



STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS THIRD 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 available?	Which qtr. is it addressed in?
3.1	<p>The student will demonstrate a sense of belonging in group work and play. <u>Descriptive Statement:</u> The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups, such as the scouts, is encouraged. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.</p>	<p>PE Teachers</p> <p>Instructional Technology Coord (highlighted portion)</p>	<p>Cooperative play in PE Games: Titanic, Lava pit and various others</p> <p>Digital Passport:</p> <p>Share Jumper</p>	All year
3.2	<p>The student will express what he or she likes about himself or herself to continue developing a positive self-image. <u>Descriptive Statement:</u> Expressive media (for example, exercises, games, art, music, dance, internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.</p>	Art Teachers	Self Portrait Lesson	4th quarter
3.3	<p>The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings. <u>Descriptive Statement:</u> Changes which occur include moving to a new home, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug</p>	School Counselor	<p>Book: The Family Book by Todd Parr</p> <p>Book: The Terrible Thing that Happened At My House</p>	4th quarter

	abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices.			
3.4	<p>The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.</p> <p><u>Descriptive Statement:</u> An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, it is important that feelings be expressed openly in appropriate ways.</p>	School Counselor	2nd Step Unit 3 Emotional Management	
3.5	<p>The student will identify and use correct terms for external body parts associated with reproduction and elimination.</p> <p><u>Descriptive Statement:</u> External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.</p>	P.E. Teacher	PE: Taught in 4th grade	
3.6	<p>The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.</p> <p><u>Descriptive Statement:</u> 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.</p>	PE Teachers	PE: Taught in 4th grade	
3.7	<p>The student will become aware that both a male and a female are necessary to have a baby.</p> <p><u>Descriptive Statement:</u> 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.</p>	PE Teachers	PE: Taught in 4th grade	
3.8	<p>The student will comprehend that the baby grows inside the mother's body for nine months and then is born.</p> <p><u>Descriptive Statement:</u> 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</p>	PE Teachers	PE: Taught in 4th grade	

	at this point is dependent upon the students and the topics that arise.			
3.9	<p>The student will describe the types of behavior that enable him or her to gain friends or to lose friends.</p> <p><u>Descriptive Statement:</u> Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.</p>	<p>Librarian</p> <p>Counselor</p>	<p>Book: One by Katherine Otoshi</p> <p>DVD: Decisions and Conflicts</p> <p>Book: How to Be A Friend by Marc Brown</p>	
3.10	<p>The student will practice safety rules in the home.</p> <p><u>Descriptive Statement:</u> This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and internet. Parents are encouraged to discuss and develop safety precautions at home.</p>	<p>Instructional Technology Coord</p> <p>P.E. Teachers</p>	<p>Common Sense Media</p> <p>DVD: Safety Awareness</p>	
3.11	<p>The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.</p> <p><u>Descriptive Statement:</u> This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.</p>	<p>School Counselor</p>	<p>Staying Safe: Strangers, Cyberspace & More DVD</p> <p>What is Child Abuse?</p>	
3.12	<p>The student will be conscious of how commercials use our emotions to make us want products.</p> <p><u>Descriptive Statement:</u> Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to</p>	<p>Classroom Teacher</p> <p>Instructional Technology Coord</p>	<p>Economy PYP Unit</p> <p>Common Sense Media</p>	

understand how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use.			
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STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS **FOURTH GRADE**

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Grade Standard	What needs to be addressed?	Who is responsible for instruction? (PE Teacher, Counselor, Instructional Technology Coordinator, Classroom Teacher)	What resources are available?	Which qtr. is it addressed in?
3.5	<p>The student will identify and use correct terms for external body parts associated with reproduction and elimination. <u>Descriptive Statement:</u> External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.</p>	P.E. Teacher	Understanding Our Bodies – The Basics pgs. 8-11 ONLY	
3.6	<p>The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals. <u>Descriptive Statement:</u> 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.</p>	P.E. Teacher	<p>Learn to be healthy:</p> <ul style="list-style-type: none"> ● Adolescence <ul style="list-style-type: none"> ○ Transformation 101 ○ Premium Interactive Video <p>Personal Timeline pgs. 85-86 ONLY</p> <p>BrainPop: Growth</p>	
3.7	<p>The student will become aware that both a male and a female are necessary to have a baby. <u>Descriptive Statement:</u> 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.</p>	PE Teachers	<p>Video: Puberty for Boys: Amazing Changes Inside and Out</p> <p>Video: Puberty for Girls: Amazing Changes Inside and out</p>	
3.8	<p>The student will comprehend that the baby grows inside the mother's body for nine months and then is born.</p>	PE Teachers	BrainPop: Babies	

	<p><u>Descriptive Statement:</u> 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.</p>		<p>BrainPop: Fetal Development</p>	
4.1	<p>The student will be able to identify the human reproductive organs. <u>Descriptive Statement:</u> 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.</p>	PE Teachers	<p>PE Youtube - Always changing: growing up - Puberty education for boys:</p> <p>PE Youtube - Always changing growing up - puberty education for girls:</p> <p>BrainPop - Adolescence: Growth: Hormones; Acne</p>	4th quarter
4.2	<p>The student will identify physical changes that begin to occur during puberty. <u>Descriptive Statement:</u> 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.</p>	PE Teachers	<p>Making Sense of Puberty pgs. 87-122 ONLY</p> <p>Personal Health and Hygiene DVD</p> <p>Video: Puberty for Boys: Amazing Changes Inside and Out</p> <p>Video: Puberty for Girls: Amazing Changes Inside and out</p> <p>YouTube: All About Boys Puberty (Boys Only)</p> <p>YouTube: What is Puberty? Decoding Puberty in Girls (Girls Only)</p> <p>BrainPop: Adolescence</p> <p>BrainPop: Hormones</p>	4th quarter
4.3	<p>The student will develop an awareness of human fertilization and prenatal</p>	PE Teachers	<p>Brain Pop: Reproductive System and</p>	4th quarter

	<p>development. <u>Descriptive Statement:</u> Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.</p>		<p>Fetal Development.</p>	
4.4	<p>The student will identify basic human emotions and effective ways of dealing with them. <u>Descriptive Statement:</u> Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive or abusive behavior by using positive mental health practices.</p>	<p>School Counselor Speech Pathologists</p>	<p>2nd Step Lesson Lesson 11: Managing Strong Feelings Lesson 12: Calming Down Anger</p> <p>Dealing with Feelings DVD Zones of Regulation</p>	
4.5	<p>The student will develop awareness and acceptance of his or her strengths and weaknesses. <u>Descriptive Statement:</u> This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.</p>	<p>Librarian</p>	<p>Book: Excellent Ed Book: Penguin's Hidden Talent</p>	
4.6	<p>The student will become aware of the need to assume responsibility within the family and to function effectively as a family member. <u>Descriptive Statement:</u> The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.</p>	<p>Librarian</p>	<p>Book: A Chair for My Mother Book: Extraordinary Friends? (addresses physical disabilities and other differences and similarities)</p>	
4.7	<p>The student will describe the factors surrounding child abuse and child neglect. <u>Descriptive Statement:</u> The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.</p>	<p>School Counselor</p>	<p>What is Child Abuse? Your Body, Your Rights pgs. 132-138 Netsmartz.org video</p>	
4.8	<p>The student will identify factors contributing to the use of drugs. <u>Descriptive Statement:</u> Discussion includes examining the motivation for using alcohol, tobacco and other drugs, a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.</p>	<p>PE Teachers</p>	<p>DRUGS Tough Questions, Straight Answers DVD BrainPop: Substance Abuse BrainPop: Addiction BrainPop: Alcohol</p>	<p>4th quarter</p>

4.9	<p>The student will recognize the dangers of substance use and abuse. <u>Descriptive Statement:</u> The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance use and abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.</p>	PE Teachers	BrainPop: Substance Abuse BrainPop: Addiction BrainPop: Alcohol	4th quarter
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STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS **FIFTH GRADE**

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5.1	<p>The student will define the structure and function of the endocrine system. <u>Descriptive Statement:</u> The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.</p>	PE Teachers	Brain Pop video - endocrine system PE	4th quarter
5.2	<p>The student will identify the human reproductive organs in relation to the total anatomy. <u>Descriptive Statement:</u> 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.</p>	PE Teachers	Brain Pop - reproductive system Sexual and Reproductive Anatomy pgs. 145-153	4th
5.3	<p>The student will explain how human beings reproduce. <u>Descriptive Statement:</u> 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.</p>	PE Teachers	Puberty and Reproduction pgs 154-159	4th
5.4	<p>The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.</p>	PE Teachers	Puberty and Reproduction pgs 154-159	4th

	<p><u>Descriptive Statement:</u> 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.</p>		<p>CAUTION Teenager Under Construction DVD</p>	
5.5	<p>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.</p> <p><u>Descriptive Statement:</u> This objective is incorporated into the nutrition component for the fifth-grade health curriculum.</p>	PE Teachers	<p>Nutrition DVD</p>	
5.6	<p>The student will identify reasons for avoiding sexual activity prior to marriage.</p> <p><u>Descriptive Statement:</u> 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.</p>	PE Teachers	<p>Brain pop: AIDS video</p>	
5.7	<p>The student will describe the effects of personal hygiene on one's self-concept.</p> <p><u>Descriptive Statement:</u> 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.</p>	PE Teachers	<p>Brain Pop - Puberty, Acne PE</p> <p>Change Is Good! Pgs 179-190</p>	4th quarter
5.8	<p>The student will recognize the importance of contributing to a constructive group activity.</p> <p><u>Descriptive Statement:</u> The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.</p>	Classroom Teacher STEAM Teacher	<p>PYP Native Am. Culture Unit</p> <p>Environmental Health DVD</p>	
5.9	<p>The student will develop an increased understanding of the roles, duties, and responsibilities of family members.</p> <p><u>Descriptive Statement:</u> The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Nontraditional roles of males and females are discussed, and options for the lifelong goals of men and women are presented.</p>	School Counselor	<p>Gender Roles and Gender Expectations pgs. 191-195</p>	

5.10	<p>The student will examine the messages from mass media related to sexuality. <u>Descriptive Statement:</u> Printed materials, advertising, television, wearing apparel, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence. Students will understand how the media affects mental health issues related to sexuality.</p>	School Counselor	<p>Gender Roles and Gender Expectations pgs. 191-195</p> <p>Dove Real Beauty videos: Evolution: adult Evolution: teen</p>	
5.11	<p>The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for him or herself. <u>Descriptive Statement:</u> Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital and unwanted sexual relationships.</p>	School Counselor PE Teachers	<p>Red Ribbon Week Making Decisions</p> <p>101 READY-TO-USE DRUG PREVENTION ACTIVITIES -Activity Book</p>	
5.12	<p>The student will recognize threatening or uncomfortable situations and how to react to them. <u>Descriptive Statement:</u> These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made, however, that most life situations are not threatening.</p>	School Counselor	<p>What Is Child Abuse?</p> <p>MY BODY IS PRIVATE -Book</p>	
5.13	<p>The student will explain the effects of substance use and abuse on the body. <u>Descriptive Statement:</u> Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.</p>	PE Teachers	<p>Drugs and Disease DVD</p> <p>THE DANGER ZONE Steering Clear of Drugs DVD</p> <p>YOUR BODY, YOUR HEALTH AND DRUGS DVD</p>	
5.14	<p>The student will become aware of the existence of sexually transmitted infection. <u>Descriptive Statement:</u> 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, Human Papilloma Virus (HPV), and Syphilis.</p>	PE Teachers	<p>Brain POP - AIDS PE</p> <p>Learning about HIV pgs. 160-166</p> <p>UNDERSTANDING HIV AND AIDS DVD</p>	4th quarter