el sitio de Internet ([www.shenandoah.k12.va.us](http://www.shenandoah.k12.va.us)) o puede ir a la escuela de su niño y verlo en la computadora allí. Está también disponible en la biblioteca pública de Condado de Shenandoah.

“Los padres y los guardianes tienen el derecho de revisar el programa de la educación de la vida doméstica ofrecido por su escuela, incluye: los materiales escritos y audiovisuales que usen en el programa. Los padres también tienen el derecho de dispensar a su niño de toda o parte de la instrucción de educación de vida doméstica.” *Ref. La política de las escuelas de Condado de Shenandoah IGAH.*

Si, después de ver el plan, decidió optar su niño fuera de áreas específicas de instrucción, puede imprimir la Forma Autónoma (Opt-Out Form) para el nivel del grado de su niño, completar y firmar y regresarlo a la escuela de su niño. Las copias de las formas están también disponibles en la escuela de su niño.

Puede ver personalmente cualquiera de nuestros materiales de Educación de Vida doméstica. Si desea ver los materiales audiovisuales, hace por favor una cita con el maestro de Salud de su niño o el director de la escuela. Si tiene preguntas, por favor preguntar el maestro de su niño o el director.



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Complete por favor esta forma **SÓLO** si usted **NO DESEA** que su niño tome parte en las clases de la educación de la vida doméstica.

### EDUCACIÓN DE LA VIDA DOMÉSTICA FORMA AUTÓNOMA (OPT-OUT FORM)

Nombre de estudiante \_\_\_\_\_

Esucela \_\_\_\_\_

Grado \_\_\_\_\_ Maestra/o \_\_\_\_\_

Exima por favor el estudiante denominado arriba de las clases siguientes de la educación de la vida doméstica:

#### Clases Separado Por Género

- 6.1 El estudiante expresará verbalmente comprensión de los cambios sexuales y los patrones de crecimiento se asoció con el comienzo de pubertad. (Las chicas revisarán la pubertad femenina y aprenderán de la pubertad masculina. Los machos revisarán la pubertad masculina y aprenderán de la pubertad femenina.)
- 6.2 El estudiante demostrará una comprensión del desarrolló de la conciencia social y el responsabilidad para su propia conducta y actitudes acerca de si mismo y otras.

#### Clases Mezclado Por Género

- 6.3 El estudiante demostrará una comprensión del desarrolló un fuerte sentido de autoestima.
- 6.4 El estudiante explicará mensajes de texto sexual (sexting) y las consecuencias de esta.

Entiendo que mi niño será dado tareas alternativas en lugar de las lecciones ser enseñado y sere responsable de mi niño a completar su tarea. **Entiendo si mi niño no participará en este programa, soy completamente responsable de dar a mi niño educación apropiada.**

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Padre/Guardian

This is a copy of the abstinence definition as developed by FLECIT in October, 1997. It was written to clarify the confusion about what abstinence means and how it is to be defined to students. This definition forms the basis for our program and is the guideline for answering questions. It is a critical piece of our classroom teaching and may be used as a teaching tool within the classroom setting.

Shenandoah County Public Schools use an abstinence-based Family Life Education curriculum. Abstinence is emphasized as the ideal choice when teens are faced with decisions regarding any risky behavior, including decisions involving sexual activity and alcohol and substance use. Shenandoah County Public Schools recognizes that some students have already chosen risky sexual behavior, and, in accordance, teachers present classroom instruction about responsibility for behavior and the use of contraceptives.

### **Definition of ABSTINENCE . . . A Report from FLECIT**

**Abstinence** is voluntarily doing without any act which would place anyone at risk or jeopardize his/her physical, mental, emotional, spiritual, or social well-being and health.

**Abstinence** is voluntarily doing without. . .

... illegal drug/alcohol. or tobacco use or any substance that may hurt the individual.

... behaving in irresponsible ways.

... or not causing, allowing, or accenting mental, physical, or emotional abuse.

#### **As it relates to sexuality, abstinence education will teach:**

.....abstinence from sexual activity as the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems.\*(Guttmacher Institute)

.....a mutually faithful monogamous relationship within the context of marriage as the expected standard of human sexual activity.\*(Guttmacher Institute)

.....bearing children out-of-wedlock as likely to have harmful consequences for the child, the child's parents, and society.\*(Guttmacher Institute)

.....young people to reject sexual advances and information on how alcohol and drug use increases vulnerability to sexual advances.\*(Guttmacher Institute)

.....the importance of attaining self-sufficiency before engaging in sexual activity.\*(Guttmacher Institute)

Kaeser, Lisa, JD, Senior Public Policy Associate. The Alan Guttmacher Institute, Washington, DC  
\*Abstinence Guidelines, What should you expect? (See enclosed copy)

\*Approved for use by the Shenandoah County Family Life Education Community Involvement Team; October 14, 1997.

# Family Life Education Curriculum

## Grade 6

In sixth grade, students will be taught all classes in gender-separated settings. At this grade level, girls will review female puberty and learn about male puberty. Boys will review male puberty and learn about female puberty.

### **6.1 The student will verbalize understanding of the sexual changes and growth patterns associated with the onset of puberty.**

#### **The Female**

- A. The student will identify physical changes associated with the onset of puberty.
  - 1. Puberty is that period of time when girls go through physical and emotional changes which lead to sexual maturity and the ability to reproduce
  - 2. The onset of sexual changes and growth patterns varies with individuals
  - 3. Emphasis for girls is placed on hormonal changes which impact:
    - a. Height
    - b. Weight
    - c. Breast development
    - d. Axillary and pubic hair growth
    - e. Skin changes
    - f. Voice changes
    - g. Sweat glands
    - h. Mood swings
  
- B. The student will use correct terminology to identify and explain the organs of the reproductive system.
  - 1. Terms include:
    - a. Uterus
    - b. Cervix
    - c. Ovaries
    - d. Fallopian tubes
    - e. Vagina
    - f. Vulva
    - g. Labia
  
- C. The student will define the parts of the menstrual cycle and verbalize understanding of it as a normal human function.
  - 1. Terms include:
    - a. Ovum
    - b. Ovulation
    - c. Estrogen
    - d. Progesterone
    - e. Endometrium
    - f. Menstruation
  - 2. Variability exists with individuals and is normal
  
- D. The student will describe proper hygiene practices associated with the menstrual cycle.

1. Feminine hygiene products-pads, mini pads, tampons
  2. Body odor and importance of cleanliness
  3. “Accidents” and management/prevention
  4. Importance of self-respect, privacy
- E. The student will describe the impact of changing emotions on relationships during puberty.
1. Emphasis is placed on:
    - a. Self-esteem
    - b. Respect for self and others
    - c. Independence
    - d. Acceptance of reality
    - e. Respect for authority
    - f. Acceptance of responsibility for one’s self in relation to others
  2. Emphasis is placed on the importance of saying “No” to any social behavior or activity that is perceived as wrong for self or others

### Resources

- Posters/transparencies of the female and male reproductive systems
- Samples of feminine hygiene supplies for demonstration purposes
- “Always Changing” program from Proctor & Gamble. Includes DVD, teacher resource materials, student booklets.
- [www.pgschoolprograms.com](http://www.pgschoolprograms.com)
- These materials are also available in Spanish.
- Fact or Fiction: Exploring Sexual Issues with Teens (set of 50 discussion cards-teachers may use those that fall within the curriculum guidelines for each grade level)

### **The Male**

- A. The student will identify physical changes associated with the onset of puberty.
1. Puberty is that period of time when a boy goes through physical and emotional changes which lead to sexual maturity and the ability to reproduce
  2. The onset of sexual changes and growth patterns varies with individuals
  3. Emphasis is placed on hormonal changes which impact:
    - a. Height
    - b. Weight
    - c. Axillary, facial, and pubic hair growth
    - d. Voice changes
    - e. Sweat glands
    - f. Skin changes
  4. Emphasis is placed on the increase of body odor and need for cleanliness, including daily showering, use of deodorant, and clean clothing.
- B. The student will identify and label the organs of the reproductive system and explain their functions.
1. Terms include:
    - a. Penis
    - b. Testes
    - c. Epididymis
    - d. Scrotum



- e. Urethra
  - f. Vas deferens
  - g. Prostate
  - h. seminal vesicle
  - i. Testosterone
  - j. Sperm
  - k. Semen
  - l. Erection
  - m. Ejaculation
  - n. Nocturnal emissions
- C. The student will describe the impact of changing emotions on relationships with others during puberty.
1. Emphasis is placed on:
    - a. Self-esteem
    - b. Respect for self and others
    - c. Independence
    - d. Acceptance of reality
    - e. Respect for authority
    - f. Acceptance of responsibility for one's self in relation to others.
  2. Emphasis is placed on the importance of saying "No" to any social behavior or activity that is perceived as being wrong for self or others

### Resources

- Posters/transparencies of the male and female reproductive systems
- "Always Changing" program from Proctor & Gamble; includes DVD and print materials
- [www.pgschoolprograms.com](http://www.pgschoolprograms.com)
- "Fact or Fiction: Exploring Sexual Issues with Teen" (set of fifty discussion cards—teachers may use those that fall within the curriculum guidelines for each grade)

### **6.2 The student will demonstrate an understanding of developing social awareness and responsibility one has for one's own behavior and attitudes about self and others through written or verbal expression.**

- A. The student will explain an understanding of emotions and their impact on self and others.
1. Humans have a wide range of emotions
  2. Behavior is an outgrowth of emotions
- B. The student will explain an understanding of peer group relationships.
1. Peer relationships are healthy
  2. Behavior can be influenced by peers
  3. Peer influence can affect positive choices
  4. Consequences of decisions impact our lives
  5. Learning assertiveness techniques to help students stand up for their own rights

### **6.3 The student will demonstrate an understanding of the development of a strong sense of self-worth through written or verbal expression.**

- A. The student will explain an understanding of self-esteem.
  1. Humans are unique and individual
  2. Each person has valuable assets to contribute to a group and society
- B. The student will explain an understanding of appropriate/inappropriate interactions with others.
  1. Our bodies are private
  2. Media, music, fashion can heavily influence students' choices in behavior
- C. The student will explain how to respond to inappropriate behavior from others.
  1. Sexual harassment is inappropriate and illegal
  2. Bullying, including cyber-bullying, is inappropriate and illegal
  3. Bystander responsibility includes the steps to take if one is a witness to sexual harassment/bullying

#### **6.4 The student will explain sexting and its consequences.**

- A. The student will state the definition of sexting: the transmission of nude or semi-nude images between cell phones, computers or other electronic devices.
  1. Once sent, the image is considered to be on the web permanently
  2. It is also known as an "Electronic tattoo"
- B. The student will state an understanding of the history of this behavior and reasons youth choose to participate in it.
  1. It is a relatively new phenomenon, begun in 2005
  2. Annually, approximately 25% of preteens, teens are involved, either by sending, receiving, or viewing sexual images of other youth
  3. Behavior is becoming increasingly common among middle schoolers
  4. Youth participate in this behavior for a variety of reasons
    - a. Boyfriend/girlfriend relationships
    - b. Virtual participation in risky behavior
    - c. Parents won't find out about it
    - d. Joke or dare
    - e. Harassment
  5. Discuss changes in values regarding privacy/modesty and self-worth
    - a. What person hopes to gain by participating in sexting
    - b. Media, music, and fashion impact on self-image
- C. The student will state the consequences of sexting including:
  1. Legal
    - a. State statutes and enforcement, including misdemeanor versus felony charges
    - b. Conviction, punishment, sex offender registration and implications.
    - c. Age of persons sexting
    - d. Sending vs. receiving pictures
    - e. Distribution and forwarding of pictures
    - f. Sexual harassment
    - g. Images may end up being used by sexual predators.

#### Resources

- Refer to the Code of Virginia - pornography statutes
- Invite the SRO to speak

2. Social
    - a. Repercussions including judgment or ostracism by peers, family, community
    - b. Harassment
    - c. Possibility of damaging academic, social, and employment opportunities in the future
    - d. Include examples of adults whose lives have been negatively impacted by choices they made during adolescence regarding sexting
  3. Emotional
    - a. Broken trust when image is forwarded without one's permission
    - b. Recurring embarrassment and victimization
    - c. Possibility of depression leading to self-injury
  4. Cyber-bullying and sexual harassment
    - a. Both behaviors are illegal; students can be charged with criminal activity
    - b. Sexting is a significant cause of cyber-bullying; examples include:
      1. Retaliation after a relationship break-up
      2. Bathroom pictures of a person without their permission
      3. A sibling or friend "playing a joke"
    - c. Cyber-bullying can lead to isolation, withdrawal, and depression
- D. The student will explain bystander responsibility.
1. All students have the right to be safe
  2. If a student recognizes that another student is in an unsafe situation because of cyber-bullying or sexual harassment, he/she has the responsibility to report the incident to a trusted adult
  3. It is not necessary for a student to intervene in the situation
  4. The student's report will remain anonymous
- E. The student will state the steps to take if he/she has sent or received a sext image.
1. If student has sent a message, talk with recipient, do your best to have pictures deleted
  2. If student has received a message, do not delete it; talk to a trusted adult about the proper steps to take
- F. The student will demonstrate, through written or verbal expression, positive choices to avoid involvement in sexting.
1. Do not assume any image sent or posted will remain private
  2. Anything sent into cyberspace is considered permanent; it is FOREVER
  3. Resist giving in to peer pressure
  4. Consider the recipient's reaction
  5. There is no such thing as truly anonymous
  6. Never take a picture of yourself that you wouldn't want your family, your teachers, or your classmates to see.

#### Resources

- Refer to [www.bigbearcommonground.com](http://www.bigbearcommonground.com)
- [www.NetSmartz.org](http://www.NetSmartz.org)
- Invite guidance counselor to speak

#### Additional resources that may be used throughout the curriculum

[www.webMD.com](http://www.webMD.com)

[www.teenhealth.org](http://www.teenhealth.org)

[www.stayteen.org](http://www.stayteen.org)

[www.loveisrespect.org](http://www.loveisrespect.org) – teacher resource only; not for student viewing