



STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS SIXTH GRADE
VDOE Guidelines - Updated 7/29/20

*"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 family life education instruction."*

Grade Standard	What needs to be addressed?	Who is responsible for instruction? (PE Teacher, Counselor, Instructional Technology Coordinator, Classroom Teacher)	What resources are being used?	Which qtr. is it addressed in?
6.1	<p>6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty. <u>Descriptive Statement:</u> 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.</p>	Coffren	Brain Pop Videos: Growth , Puberty , Acne , Period Follow-up Discussion Question and Answer Period Video: Puberty for Boys: Changes inside and out	MEH FLE is taught exclusively in the 4th Qtr.
6.2	<p>6.2 The student will explain the effects of growth on development, attitudes and interests. <u>Descriptive Statement:</u> 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.</p>	Johnson	Brain Pop Video: Adolescence Follow-up Discussion Question and Answer Period Video: Puberty for Boys: Changes inside and out	
6.3	<p>6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development. <u>Descriptive Statement:</u> 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</p>	Coffren	Brain Pop Video: Hormones Follow-up Discussion Question and Answer Period Video: Puberty for Boys: Changes inside and out	

	attitude toward one's sexuality.			
6.4	<p>6.4 The student will recall basic facts about sexually transmitted infections.</p> <p><u>Descriptive Statement:</u> 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.).</p>	Johnson	Brain Pop: HIV/Aids Review of Sexually Transmitted Diseases Follow-up Discussion Question and Answer Period Dispel myths about their previous knowledge and misinformation on how to contract HIV/AIDS.	
6.5	<p>6.5 The student will be able to describe the etiology, effects, and transmission of HIV.</p> <p><u>Descriptive Statement:</u> 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.</p>	Johnson	Brain Pop: HIV/Aids Follow-up Discussion Question and Answer Period Dispel myths about their previous knowledge and misinformation on how to contract HIV/AIDS.	
6.6	<p>6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.</p> <p><u>Descriptive Statement:</u> 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.</p>	Coffren	Brain Pop: Reproductive System Follow-up Discussion Question and Answer Period FLE Theme - "Wait until you're married!" Video: Puberty for Boys: Changes inside and out	
6.7	<p>6.7 The student will describe personal characteristics that can contribute to happiness for self and others.</p> <p><u>Descriptive Statement:</u> 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.</p>	6th Grade Counselor	Counseling Department - Guest Speaker Class Discussion Group Activities	MEH FLE is taught exclusively in the 4th Qtr.
6.8	<p>6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.</p> <p><u>Descriptive Statement:</u> 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</p>	Coffren	Counseling Department - Guest Speaker Safe people and places to get help Options in the Community to seek help	

	and treatment of child abuse, sexual and family violence.			
6.9	<p>6.9 The student will become aware of community healthcare and safety agencies and their functions.</p> <p><u>Descriptive Statement:</u> 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.</p>	Coffren	Internet tour of local community websites Students will create a Trifold Brochure or Pamphlet MacBook template	
6.10	<p>6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.</p> <p><u>Descriptive Statement:</u> 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.</p>	Coffren	Brain Pop Videos: Drug Abuse Follow-up Discussion Question and Answer Period Small group activities - substance abuse and how it affects everyone around them	
6.11	<p>6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.</p> <p><u>Descriptive Statement:</u> 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.</p>	Johnson	ThingLink app: Students use a KWHL (What I Know Chart) Graphic Organizer - Fact Sheet	
6.12	<p>6.12 The student will be able to define human trafficking and identify where and how it occurs and explain laws protecting children from</p>	Johnson	Small Groups - List, discuss and practice refusal strategies	MEH FLE is taught

	<p>human trafficking, and/or inappropriate and abusive behavior of others. <u>Descriptive Statement:</u> Defining human trafficking, differentiating between labor and sex trafficking will be discussed, including the recognition that human trafficking is a crime, and that victims may be any gender, any age, and any culture. Ways students can protect themselves and others from trafficking situations, how laws provide protection, and resources for victims will be discussed, along with ways to reach out to a safe adult to report an unsafe situation.</p>		<p>Reinforcement from general health lessons</p> <p>Skits performed based on real life scenarios</p>	<p>exclusively in the 4th Qtr.</p>
6.13	<p>6.13 The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions. <u>Descriptive Statement:</u> 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.</p>	Johnson	<p>Small Groups - List, discuss and practice refusal strategies</p> <p>Reinforcement from general health lessons</p> <p>Skits performed based on real life scenarios</p>	<p>MEH FLE is taught exclusively in the 4th Qtr.</p>

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS SEVENTH GRADE

Grade Standard	What needs to be addressed?	Who is responsible for instruction? (PE Teacher, Counselor, Instructional Technology Coordinator, Classroom Teacher)	What resources are being used?	Which qtr. is it addressed in?
7.1	<p>7.1 The student will identify his or her role and relationships within the family. <u>Descriptive Statement:</u> Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a</p>	Coffren	<p>Group Discussion</p> <p>Brainstorming activity</p> <p>Reinforcement from general health lessons</p>	<p>MEH FLE is taught exclusively in the 4th Qtr.</p>

	decision is indicated.			
7.2	<p>7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.</p> <p><u>Descriptive Statement:</u> Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.</p>	Johnson	<p>Brain Pop Videos: Hormones, Gender Determination</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p> <p>Video: Puberty for Boys: Changes inside and out</p>	
7.3	<p>7.3 The student will realize that physical affection does not have to be sexual, but it also can be an expression of friendship, of celebration, or of a loving family.</p> <p><u>Descriptive Statement:</u> The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. The student will recognize the difference between appropriate and inappropriate physical affection. Characteristics of abusive relationships will be addressed.</p>	Johnson	<p>Graphic Organizer - "ThingLink" app on Macbooks</p> <p>Class Discussion</p>	
7.4	<p>7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.</p> <p><u>Descriptive Statement:</u> Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Refusal skills are taught and practiced by students. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity are discussed.</p>	Coffren	<p>Situational Skits & Dramatic Play</p> <p>Analysis of Skits</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p> <p>FLE Theme - "Wait until you're married!"</p>	
7.5	<p>7.5 The student will identify messages in society related to sexuality.</p> <p><u>Descriptive Statement:</u> The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students learn to recognize gender</p>	Johnson	<p>Power Point presentation</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p>	MEH FLE is taught exclusively in the 4th

	stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.		Use "TodaysMeet" for Large Group Discussion	Qtr.
7.6	<p>7.6 Students will explore safety issues related to the Internet.</p> <p><u>Descriptive Statement:</u> Instruction includes how predators can use the Internet to exploit young people, to include human (child/teen sex) trafficking; common techniques and lures used by internet predators; information posted to social media sites that makes students vulnerable, and strategies for protecting personal information and seeking adult support in uncomfortable situations.</p>	Coffren	<p>Brain Pop Videos: Reproductive System</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p> <p>FLE Theme - "Wait until you're married!"</p> <p>Video: Puberty for Boys: Changes inside and out</p>	
7.7	<p>7.7 The student will be aware of the consequences of preteen and teenage sexual intercourse.</p> <p><u>Descriptive Statement:</u> Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.</p>	Johnson	<p>Brain Pop Videos: Fetal Development, Infancy</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p> <p>FLE Theme - "Wait until you're married!"</p>	
7.8	<p>7.8 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.</p> <p><u>Descriptive Statement:</u> Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.</p>	Johnson	<p>Brain Pop Videos: Motherhood</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p>	
7.9	<p>7.9 The student will describe the signs and symptoms of pregnancy.</p>	Coffren	Brain Pop Videos: Adulthood	

	<p><u>Descriptive Statement:</u> 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.</p>		<p>Follow-up Discussion Question and Answer Period</p>	
7.10	<p>7.10 The student will develop an understanding of and responsibility for family planning.</p> <p><u>Descriptive Statement:</u> Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.</p>	Johnson	<p>Small Group Work - Brainstorming Safe people and places to get help Options in the Community to seek help Follow-up Discussion Question and Answer Period</p>	MEH FLE is taught exclusively in the 4th Qtr.
7.11	<p>7.11 The student will explain techniques for preventing and reporting sexual assault, human trafficking, and molestation.</p> <p><u>Descriptive Statement:</u> Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the Internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. The signs of human trafficking, control methods used in different types of human trafficking, and how to seek adult assistance to report a trafficking situation will be discussed. Community resources for victims of molestation, human trafficking and assault are identified.</p>	Coffren/Johnson	<p>Review "Good Decision Making" techniques from General Health (ATOD - Alcohol, Tobacco and Other Drugs) and how they relate to FLE situations.</p> <p>Supervision is not a hindrance to your social life but active watching by your parents, guardians and teachers that they use to keep you safe.</p> <p>Create possible scenarios where you could potentially be victims of sexual assault or molestation. Then, discuss ways to avoid them altogether.</p> <p>Internet - micro and macro discussions - possible pitfalls and dangers out there. Texting, social media (facebook, instagram, snapchat, etc), forums, chat rooms, online gaming, apps and any other form of internet communication that predators may be using to lure and abuse children. *Ask students for the new hot spots so we as teachers can add them to our list of potential hazards.</p> <p>Where can you go for help? Teacher led discussions to fill in the ones they miss. Specifically, which people can you go to for help and specific locations around your community.</p>	

7.12	<p>7.12 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV. <u>Descriptive Statement:</u> Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.</p>	Johnson	<p>Brain Pop Videos: HIV/Aids Follow-up Discussion Question and Answer Period</p> <p>Dispel myths about their previous knowledge and misinformation on how to contract HIV/AIDS.</p>	
7.13	<p>7.13 The student will identify the issues associated with friendships. <u>Descriptive Statement:</u> 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.</p>	Johnson/Coffren	<p>Counseling Department - Guest Speaker Worksheet on Healthy Relationship Unhealthy relationship warning signs</p>	
7.14	<p>7.14 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating. <u>Descriptive Statement:</u> 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.</p>	Coffren/Johnson	<p>Counseling Department - Guest Speaker Worksheet on Healthy Relationship Unhealthy relationship warning signs</p> <p>FLE Theme - "Wait until you're married!"</p> <p>Video: Puberty for Boys: Changes inside and out</p>	
7.15	<p>7.15 The student will recognize contributions of various racial and ethnic groups to family life and society. <u>Descriptive Statement:</u> 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.</p>		<p>Reinforcement from previous General Health Lessons True/False Card Sort Small Group Discussions Large Group Collaboration of Ideas</p>	
7.16	<p>7.16 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing points of view. <u>Descriptive Statement:</u> Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.</p>		<p>Reinforcement from previous General Health Lessons True/False Card Sort Small Group Discussions Large Group Collaboration of Ideas</p>	

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS EIGHTH GRADE

Grade Standard	What needs to be addressed?	Who is responsible for instruction? (PE Teacher, Counselor, Instructional Technology Coordinator, Classroom Teacher)	What resources are being used?	Which qtr. is it addressed in?
8.1	<p>8.1 The student will relate stages of human development to his or her own developmental level. <u>Descriptive Statement:</u> 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.</p>	Coffren	Brain Pop Videos: Growth , Adulthood , Aging Follow-up Discussion Question and Answer Period	MEH FLE is taught exclusively in the 4th Qtr.
8.2	<p>8.2 The student will recognize the development of sexuality as an aspect of the total personality. <u>Descriptive Statement:</u> The primary factor to be presented is the development of one's own sexual identity.</p>	Coffren	Brain Pop Videos: Growth , Adulthood , Aging Follow-up Discussion Question and Answer Period	
8.3	<p>8.3 The student will become aware of the need to think through decisions, to know how decisions impact their lives as well as the lives of others, and to take responsibility for the decisions they make. <u>Descriptive Statement:</u> The impact of present decisions on future opportunities and personal development, and the well-being of others, 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</p>	Johnson	Digital Etiquette & Ethics Social Media Etiquette - Group Discussion Analyzing the pros and cons of certain Social Sites FLE Theme - "Wait until you're married!"	

	explicit communications will be discussed.			
8.4	<p>8.4 The student will identify the issues associated with friendships.</p> <p><u>Descriptive Statement:</u> 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.</p>	Johnson	<p>Counseling Department - Guest Speaker</p> <p>Use "TodaysMeet" app for Large Group Discussion</p> <p>Review components of healthy relationships</p> <p>Video: Puberty for Boys: Changes inside and out</p>	
8.5	<p>8.5 The student will recognize the nature of dating during adolescence.</p> <p><u>Descriptive Statement:</u> 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.</p>	Coffren	<p>Create iMovie Videos/Trailers as PSA's (Public Service Announcements) to reinforce healthy dating.</p> <p>FLE Theme - "Wait until you're married!"</p> <p>Video: Puberty for Boys: Changes inside and out</p>	MEH FLE is taught exclusively in the 4th Qtr.
8.6	<p>8.6 The student will interpret the messages in society related to sexuality.</p> <p><u>Descriptive Statement:</u> Students continue to discover 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.</p>	Johnson	<p>Review of previous Media's mixed messages</p> <p>Power Point presentation</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p>	
8.7	<p>8.7 The student will describe strategies for saying "no" to premarital sexual relations.</p> <p><u>Descriptive Statements:</u> 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.</p>	Coffren	<p>Brain Pop Videos: Peer Pressure</p> <p>Reinforcing main theme of FLE Curriculum</p> <p>FLE Theme - "Wait until you're married!"</p> <p>Follow-up Discussion</p> <p>Question and Answer Period</p>	

8.8	<p>8.8 The student will develop the coping skills needed to deal with stress. <u>Descriptive Statement:</u> 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).</p>	Counseling	<p>Counseling Department - Guest Speaker Group Discussion & activities</p> <p>Decorate MEH Halls with student created "Stress Free" Posters</p>	
8.9	<p>8.9 The student will identify the stresses related to changing relationships in the home, school, and community. <u>Descriptive Statement:</u> 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.</p>	Johnson	<p>Brain Pop Videos: Aging Follow-up Discussion Question and Answer Period Review of General Health Discussions</p>	
8.10	<p>8.10 The student will analyze the issues related to teenage pregnancy. <u>Descriptive Statement:</u> 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.</p>	Coffren	<p>Brain Pop Videos: Motherhood, Fetal Development, Infancy Follow-up Discussion Question and Answer Period</p>	MEH FLE is taught exclusively in the 4th Qtr.
8.11	<p>8.11 The student will review facts about pregnancy prevention and disease control. <u>Descriptive Statement:</u> 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.</p>	Johnson	<p>Website Research - guided site search Students use a KWHL (What I Know Chart) Graphic Organizer - Fact Sheet</p> <p>FLE Theme - "Wait until you're married!"</p>	
8.12	<p>8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships. <u>Descriptive Statement:</u> The effects of substance use and abuse on judgment</p>	Coffren	<p>Use "TodaysMeet" app on MacBooks Small Group brainstorming activities Promote discussions that review ATOD (Alcohol,</p>	

	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.		Tobacco and Other Drugs) from previous years.	
8.13	<p>8.13 The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, human trafficking, and molestation.</p> <p><u>Descriptive Statement:</u> Content includes developing assertive skills, resolving conflict, avoiding risk situations, and saying "no." The meaning of consent in a relationship, characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided. Students will identify lures used in a trafficking situation, learn vulnerabilities traffickers target when selecting a victim, and understand choices they can make in their lives to stay protected from human trafficking.</p>	Coffren	<p>True/False Card Sort</p> <p>Small Group Discussions</p> <p>Large Group Collaboration of Ideas</p>	
8.14	<p>8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.</p> <p><u>Descriptive Statement:</u> 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.</p>	Johnson	<p>Brain Pop Videos: HIV/Aids</p> <p>Small Group brainstorming activities</p> <p>PowerPoint - transmission/risky behaviors</p> <p>FLE Theme - "Wait until you're married!"</p>	