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|---|--------------------|--|-----------------|
| 6 <sup>th</sup> Grade   | Unit : Family Life | 3 <sup>rd</sup> Quarter  | Approx. 10 days |
| <p><b>Virginia Standards:</b> 6.3 k<br/>                 F.L. 6.1,.6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12—Statements written on page 3</p>  |                    |  |                 |
| <b>Unit Understandings</b>  |                    | <b>Unit Essential Questions</b>  |                 |
| Students will investigate and understand....  |                    | Students will answer ...   |                 |
| <ul style="list-style-type: none"> <li>Understanding and using physical health information promotes and improves lifelong health and decision making.</li> </ul>  |                    | <ul style="list-style-type: none"> <li>How can learning about your body improve your health?</li> <li>How do social and cultural norms affect your physical health choices?</li> <li>How can life choices affect your health?</li> </ul> |                 |
| Students will be able to...   |                    |  |                 |
| <ul style="list-style-type: none"> <li>Identify strategies and skills for living a healthy and fulfilling life.</li> <li>Differentiate between positive and negative consequences of actions.</li> <li>Identify changes in human growth and development.</li> <li>Identify causes, symptoms, treatment, prevention and transmission of diseases.</li> </ul> |                    |  |                 |
| <b>Background Standards</b>   |                    |  |                 |
| F.L. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14<br>5.2 k.  |                    |  |                 |
| <b>Cross Curricular Connections</b>   |                    |  |                 |
|   |                    |  |                 |



**Key Terms or People**

Adolescence  
 Puberty  
 Male Reproductive System- Penis, Urethra, Vas Deferens, Testicles, Scrotum  
 Female Reproductive System- Ovaries, Fallopian Tubes, Cervix, Uterus, Vagina  
 Reproduction  
 Abstinence  
 Chlamydia, Genital Herpes, Gonorrhea, HPV, Syphilis, HIV/AIDS

**Resources/Equipment**

Educational Videos- Safari Montage, Discovery Education  
 PowerPoint  
 CDC Website

**Assessment Evidence**

**Performance Task:**

**Written Assessments**

**Projects-** Create a Venn Diagram of the changes of adolescence

**Other Evidence:**

**Learning Plans**

Personal Hygiene  
 Physical/Social/Emotional Changes During Puberty/Adolescence  
 Role of Reproductive Systems  
 Process of Reproduction  
 Brief Introduction of STI's and HIV/AIDS  
 Media Influence and Social Media Influences



**Understanding the Standard**

*Background Information for Instructor Use Only*

Virginia SOLs Health

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include
- a. the importance of significant friends or adult mentors
  - e. prevention of communicable and non communicable diseases
- 6.4 The student will describe the influence of family, peers, and media on personal health decisions.
- f. Analyze the role of self and others in avoiding risk-taking behaviors.
  - g. Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.
- b. Assess personal and family wellness related to nutrition, physical activity, and sleep choices.
  - j. Analyze the reliability of health information
  - k. recognition of the persuasive tactics used by various types of media

Virginia SOLs Family Life

**6.1 The student will understand personal hygiene practices and to 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.

**6.2 The student will explain 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.

**6.3 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.

**6.4 The student will recall 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.).

**6.5 The student will be able to describe 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.

**6.6 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.

**6.7 The student will 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.

**6.8 The student will demonstrate 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.

**6.9 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.

**6.10 The student will explain the effects of substance use and 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.

**6.11 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.

**6.12 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. Career and other options available are stressed as choices and are identified in the decision-making process.