

FAMILY LIFE EDUCATION

MADISON COUNTY PUBLIC SCHOOLS

Madison, Virginia

Revised May 2016

PREAMBLE

Out of respect for the individual The Family Life Education Advisory Team presents this curriculum. We have tried to observe the needs of all families and all traditions. We would like the community to look at the curriculum as one that will improve as it is used. Improvement will come with welcomed input of parents, teachers, health professionals, school administration, and students. We expect that the curriculum will evolve and be enriched with the advice of a concerned and involved community.

The committee has labored to reach a consensus since the background of its membership was diverse. Debate was active. The views of the community, as presented at public meetings, from letters to the committee, and by the presentation of materials by organizations of parent groups, played a major role in shaping the outcome of the final documents. No one member agreed with all decisions. All had to compromise. None of the members abandoned his/her individual beliefs.

There are two main mechanisms in place to insure that parents remain informed about classroom instruction and can supplement that instruction at home. The first is the parent-teacher conference. Individual conference time is available as part of the standard school schedule for parents and teachers to talk about individual students in private. Second, teachers will periodically make use of a "parent-gram" to inform parents of topics taught in the classroom. Parent-grams will appear as an outline of curriculum. Specific questions about details of curriculum should be addressed to the school principal. The curriculum is always available to parents for review.

Finally, it should be noted that while the school administration was present at nearly all the committee meetings, they were present in an advisory capacity only. Their advice was essential to the work of the committee, but the curriculum is the work of the committee. The school administration is to be congratulated for its openness and its tireless efforts to help with the massive task with which this committee was confronted.

FAMILY LIFE EDUCATION

PHILOSOPHY STATEMENT

The Madison County Public Schools Family Life Program is designed to implement State Board of Education regulations while also meeting the desires of the Madison County community regarding the appropriate content and sequencing of family life instruction for students in grades K-10. The program is seen as a partnership between school staff and parents joining together to actively encourage students to decide to live healthy, responsible lifestyles. Consistent with the state mandate, students are provided age-appropriate, accurate information about the following topics.

1. Family living and community relationships;
2. The value of postponing sexual activity until marriage;
3. Human sexuality;
4. Human reproduction and contraception;
5. The etiology, prevention, and effects of sexually transmitted diseases;
6. Stress management and resistance to peer pressure;
7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;
8. Parenting skills;
9. Substance abuse; and
10. Child abuse.

Important principles, which underlie the Madison County Family Life Education Program, are:

- All human beings have worth and dignity.
- Love, respect, and commitment among human beings are to be cherished.
- Understanding and acceptance of others regardless of their race, religion, or individual differences, are fundamental to a democratic society.
- Communication and cooperation among individuals are essential to positive relationships in the family and society.
- The family is the basic human community through which persons are nurtured and sustained in mutual love, responsibility, respect, and fidelity.
- Human sexuality is a natural part of life.

- Abstaining from sexual intercourse until adulthood and marriage is consistent with the beliefs of most religions, and the law of Virginia, and helps provide a foundation for a healthy emotional, physical, and spiritual adult life.
- Parenting is a shared responsibility by men and women that requires time, skill, and commitment in order for children to develop into caring, productive adults.
- Individuals' moral, ethical and religious codes are integral to making decisions about their sexual and interpersonal behavior.
- The family is the primary source for development of values and value systems. School family life education supplements the home's teaching.
- Exploitation of one person by another person debases human beings and is destructive to society.
- Individual self-esteem has an impact on the quality of one's decisions.

Goals for the program include:

1. Promoting physical and emotional wellness among students and encouraging them to avoid destructive behavior.
2. Conveying accurate knowledge and information to students.
3. Promoting positive feelings about self among students.
4. Helping students to accept responsibility for their own decisions and behavior.
5. Providing information regarding federal, state, and local laws concerning the use of drugs and alcohol and sexual conduct.
6. Maintaining clear communication between teachers and parents about the program.
7. Helping students understand the relationship between a healthy family and a healthy society.
8. Presenting perspectives and information about human sexuality without advocating or denigrating individual beliefs or encouraging students to share private family or personal matters.
9. Promoting abstinence from pre-marital sexual intercourse.

The Family Life Standards have been compiled for students in kindergarten through grade 10. A descriptive statement follows each standard, which provides an interpretation of the standard and should assist in producing uniform classroom instruction.

Many of these standards parallel general education SOL's. When the term *parent* is used, this is referring to the person/persons who have legal custody of the student.

Since these standards are planned for grade level students, individual students may require less or more of the topic content. Parents can best share this concern with educators who are sensitive to the student's individual needs based upon classroom observations and common sense. The intent provides age appropriate and maturity appropriate instruction at the teachable moment for students by educators.

Dear Parent/Guardian(s):

As part of the general education curriculum Madison County Public Schools will be providing Family Life Education instruction to all students. This instruction aims to promote the physical and emotional wellness of students. Through the conveyance of accurate knowledge and information to students we hope to:

- Promote positive feelings about self
- Help students to accept responsibility for their own decisions and behavior
- Help students to understand the relationship between a healthy family and a healthy society

Goals for the FLE include maintaining clear communication between school staff and parents. You can support FLE by discussing related information with your child. FLE objectives for each grade level are available for review in the front office of your child's school. Please review these at your convenience.

After reviewing this material, if you do not want your student to participate in the Family Life Education instruction please state this in writing to your student's principal. Your student's principal is also available to answer any questions you may have regarding instruction related to FLE.

Sincerely,

The Family Life Education Committee

KINDERGARTEN

- K.1 **The student will experience success and positive feelings about self.**
Descriptive Statement: This includes experiencing success in schoolwork and home tasks, pride in his or her body, the effective handling of routine situations, and acceptance from others. The teacher through the climate of the classroom environment provides these experiences. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.
- K.2 **The student will experience respect from and for others.**
Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate, which protects the child from physical and emotional infringements by others, is provided. The child also learns and practices courtesy and good manners.
- K.3 **The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**
Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. Other school personnel reinforce this approach, and families are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed.
- K.4 **The student will identify members of his or her own family and will recognize that everyone is a member of a family and that families come in many forms.**
Descriptive Statement: This includes a variety of family forms: traditional or two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families-new families formed by the marriage of a man and a woman with children from previous marriages.
- K.5 **The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation of each other.**
Descriptive Statement: The focus is on the positive words and actions, which convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also includes helping the child understand that rules are made for safety and protection.
- K.6 **The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family. Families are encouraged to reinforce these positive expressions and feelings at home.

- K.7 **The student will recognize the elements of good and bad touches by others.**
Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleansing or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings. Families are encouraged to reinforce elements of good and bad touches at home and to work with the teacher in a team approach.
- K.8 **The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.**
Descriptive Statement: This involves learning how to say “no” in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, counselor, teacher, minister, etc. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.
- K.9 **The student will identify “feeling good” and “feeling bad.”**
Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Family members are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this objective.
- K.10 **The student will find help safely if lost.**
Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public places.
- K.11 **The student will use proper terminology for the private parts of his/her body and the proper way of excusing himself/herself when in public to attend to private matters, e.g. use of the restroom.**
Descriptive Statement: It is important that children know the proper terms for the private parts of their body and their functions, and when these terms should be used. When children use disrespectful or degrading words to refer to private parts, proper terminology is introduced. These are not taught as whole group activities. This is to reinforce the child’s respect for himself or herself and for others. Parent-teacher communication is encouraged.
- K.12 **The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others.**
Descriptive Statement: The following key concepts will be discussed: a) the body defenses; b) the spread of germs c) the role of proper hygiene.

FIRST GRADE

- 1.1 **The student will experience continuing success and good feelings aboutself.**
Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in schoolwork, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to feel bad. Families are encouraged to reinforce successful experiences and self-esteem at home.
- 1.2 **The student will experience continuing respect from others.**
Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.
- 1.3 **The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**
Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings.
- 1.4 **The student will develop an understanding of the importance of a family and of different family patterns.**
Descriptive Statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first grade level. The following family patterns are included: traditional two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families-new families formed by the marriage of a man and a woman with children from previous marriages.
- 1.5 **The student will identify family members and their responsibilities in contributing to the successful functioning of the family.**
Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or handicapped family members; and providing for fun and play.
- 1.6 **The student will realize that human beings and other mammals have babies and that the babies can be breast-fed and that babies develop inside the mother's body. In addition, the student will realize that human babies are unique from other mammals.**
Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Teachers are urged to work with parents to assist in teaching this objective during the course of normal family activities. The

student will realize that each human baby is special and unique and must be cared for in a way that animals are not.

1.7 The student will continue to use proper terminology for the private parts of his/her body and the proper way of excusing himself/herself when in public to attend to private matters, e.g. use of the restroom.

Descriptive Statement: It is important that children know the proper terms for the private parts of their body and their functions, and when these terms should be used. When children use disrespectful or degrading words to refer to private parts, proper terminology is introduced. These are not taught as whole group activities. This is to reinforce the child's respect for himself or herself and for others. Parent-teacher communication is encouraged.

1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.

Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems.

1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama.

1.10 The student will experience the logical consequences of his or her behavior.

Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.

1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being, and that physical affection from family members and friends usually represents good touching.

1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, counselor, teacher, minister, grandparent, or guardian, about such incidents when they occur. Families are encouraged to reinforce strategies on the elements of good and bad touching.

1.13 **The student will identify commercials and advertisements from the general media, as they relate to the student’s environmental objects (i.e., toys, food, etc.).**

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher levels. Emphasis will be placed on differentiating between the messages of advertisements and stories.

1.14 **The student will practice safety rules in the home.**

Descriptive Statement: This involves following up on the safety-first-aid objectives for the first grade health curriculum and focuses on telephone safety, door-answering safety, and computer safeguards. Families are encouraged to discuss and develop safety precautions at home.

1.15 **The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others.**

Descriptive Statement: The following key concepts will be discussed: a) the body defenses; b) the spread of germs c) the role of proper hygiene.

SECOND GRADE

- 2.1 **The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**
Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a disability as unique individuals with many strengths.
- 2.2 **The student will realize that adults other than parents also provide care and support for children.**
Descriptive Statement: Adults, other than parents, who provide care for and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.
- 2.3 **The student will become aware of the need to take responsibility for the effects of his or her behavior on others.**
Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior.
- 2.4 **The student will demonstrate appropriate ways of dealing with feelings.**
Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. Appropriate behavior in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.
- 2.5 **The students will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family.
- 2.6 **The student will advance in readiness to say "no" and to tell a trusted adult until someone responds, such as a parent, counselor, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and/or others.**
Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches.

- 2.7 The student will be conscious of how commercials use our emotions to make us want products.**
Descriptive Statement: Children receive reinforcement of the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by multimedia (games and music videos), which could generate excitement, violence, and a desire to purchase these products.
- 2.8 The student will practice safety rules in the home.**
Descriptive Statement: This involves following up on the safety-first-aid objectives for the first grade health curriculum and focuses on telephone safety, door-answering safety, and computer safeguards. Parents are encouraged to discuss and develop safety precautions at home.
- 2.9 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed and that babies develop inside the mother's body. In addition, the student will realize that human babies are unique from other mammals.**
Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos and other materials. Pets may be used to demonstrate mammalian behavior. Teachers are urged to work with parents to assist in teaching this objective during the course of normal family activities. The student will realize that each human body is special and unique and must be cared for in a way that animals are not.
- 2.10 The student will use proper terminology for the private parts of his/her body and the proper way of excusing himself/herself when in public to attend to private matters, e.g. use of the restroom.**
Descriptive Statement: It is important that children know the proper terms for the private parts of their body and their functions, and when these terms should be used. When children use disrespectful or degrading words to refer to private parts, proper terminology is introduced. These are not taught as whole group activities. This is to reinforce the child's respect for himself or herself and for others. Parent-teacher communication is encouraged.
- 2.11 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others.**
Descriptive Statement: The following key concepts will be discussed: a) the body defenses; b) the spread of germs c) the role of proper hygiene.

THIRD GRADE

- 3.1 **The student will demonstrate a sense of belonging in group work and play.**
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in groups such as the scouts is encouraged.
- 3.2 **The student will express what he or she likes about himself or herself to continue developing a positive self-image.**
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance and dramas) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.
- 3.3 **The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.**
Descriptive Statement: Changes that occur include moving, the addition or birth of a sibling, the birth of a child with disabilities, death, illness, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent-counselor team approach to problem solving.
- 3.4 **The student will give examples of healthy coping strategies for dealing with the feeling produced by changes in the family.**
Descriptive Statement: An essential component is providing a clear explanation of the changes that occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings and reading books; and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.
- 3.5 **The student will continue to use proper terminology for the private parts of his/her body and the proper way of excusing himself/herself when in public to attend to private matters, e.g. use of the restroom.**
Descriptive Statement: It is important that children know the proper terms for the private parts of their body and their functions, and when these terms should be used. When children use disrespectful or degrading words to refer to private parts, proper terminology is introduced. These are not taught as whole group activities. This is to reinforce the child's respect for himself or herself and for others. Parent-teacher communication is encouraged.
- 3.6 **The student will recognize that all human beings grow and develop in a given sequence but that 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. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly.

- 3.7 The student will become aware of the concept that both a male and a female are necessary to have a baby.**
Descriptive Statement: The focus is on the concept that both a male and a female are required to produce babies. The baby develops in the uterus of the female. This is an age appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.
- 3.8 The student will comprehend 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. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.
- 3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.**
Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitude; 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 understanding techniques and how to resolve conflict.
- 3.10 The student will practice safety rules in the home.**
Descriptive Statement: This involves following up on the safety-first-aid objectives for the first grade health curriculum and focuses on telephone safety, door-answering safety, and computer safeguards. Parents are encouraged to discuss and develop safety precautions at home.
- 3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relative, neighbors, strangers, and others.**
Descriptive Statement: This is a continuing review of the elements of good and bad touching including responding appropriately both to good and to bad touches. When the child welcomes a good touch, 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. Other responses to inappropriate approaches include saying “no,” getting away from the person quickly, and telling a trusted adult until someone responds.
- 3.12 The student will be conscious of how commercials use our emotions to make us want products.**
Descriptive Statement: Children receive reinforcement of the concept of media influences, which is developed further at higher-grade levels. The students are given examples of techniques used by multimedia (games and music videos), which could generate excitement, violence, and a desire to purchase these products.

3.13 **The student will identify the effects of drugs, inhalant experimentation, alcohol, and tobacco use on personal health.**
Descriptive Statement: The following key concepts/skills will be discussed:
a) improper use of medication; b) the use of refusal skills to counter negative influences; c) the effects of nicotine, alcohol, and other drugs on body systems;
d) the effects of food or drinks from unknown sources.

3.14 **The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others.**
Descriptive Statement: The following key concepts will be discussed: a) the body defenses; b) the spread of germs c) the role of proper hygiene.

FOURTH GRADE

- 4.1 **The student will become aware of the concept that a male and female are necessary to have a baby.**
Descriptive Statement: The focus is on the concept that both a male and female are required to produce a baby. Emphasis is placed on the uniqueness of human beings, their ability to nurture, love and care for their offspring. This is an age appropriate discussion and not to be an explicit explanation of the sexual process. Parents need to be made aware of classroom discussion and be prepared to discuss questions stemming from a child's natural curiosity.
- 4.2 **Students will realize that they are approaching an age when many physical changes will be taking place in their bodies, and that time is called puberty.**
Descriptive Statement: The student will be made aware that there is a time in human development called puberty. At this time the major physical changes which distinguish children from adults takes place. Each person will go through these changes, some earlier and some later, but they will all go through them. These subjects are taught in sex-separate classes at the end of the fourth grade year. The content referring to males is taught only to males and the content referring to females is taught only to females. The external and internal physical changes are presented with respect to the variation between individuals. The physical growth thru hormones is controlled by the pituitary glands. The development of secondary sex characteristics is presented (example: appearance of pubic and axillary hair). Male characteristics presented include: increased width of shoulders, increased length of arms and legs, and changes in the voice. Female characteristics include breast development and the menstrual cycle. In addition, the importance of cleanliness in relation to these bodily changes is discussed. The development of mature physical characteristics is contrasted and compared to the need to develop emotional maturity and social responsibility. Mutual sexual respect and sexual harassment issues are addressed.
- 4.3 **The student will identify basic human emotions and effective ways of dealing with them.**
Descriptive Statement: 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 behavior.
- 4.4 **The student will develop positive reactions to his/her strengths and weaknesses.**
Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that a mistake can result in positive learning toward success next time.
- 4.5 **The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.**
Descriptive Statement: 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 communication with handicapped family members.

- 4.6 **The student will describe the factors surrounding child abuse and child neglect.**
Descriptive Statement: The terms child abuse and child neglect are explained with reference to previous grade appropriate discussions of good and bad touches. Sexual abuse is discussed in the spirit of violation of physical privacy rather than a specific discussion of sexual anatomy. Confidential disclosure of abusive or neglectful situations to a parent, counselor, teacher, minister, or health professional is an important part of the discussion.
- 4.7 **The student will identify factors contributing to the use of drugs.**
Descriptive Statement: Discussion includes the motivation for using drugs and other substances: 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.
- 4.8 **The student will recognize the dangers of substance abuse.**
Descriptive Statement: The focus is on misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the functioning of family members as a unit, including how substance abuse can be one of many contributing factors to family violence and child abuse. Student will be aware of the dangers of the use of common household items as inhalants as well as the effects of mind-altering drugs on behavior;
- 4.9 **The student will identify the qualities of a good friendship and the importance of including others in his/her group.**
Descriptive Statement: Students will discuss the idea of what a friendship is and why their friends are important to them. The qualities of a good friendship will be explored, especially the idea that good friends help us to do good things. The importance of including those who are left out, as each person wishes to be included, will be emphasized. Students will discuss how looking for the “good” in a person helps them see how each person is special.
- 4.10 **The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others.**
Descriptive Statement: The following key concepts will be discussed: a) the body defenses; b) the spread of germs (viruses, bacteria, and fungi); c) the difference between communicable and non-communicable diseases; d) the importance of early detection of health problems; e) the role of regular physical activity; f) the role of proper body hygiene.

FIFTH GRADE

- 5.1 The student will identify the human reproductive organs in relation to the total anatomy.**
Descriptive Statement: Males will be able to identify the male reproductive organs in relation to the total anatomy. Male reproductive organs include: penis, testicles, scrotum and urethra. Females will be able to identify female reproductive organs in relation to total female anatomy. Female reproductive organs include: uterus, ovaries, vagina, and fallopian tubes. This objective will be taught in sex-separate classes. The content will be sex-separate.
- 5.2 The student will recognize the importance of contributing to a constructive group activity.**
Descriptive Statement: The teacher will emphasize the individual's need to accept responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.
- 5.3 The student will develop an increased understanding of roles, duties, and responsibilities of family members.**
Descriptive Statement: 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. Non-traditional career roles of males and females are discussed.
- 5.4 The student will recognize threatening or uncomfortable situations and how to react to them.**
Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse, sexual harassment, receiving obscene computer or telephone communication, and facing dangers found in public places. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening. Sexual abuse and sexual harassment are discussed in the spirit of violation of physical privacy rather than a specific discussion of sexual anatomy. Mutual sexual respect is taught.
- 5.5 The student will explain the effects of substance abuse on the body.**
Descriptive Statement: Emphasis is placed on the adverse effects alcohol, drugs, and tobacco has on the body. The information is related to physical and emotional growth during adolescence; to fetal development; and to any adverse effects upon the family unit.
- 5.6 The student will recognize the relationship between his/her physical changes that occur during puberty and the developing capacity for reproduction.**
Descriptive Statement: Physical changes that occur in males during puberty are summarized for males and those that occur in females during puberty are summarized for females. Topics include: nocturnal emissions, breast tenderness, male erections and female menstruation, instability of emotions, ability to conceive and bear children (for both). This objective is to be taught in sex-separate classes.

- 5.7 **The student will recognize the importance of personal hygiene.**
Descriptive Statement: Because of the bodily changes taking place during puberty, the body requires greater attention in regard to hygiene or cleanliness.
- 5.8 **The student will critically evaluate how peers, print media, broadcast media, and Internet technology influence perceptions of health information, products, and services.**
Descriptive Statement: The following key concepts/skills will be discussed:
a) strategies for validating health information; b) tools for the critical evaluation of advertisements and promotions.
- 5.9 **The student will explain how peers, families, and community groups work together to build a healthy community.**
Descriptive Statement: The following key concepts/skills will be discussed: a) collaborative support for environmental issues; b) the existence of customs and traditions; c) promotion of the value of community health and wellness; d) examination of community health issues; e) development of community health projects; f) promotion of volunteerism and community service.
- 5.10 **The student will develop skills in saying “no” and in making good decisions regarding social behavior.**
Descriptive Statement: Discussion focuses on positive alternatives to rude behavior, smoking, alcohol use, drug abuse, theft, vandalism, and sexual promiscuity.
- 5.11 **The student will become aware of the existence and methods of transmission of sexually transmitted diseases.**
Descriptive Statement: Sexually transmitted diseases are discussed. Some are deadly. There will be further discussion differentiating myth from fact. The childhood practice of “blood brothers” places children at risk. Tattooing, and other body piercing, without professional supervision, also carries a risk. Sharing of any items in contact with body fluids such as lipstick, drinks, etc. also carries a risk of disease transmission.
- 5.12 **The student will discuss the importance of developing good, lasting friendships, which will help each student mature.**
Descriptive Statement: The importance of friendship and its effect on the student will be discussed. How friends can help in times of need and how we can help friends will be emphasized. The qualities of a good friendship will be reviewed including honesty, kindness, trust, acceptance, etc.

SIXTH GRADE

- 6.1 The student will relate personal hygiene 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. This objective will be taught in sex-separate classes. The content will be sex-separate.
- 6.2 The student will explain the effects of growth on development, attitudes and interests.**
Descriptive Statement: The student will identify how the physical changes taking place in his/her body may cause unstable emotions or mood swings and how it is important to acknowledge these moods, yet (at the same time) control them. How relationships change at this time will be discussed, including the ideas of cliques, loners, peer pressure, greater interest in the opposite sex, crushes, etc. The concept that a crush is not “love”, and that crushes come and go should be reviewed. Emphasis is on the positive and normal aspects of differences among individuals. The content will be taught in sex-separate classes.
- 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 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 persons with disabilities, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others.
- 6.5 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.**
Descriptive Statement: Defining the types of abuse and explaining the need to report such situations to a trusted adult (i.e.: parent, teacher, minister, school counselor, grandparent, or guardian) to accomplish this. The teacher helps students identify resources for the reporting and treatment of child abuse and family violence.
- 6.6 The student will become aware of community health-care and safety agencies and their functions.**
Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; 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 diseases including AIDS; other general and specialized medical services (excluding abortion clinics), including the role of the family physician or local health department; 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.

- 6.7 The student will explain 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 genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, sexual harassment, family violence, and the hazards of “second-hand” smoke. Information on local community resources for obtaining help with these problems is included.
- 6.8 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.
- 6.9 The student will apply decision-making skills in solving specific problems 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. 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 life-long goals are emphasized.
- 6.10 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.)
- 6.11 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.
- 6.12 The student will develop an awareness of human fertilization and prenatal development.**
Descriptive Statement: The unification of egg and sperm will be taught as an event common to the beginning of life among mammals, of which human beings represent one kind. Intrauterine development should be discussed as a scientific fact and should be compared and contrasted to the reproductive processes of egg laying reptiles, marsupials and mammals such as the ape. Emphasis is to be placed on the phenomenon of fertilization, (to include human fertilization). Detailed questions about sex should be answered on an individual basis, and then referred to approved reading material. Student-teacher contact should occur to discuss the material read at a level appropriate to the individual child’s development. Parents should be made aware of their child’s natural curiosity so that they may follow up at home. Teacher will discuss recommended materials for parents.

6.13

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.

SEVENTH GRADE

- 7.1 The student will be able to identify the normal physical changes that occur in males and females during adolescence and have a basic understanding of why these changes occur.**
Descriptive Statement: The student learns that adolescence is a special stage in life's continuum of stages. Puberty is defined. The basic parts of the endocrine system and their functions are discussed. Terms that are discussed are: nocturnal emissions, testosterone, seminal fluid, estrogen, ovaries, and menstruation. Responsibility of new demands for personal hygiene is considered including frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons and for clean clothing is considered. Each student will understand that his/her body is special and unique, and that the changes occurring during puberty take place at different times for each individual. This objective will be taught in sex-separate classes.
- 7.2 The student will explain techniques for preventing and reporting sexual assault and molestation.**
Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations that could provide opportunities for molestation, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are recognized, and approaches used by molesters are identified and explained. Community resources for victims of molestation and assault are identified.
- 7.3 The student will discuss fetal development from pregnancy to birth.**
Descriptive Statement: Students will be able to define embryo and fetus, list characteristics of the fetus in each of the three trimesters and have a basic understanding of labor and delivery.
- 7.4 The student will identify the functions of the family and factors that contribute to success and happiness within the family.**
Descriptive Statement: Students will briefly discuss the role of the family unit throughout history, emphasizing the significance of the family from early man to the present. The role of the parent, the role of the child, and the family under stress are subjects included in the discussion of today's families. The keys to successful families emphasized are: good communication patterns, appreciation shown for one another, time spent together (including leisure time), commitment to each other and the family group, and shared activities, a sense of trust, enjoyment of family traditions, shared values and philosophy of life, and respect for others.
- 7.5 The student will identify the qualities of a caring person and practical ways of showing care or concern for self and others.**
Descriptive Statement: Discussion will include caring for self, caring for others, and the qualities of a caring person. Students will identify ways to show care. Qualities emphasized should include trust, gratitude, acceptance/encouragement, kindness, patience/taking time, and showing affection. The positive effects of caring are also stressed.

- 7.6 **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.
- 7.7 **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.
- 7.8 **The student will recognize contributions of various racial and ethnic groups to family life and society.**
Descriptive Statement: 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.
- 7.9 **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 point of view.**
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.
- 7.10 **The student will be able to identify aids and barriers to effective communication, define non-verbal communication, and describe specific "refusal skills."**
Descriptive Statement: Aids to communication are identified as: adopting a caring attitude, taking time/timing, being open-minded, and using a proper tone of voice. Barriers to communication are identified as: the use of hurtful language, not being an active listener, uncontrolled emotion, and distractive environment. Non-verbal communication includes facial expression, eye contact, body postures, and touch.
- 7.11 **The student will recognize freedoms that come with avoiding sexual activity, describe risks of a premarital sexually active lifestyle, and define commitment and self-control.**
Descriptive Statement: Advantages of abstinence discussed included: being in control of one's life, experiencing fuller communication, focusing energy on establishing and realizing life goals, developing a respect for self, developing an unselfish sensitivity, having greater trust in marriage, and enjoying being a teenager. The discussion of risks of pre-marital sexual activity includes the following subjects: emotional conflict/worry, physical consequences, sexually transmitted diseases, pregnancy, adoption as a positive choice, and abortion. The concept of "secondary virginity" is presented as the choice to regain the advantages of abstinence by going back to a way of life that is free from sexual involvement.
- 7.12 **The student will review consequences of substance abuse, cigarette smoking and chewing tobacco. They will identify and describe activities that can be positive alternatives to substance abuse. The student will identify factors that influence young people, and will recognize pressures from the media and peer**

influence. Good decision-making and consequences of substance abuse will be discussed.

Descriptive Statement: Emphasis is on student responsibilities, actions, and behaviors regarding trouble-producing situations. Good decision-making is described, and specific responses to peer pressure are examined. Specific responses to be examined are: saying “no,” leaving, ignoring, making an excuse, changing the subject, making a joke, acting shocked, using flattery, coming up with a better idea, positive-negative-positive statements, returning the challenge, and having an inward confidence. Both “what to say” and “how to say it” are discussed. Media influence is reviewed, its adverse effects on the society are described, and ways of controlling media’s influence are stressed. Emphasis is placed on how the choice to use chemicals (legal and illegal) can make goals unreachable, cause personal injury, and how other elements of society are adversely affected: such as school, law enforcement, families, public health, etc. Health and social problems caused by tobacco are discussed. Pressures to smoke/chew that affect young people and ways to resist that pressure are identified.

7.13 The student will review nutrients, define a balanced diet, and name ways to properly manage his/her weight.

Descriptive Statement: The student will realize the relationship between good nutrition and life-long health. Eating disorders will be discussed.

7.14 The student will recognize the benefits of physical exercise, identify the types of exercise he/she enjoys, and develops an individualized program for improving physical fitness.

Descriptive Statement: Students will discuss the benefits of exercise and proper sleep as they relate to valuing self. The idea of uniqueness is emphasized in the discussion of exercise and sleep.

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

Descriptive Statement: Methods of contraception are analyzed in terms of their ineffectiveness in completely preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases. Students will understand that contraceptives provide no protection from the emotional and social hazards connected with pre-marital sexual involvement. This objective will be taught in sex-separate classes.

EIGHTH GRADE

- 8.1 The student will understand the importance of knowing himself/herself and recognizing that he/she is unique and special.**
Descriptive Statement: The student accomplishes this by listing talents he/she can develop, describing processes for setting and achieving goals, and identifying ways to build confidence.
- 8.2 The student will recognize the development of sexuality as an aspect of the total personality.**
Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity
- 8.3 The student will explain techniques for preventing and reporting sexual assault and molestation.**
Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations that could provide opportunities for molestation, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are recognized, and approaches used by molesters are identified and explained. Community resources for victims of molestation and assault are identified. This objective will be taught in sex-separate classes.
- 8.4 The student will be able to define the function of the human reproductive system, label basic organs of the male and female reproductive anatomy, and have a basic understanding of how characteristics are inherited.**
Descriptive Statement: Emphasis is on the tremendous responsibility that accompanies the mature reproductive system for the male and female. An overview of heredity is presented. This objective will be taught in sex-separate classes.
- 8.5 The student will realize the role of peers and the peer group during adolescence, the qualities of genuine friendships, and the nature and purpose of dating.**
Descriptive Statement: Students will discuss the basic steps of making and keeping friends and the qualities of genuine friendship. Characteristics of artificial friendship are also identified. Students will identify the purposes of dating and explain the need for setting standards in dating. Students will discuss the signs of dating violence and abusive relationships.
- 8.6 The student will be able to recognize and investigate options in decision-making, identify possible consequences, and acknowledge responsibilities of chosen options.**
Descriptive Statement: Students will learn a five-step approach to good decision-making. This approach includes: pinpointing the problem, recognizing choices or alternate solutions, investigating options, deciding which option is best, and evaluating the outcome. Students will recognize that consequences may be positive or negative, and may bring responsibilities.
- 8.7 The student will be able to identify aids and barriers to effective communication, define non-verbal communication, and describe specific "refusal skills."**
Descriptive Statement: Aids to communication are identified as: adopting a caring attitude, the use of "I" statements rather than "you" statements, taking

time/timing, being open-minded, and using a proper tone of voice. Barriers to communication are identified as: the use of hurtful languages, not being an active listener, uncontrolled emotion, and distractive environment. Non-verbal communication includes facial expression, eye contact, body postures, and touch.

- 8.8 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).
- 8.9 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.
- 8.10 The student will recognize freedoms that come with avoiding sexual activity, describe risks of a premarital sexually active lifestyle, and define commitment and self-control.**
Descriptive Statement: Advantages of abstinence discussed include: being in control of one's life, experiencing fuller communication, focusing energy on established and realizing life goals, developing a respect for self, developing an unselfish sensitivity, having greater trust in marriage, and enjoying being a teenager. The discussion of risks of pre-marital sexual activity includes the following subjects: emotional conflict/worry, physical consequences, sexually transmitted diseases, pregnancy, adoption as a positive choice, and abortion. The concept of "secondary virginity" is presented as the choice to regain the advantages of abstinence by going back to a way of life that is free from sexual involvement.
- 8.11 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.
- 8.12 The student will review consequences of substance abuse, cigarette smoking and chewing tobacco. They will identify and describe activities that can be positive alternatives to substance abuse. The student will identify factors that influence young people, and will recognize pressures from the media and peer influence. Good decision-making and consequences of substance abuse will be discussed.**

Descriptive Statement: Emphasis is on student responsibilities, actions, and behaviors regarding trouble-producing situations. Good decision-making is described, and specific responses to peer pressure are examined. Specific responses to be examined are: saying “no,” leaving, ignoring, making an excuse, changing the subject, making a joke, acting shocked, using flattery, coming up with a better idea, positive-negative-positive statements, returning the challenge, and have an inward confidence. Both “what to say” and “how to say it” are discussed. Media influence is reviewed, its adverse effects on the society are described, and ways of controlling media’s influence are stressed. Emphasis is placed on how the choice to use chemicals (legal and illegal) can make goals unreachable, cause personal injury, and how other elements of society are adversely affected: such as school, law enforcement, families, public health, etc. Health and social problems caused by tobacco are discussed. Pressures to smoke/chew that affect young people and ways to resisting that pressure are identified.

8.13 The student will review nutrients, define a balanced diet, and name ways to properly manage his/her weight.

Descriptive Statement: The student will realize the relationship between good nutrition and life long health.

8.14 The student will recognize the benefits of physical exercise, identify the types of exercise he/she enjoys, and develops an individualized program for improving physical fitness.

Descriptive Statement: Students will discuss the benefits of exercise as they relate to valuing self. The value of exercise is an enhancement of the whole person. The idea of uniqueness is emphasized in the discussion of exercise.

8.15 The student will recognize that pressure from the media and peers influence his/her decision-making, and identify ways of dealing with this pressure.

Descriptive Statement: The student will discuss how to recognize trouble-producing situations, make a good decision, and act to avoid trouble. Specific responses to peer pressure to be examined are: saying “no”, leaving, ignoring, making an excuse, changing the subject, making a joke, acting shocked, using flattery, coming up with a better idea, returning the challenge, and having an inward confidence. Both “what to say” and “how to say it” are discussed. Media influence is reviewed and ways of controlling media’s influence are stressed.

8.16 The student will become aware of community health-care and safety agencies and their functions.

Descriptive Statement: Instruction includes the availability of community agencies which provide the following services: child abuse prevention, treatment of abuse victims, mental health counseling, pregnancy prevention with counseling, adoption services, family planning counseling, prenatal care, substance abuse prevention, treatment and support groups, suicide prevention, treatment of sexually transmitted diseases (including AIDS), other medical services (excluding abortion clinics), the role of the family physician and local health department. Community support services to include the police department and fire department, and services provided by religious organizations will be discussed. Parents are encouraged to learn about these agencies and to use their services when needed.

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

Descriptive Statement: Methods of contraception are analyzed in terms of their ineffectiveness in completely preventing pregnancy and the spread of disease.

Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases. Students will understand that contraceptives provide no protection from the emotional and social hazards connected with pre-marital sexual involvement. This objective will be taught in sex-separate classes.

NINTH GRADE

- 9.1 The student will identify characteristics of genuine friendship, define “exploitative relationship,” discuss purposes of dating, and explain why it is important to set standards for dating.**
Descriptive Statement: Students will identify qualities of true friendship. The concept of “freedom” contained in friendship, as well as the ideas of care and acceptance will be emphasized. Students will understand that from meaningful friendships an interest in dating develops. The importance of setting standards and boundaries for dating activities will be stressed. Students will discuss the signs of dating violence and abusive relationships. Student interaction and discussion will be encouraged.
- 9.2 The student will recognize that experiencing genuine love requires a sense of self-worth and an understanding of the qualities that distinguish responsible, mature love from infatuation.**
Descriptive Statement: Students will define self-esteem, explain why self-esteem is necessary to loving more deeply, recognize behavior that reduces self-esteem, define unconditional love, and distinguish genuine, committed love from infatuation.
- 9.3 The student will recognize the development of sexuality as an 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.
- 9.4 The student will review the normal changes during adolescence, know the fundamentals of male and female reproductive anatomy, understand the basic physiology of the reproductive process, and gain appreciation and respect for the ability to create new life. This objective will be taught in sex-separate classes.**
Descriptive Statement: Students will name the male and female reproductive organs and explain their function. Fertility, fertilization, and implantation will be defined and discussed. Emphasis will be on the importance of responsibility as adolescents acquire that ability to participate in the creation of new life.
- 9.5 The student will understand and appreciate the personal and social purposes of the marriage commitment, and recognize that marriage is directed toward the growth and healthy integration of the individual and society.**
Descriptive Statement: Students will explain the personal and social purpose of marriage. Key elements of a successful marriage that will be discussed are communication, commitment, compatibility, community support, and self-esteem. Also to be discussed are social behaviors and arrangements that present risks.
- 9.6 The student will recognize the need for maturity in maintaining effective parenting and be aware of the daily commitment required to meet the needs of all stages of child development. The student will know the major events of fetal development, prenatal nutrition, the effects of harmful substances on the unborn, and the events of birth. The student will understand the role of the family in meeting the needs of its members and in maintaining a stable society.**
Descriptive Statement: This objective centers on fetal development and the responsibility of parenthood, as well as the preparation time required to be a

mature, effective parent. Students will identify significant events in the life of the unborn child, explain the importance of adequate nutrition during pregnancy and recognize the effects of harmful substances on the unborn. Although the work and sacrifice of parenting is stressed, the joys of childrearing are also brought out as one of the fundamental bonds of the family unit. Students will understand the importance of the family to the individual and society.

9.7 The student will be made aware of the potential physical and emotional risks associated with premarital sexual activity and understand basic facts concerning adolescent pregnancy, sexually transmitted diseases, abortion, and adoption.

Descriptive Statement: Emphasis will be placed on the serious risks and responsibilities inherent in teenage sexual activity. Sexually transmitted diseases will be discussed in detail (ranging from genital warts to AIDS). Sexual activity other than vaginal intercourse will be discussed. Factual information concerning abortion presented includes its definition, complications and possible long-term effects. Adoption is presented in detail as a positive choice.

9.8 The student will examine the physical and emotional benefits to unmarried teens of a lifestyle free from sexual activity.

Descriptive Statement: Students will identify and discuss the advantages and freedoms that come with postponing sexual relations until marriage. "Second virginity" is presented as a realistic, attainable goal for those teens that are sexually active.

9.9 The student will be aware of the media's role in shaping attitudes (particularly toward love and sex), identify the major affects of the media on his/her choices, and develop ways of controlling or minimizing those affects.

Descriptive Statement: This objective is to be an analysis of the media designed to help students recognize the implications of uncontrolled watching and listening to the messages often suggested. Emphasis will be placed on television/Internet/video games' use of sex and violence to influence the consumer.

9.10 The student will recognize the influence exerted on him/her by peers and examine how this affects his/her choices.

Descriptive Statement: Students will define and discuss peer pressure and conformity, list factors that influence the degree of conformity, and explain behavioral characteristics needed to deal with peer pressure in a positive manner.

9.11 The student will recognize the need, particularly within the family unit, for effective communication and problem solving skills; will understand these basic skills and explore ways of implementing them.

Descriptive Statement: Students will learn effective skills in communication and problem solving. Focus is on the overwhelming need to continue using good communication skills throughout life.

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

Descriptive Statement: Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases. Students will understand that contraceptives provide no protection from the emotional and social hazards connected with premarital sexual involvement. Methods of

contraception are analyzed in terms of their ineffectiveness in completely preventing pregnancy and the spread of disease.

9.13 The student will identify parenthood options in terms of questions to be answered and decisions to be made.

Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion includes also the positive aspects of parenting for the individual and for society.

9.14 The student will analyze community resources to meet specific needs.

Descriptive Statement: This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child-care and parenting, and family planning resources.

9.15 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.

TENTH GRADE

- 10.1** **The student will identify characteristics of genuine friendship, define “exploitative relationship,” discuss purposes of dating, and explain why it is important to set standards for dating.**
Descriptive Statement: Students will identify qualities of true friendship. The concept of “freedom” contained in friendship, as well as the ideas of care and acceptance will be emphasized. Students will understand that from meaningful friendships an interest in dating develops. The importance of setting standards and boundaries for dating activities will be stressed. Students will discuss the signs of dating violence and abusive relationships. Student interaction and discussion will be encouraged.
- 10.2** **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.
- 10.3** **The student will recognize that experiencing genuine love requires a sense of self-worth and an understanding of the qualities that distinguish responsible, mature love from infatuation.**
Descriptive Statement: Students will define self-esteem, explain why self-esteem is necessary to loving more deeply, recognize behavior that reduces self-esteem, define unconditional love, and distinguish genuine, committed love from infatuation.
- 10.4** **The student will review the normal changes during adolescence, know the fundamentals of male and female reproductive anatomy, understand the basic physiology of the reproductive process, and gain appreciation and respect for the ability to create new life. This objective will be taught in sex-separate classes.**
Descriptive Statement: Students will name the male and female reproductive organs and explain their function. Fertility, fertilization, and implantation will be defined and discussed. Emphasis will be on the importance of responsibility as adolescents acquire that ability to participate in the creation of new life.
- 10.5** **The student will understand and appreciate the personal and social purposes of the marriage commitment, and recognize that marriage is directed toward the growth and healthy integration of the individual and society.**
Descriptive Statement: Students will explain the personal and social purpose of marriage. Key elements of a successful marriage that will be discussed are communication, commitment, compatibility, community support, and self-esteem. Also to be discussed are social behaviors that present risks.
- 10.6** **The student will recognize the need for maturity in maintaining effective parenting and be aware of the daily commitment required to meet the needs of all stages of child development. The student will know the major events of fetal development, prenatal nutrition, the effects of harmful substances on the unborn, and the events of birth. The student will understand the role of the family in meeting the needs of its members and in maintaining a stable society.**
Descriptive Statement: This objective centers on fetal development and the responsibility of parenthood, as well as the preparation time required to be a mature, effective parent. Students will identify significant events in the life of the unborn child, explain the importance of adequate nutrition during pregnancy

and recognize the effects of harmful substances on the unborn. Although the work and sacrifice of parenting is stressed, the joys of childrearing are also brought out as one of the fundamental bonds of the family unit. Students will understand the importance of the family to the individual and society.

- 10.7 The student will be made aware of the potential physical and emotional risks associated with premarital sexual activity and understand basic facts concerning adolescent pregnancy, sexually transmitted diseases, abortion, and adoption.**

Descriptive Statement: Emphasis will be placed on the serious risks and responsibilities inherent in teenage sexual activity. Sexually transmitted diseases will be discussed in detail (ranging from genital warts to AIDS). Sexual activity other than vaginal intercourse will be discussed. Factual information concerning abortion presented includes its definition, complications and possible long-term effects. Adoption is presented in detail as a positive choice.

- 10.8 The student will examine the physical and emotional benefits to unmarried teens of a lifestyle free from sexual activity.**

Descriptive Statement: Students will identify and discuss the advantages and freedoms that come with postponing sexual relations until marriage. "Second virginity" is presented as a realistic, attainable goal for those teens that are sexually active.

- 10.9 The student will be aware of the media's role in shaping attitudes (particularly toward love and sex), identify the major affects of the media on his/her choices, and develop ways of controlling or minimizing those affects.**

Descriptive Statement: This objective is to be an analysis of the media designed to help students recognize the implications of uncontrolled watching and listening to the messages often suggested. Emphasis will be placed on television/Internet/video games' use of sex and violence to influence the consumer.

- 10.10 The student will recognize the influence exerted on him/her by peers and examine how this affects his/her choices.**

Descriptive Statement: Students will define and discuss peer pressure and conformity, list factors that influence the degree of conformity, and explain behavioral characteristics needed to deal with peer pressure in a positive manner.

- 10.11 The student will recognize the need, particularly within the family unit, for effective communication and problem solving skills; will understand these basic skills and explore ways of implementing them.**

Descriptive Statement: Students will learn effective skills in communication and problem solving. Focus is on the overwhelming need to continue using good communication skills throughout life.

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

Descriptive Statement: Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases. Students will understand that contraceptives provide no protection from the emotional and social hazards connected with premarital sexual involvement. Methods of contraception are analyzed in terms of their ineffectiveness in completely preventing pregnancy and the spread of disease.

- 10.13** **The student will identify parenthood options in terms of questions to be answered and decisions to be made.**
Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion includes also the positive aspects of parenting for the individual and for society.
- 10.14** **The student will compile/analyze community resources to meet specific needs.**
Descriptive Statement: This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child-care and parenting, and family planning resources.
- 10.15** **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.
- 10.16** **The student will recognize problems of individuals with handicapping conditions and ways in which families can be sensitive to and make adjustments for these needs.**
Descriptive Statement: The emphasis is on managing and coping with the mental, emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical, mental and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.

ELEVENTH AND TWELFTH GRADES

Elective seminars will be scheduled two times per year with limited enrollments on selected topics from the FLE curriculum.

FAMILY LIFE EDUCATION CURRICULUM

Madison County Public Schools

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