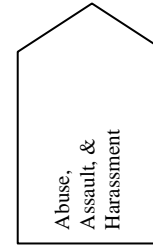
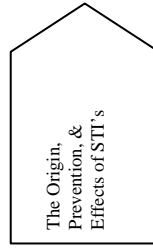
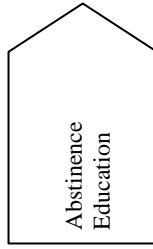
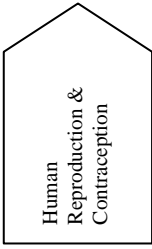


MIDDLE SCHOOL

**FAMILY LIFE
EDUCATION**



FAMILY LIFE EDUCATION

GRADE 6
LESSON 1

SOL: 6.7 The student will describe personal characteristics that can contribute to happiness for self and others.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to display behaviors that incorporate and include:
 - self-discipline
 - self-esteem
 - independence
 - acceptance of personal differences
 - acceptance of others
 - tolerance
 - concern for the needs of diverse populations
 - loyalty
 - honesty
 - cooperation
 - diligence
 - respect for proper authority
 - understanding of interpersonal relationships in regards to self

INSTRUCTIONAL MATERIALS:

- role play scripts
- discussion questions
- DVD/Video (Character Education)
- Games
- Power point
- Speakers (using personal experiences ex. Wheelchair, cheating, honesty)
- Mentoring program...including high school students

KEY TERMS:

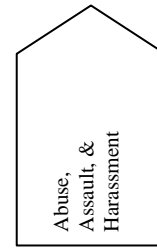
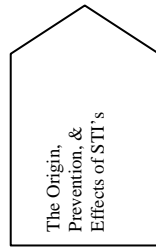
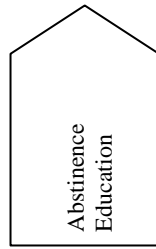
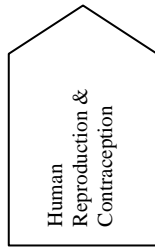
1. self-discipline
2. self-esteem
3. independence
4. tolerance
5. diversity
6. loyalty
7. honesty
8. cooperation
9. diligence
10. proper authority
11. relationships
12. interpersonal relationship

ASSESSMENT OPPORTUNITIES:

- participation in class discussions
- vocabulary quiz
- role play
- teacher observations of student behaviors (both positive and negative)
- post mediation involving alternative behavioral responses (after an incident discuss with students "What are some other things you could have done to have a different or better outcome?")

PARENT / STUDENT ACTIVITY

- Choose from "Key Word List" and discuss outcome both pro and con with parent/guardian. Write the response.



FAMILY LIFE EDUCATION

GRADE 6
LESSON 2

SOL: 6.9 The student will become aware of community health-care and safety agencies and their functions.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify resources available to them in their community which may include:
 - Child abuse prevention
 - Mental health counseling
 - Teenage pregnancy prevention and family counseling
 - Personal health care (prenatal care/prevention of sexually transmitted infections)
 - Substance abuse awareness/support groups
 - Local EMS community based services (to include: fire, rescue, police)
 - Family based secular organizations
 - Local health department and private physicians

INSTRUCTIONAL MATERIALS:

- Introduction of guest speakers related to community resources.
- Community Connections Directory (community resource guide)

KEY TERMS:

- Child abuse
- Mental health
- Teenage pregnancy
- Family counseling
- EMS
- Personal health
- Substance abuse
- Support groups
- Secular
- Health department

ASSESSMENT OPPORTUNITIES:

- Create community based phone/resource book
- Vocabulary quiz

PARENT / STUDENT ACTIVITY

- Create an emergency phone list with parent/guardian.

Family Living & Relationships	Human Reproduction & Contraception	Human Sexuality	Abstinence Education	The Origin, Prevention, & Effects of STI's	Abuse, Assault, & Harassment	FAMILY LIFE EDUCATION GRADE 6 LESSON 1 of 1
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SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the female and male reproductive organs, their functions, and locations.
- The student will identify and define additional male / female reproductive terms.

INSTRUCTIONAL MATERIALS:

- Overheads of labeled male / female reproductive organs.
- Diagrams of unlabeled male / female reproductive organs.
- Charts of male / female reproductive organs.

KEY TERMS:

1. Male reproductive anatomy

- Genitals
 - A. Penis
 - B. Scrotom
 - C. Testicles
- Urethra
- Sperm
- Pituitary gland
- Testosterone
- Prostate gland
- Vas deferens
- Erection
- Ejaculation
- Nocturnal emissions (wet dreams)

2. Female reproductive anatomy

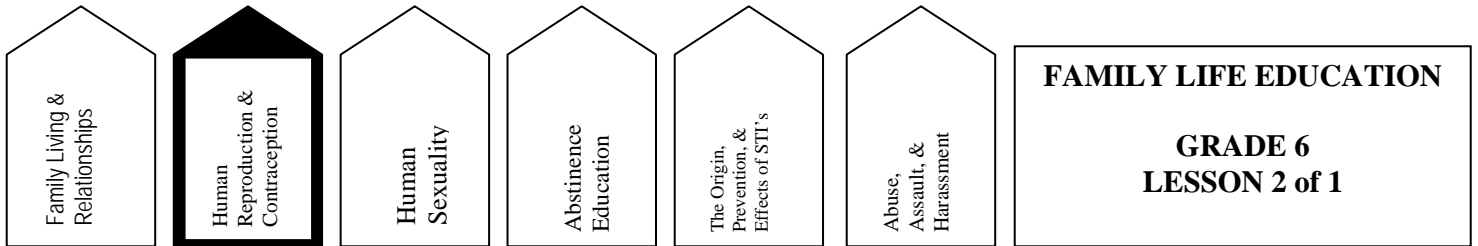
- Vulva
- Vagina
- Ovaries
- Uterus
- Fallopian tubes
- Estrogen & progesterone
- Ova-egg
- Cervix
- Pituitary gland
- breasts

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Label blank diagrams of male / female reproduction

PARENT / STUDENT ACTIVITY

1. Discussions w/ teens advantages of abstinence gives you freedom to:
 1. Be in control of your life
 2. Experience fuller communication (discussing with dating partner)
 3. Focus on establishing and realizing life goals
 4. Develop respect for yourself
 5. Develop an unselfish sensitivity toward dating partner
 6. Have greater trust in marriage
 7. Enjoy being a teenager



SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will learn the cycle of menstruation
- The student will review the reproductive process.

INSTRUCTIONAL MATERIALS:

- Video/DVD- "You, Your Body , and Puberty"; (Human Relations Media, 2004)
- Diagrams of male / female reproductive organs

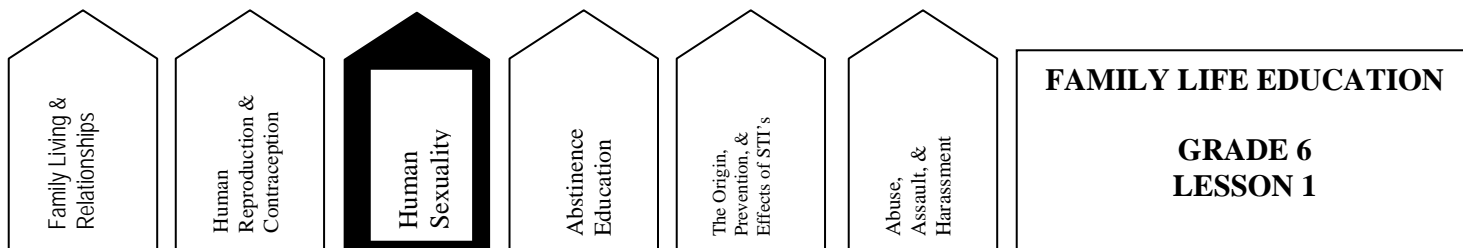
KEY TERMS:

- | | |
|--|---|
| <ol style="list-style-type: none"> menstruation cycle <ul style="list-style-type: none"> • ovulation / menses • endometrium • menstruating • ova (egg) • PMS (premenstrual syndrome) • cramping, discomfort, moodiness | <ol style="list-style-type: none"> development of egg in ovary development of sperm in testicles fertilization of egg by sperm five steps to fertilization: <ul style="list-style-type: none"> • Egg is released from ovary • Egg is in fallopian tube • Sperm is deposited at cervix • Sperm penetrates egg in fallopian tube • Fertilized egg attaches itself to the uterine wall conception |
|--|---|

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Identify 5 steps of fertilization

PARENT / STUDENT ACTIVITY



SOL: 6.1 The student will relate personal hygiene to the physical changes that occur during puberty.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will recognize the changes during puberty.
- The student will understand that these changes occur at different rates for different individuals.
- The student will know the importance of personal hygiene.

INSTRUCTIONAL MATERIALS:

- Video/DVD – “Healthy Teens – Good Hygiene”, (Sunburst, 2004)
- Charts/ Worksheets
- Overheads (male and female body clock)
- Worksheets (male and female reproductive system)

KEY TERMS:

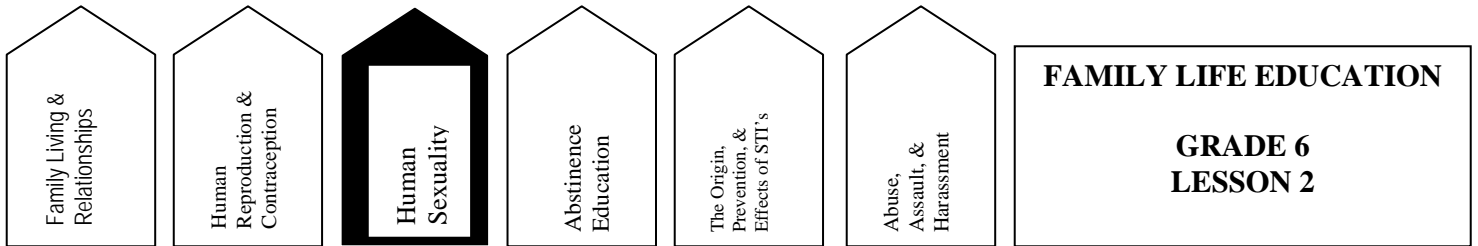
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| <ul style="list-style-type: none"> • Changes during puberty <ul style="list-style-type: none"> A. Changes in Female <ul style="list-style-type: none"> ○ breast develop ○ pubic hair ○ menstruation ○ auxiliary hair (under arm) ○ acne ○ growth of uterus & vagina | <ul style="list-style-type: none"> • Changes during puberty <ul style="list-style-type: none"> A. Changes in Male <ul style="list-style-type: none"> 1. growth of testes, scrotum, penis 2. pubic hair 3. nocturnal emissions 4. auxiliary hair (under arm) 5. facial hair 6. acne 7. oil and sweat glands activated 8. growth spurt, arms and legs 9. voice change B. Need for personal hygiene <ul style="list-style-type: none"> 1. dental care 2. frequent showers & shampooing 3. washing and drying underarms and genitals 4. use of deodorants / antiperspirants 5. use & disposal of pads and tampons 6. change clothes daily |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Pretest (The New Me: Accepting Body Changes)
- Post test

PARENT / STUDENT ACTIVITY

- Take home pretest given in class & discuss with parents, sign and return to teacher.
- Discuss the actual physical changes



SOL: 6.2 The student will explain the effects of growth on development, attitudes, and interests.
 6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will discuss physical changes during puberty such as male nocturnal emissions and erections and female menstruation.
- The student will discuss physical changes and how it effects their attitudes, interests, and emotional growth.

INSTRUCTIONAL MATERIALS:

- Discussion of emotional / social changes
- Role play

KEY TERMS:

- Physical changes
 - A. Males
 1. nocturnal emissions (wet dreams)
 2. spontaneous erection
 - B. Female
 1. menstruation

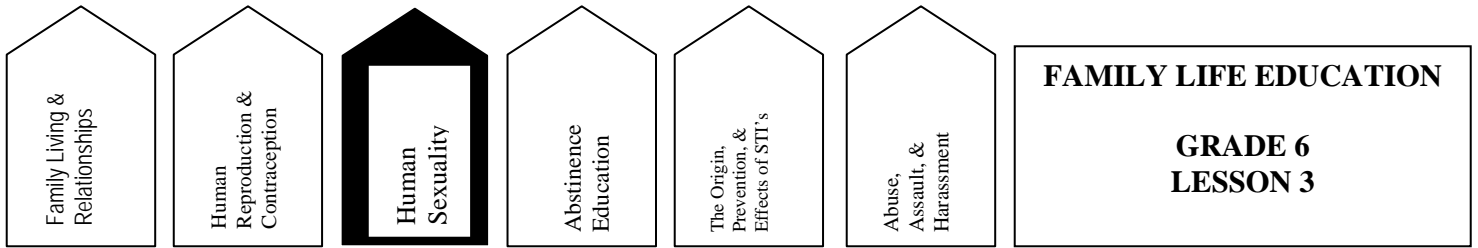
- Emotional / social changes
 - A. Peer pressure
 - B. Cliques and loners
 - C. Boy-Girl relationships
 - D. Childish vs. Adult decisions
- Positive and normal aspects of differences among individuals concerning puberty.

ASSESSMENT OPPORTUNITIES:

- None

PARENT / STUDENT ACTIVITY

- Parent discusses with teen an immature decision the parent made during puberty.



SOL: 6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will examine how the media effects attitudes, sexuality and gender stereotyping.

INSTRUCTIONAL MATERIALS:

- Magazine advertisements Show different magazine ads and ask:
 1.
 - What product is this ad selling?
 - What do you notice first when you see this ad?
 - What would be another way to sell this product without using the sexy people/topic.
- Use of inappropriate songs / lyrics

KEY TERMS:

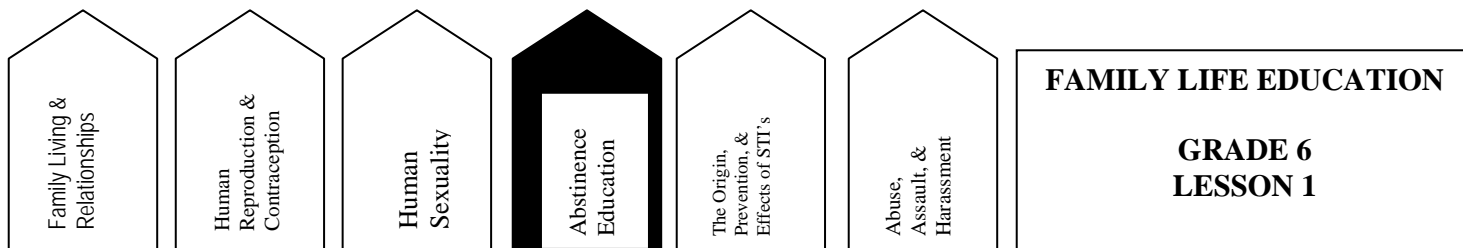
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| <ul style="list-style-type: none"> • Sexual exploitation A. The use of sexy males/females to sell products B. The use of sex to make movies C. The use of sex to sell music D. Use of internet / I- POD's to sell sex and pornography • "Sex" means "intercourse" | <ul style="list-style-type: none"> • Sexual stereotyping-attitudes due to media A. Women dressing seductively are asking to be raped. B. Acceptable for a man to force a woman to have sex if he spent a lot of money on her on a date. C. If a couple is married, it is acceptable for a man to force a woman to have intercourse. D. It is acceptable for a man to force a woman to have sex if they have been dating more than 6 months. | <ul style="list-style-type: none"> • Gender stereotyping A. Okay for a woman to cry but not a man B. Women are better cooks C. Housework is a woman's responsibility D. Man goes to work, woman stays home |
|---|--|---|

ASSESSMENT OPPORTUNITIES:

- Observation of Discussion

PARENT / STUDENT ACTIVITY

- Discuss with parents their attitudes toward sexual stereotyping and sexual exploitation.



SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.
(also see Human Reproduction & Contraception strand 6.6)

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able define abstinence.
- The student will be able to discuss the benefits of being abstinent.
- The students will be introduced to the physical and psychological consequences of having sexual activity during adolescence. Include the following: STI's, unwanted pregnancy, infant mortality, reputation, self-esteem, and social/economic consequences, loss of trust and respect from loved ones, emotional stress, and loss of relationship stability.

INSTRUCTIONAL MATERIALS:

- Group Discussion
- Guest speakers
- Role playing
- DVD/VIDEO, OVERHEAD, POWERPOINT
- Pamphlets (101 ways to show you love someone without having sex)
- Posters: "101 Reasons to be Abstinent", "101 Ways to Say No to Sex", "101 Ways to Have Sex Without Doin' It", and, "The ABC's of Abstinence". (ETR Associates, 1-800-321-4407 to order)

KEY TERMS:

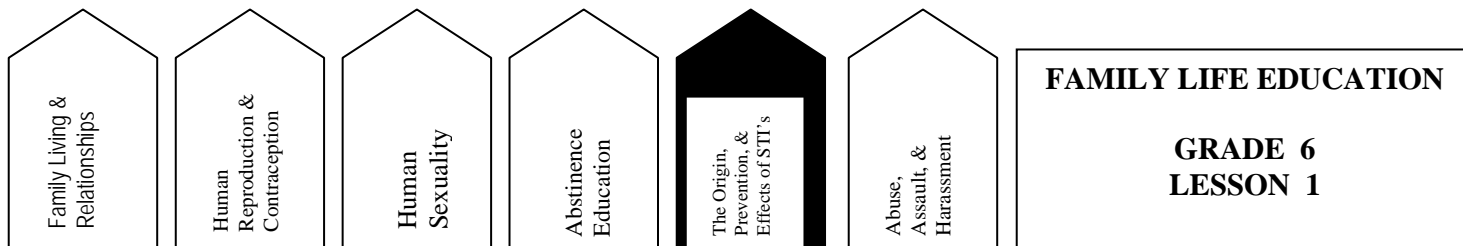
- Abstinence (the practice of abstaining from any sexual activity prior to marriage)
- Detrimental effects of teen sex
 - Unwanted pregnancy
 - STI's
 - Infant mortality
 - Psychological consequences
 - Economic consequences
 - Physical consequences
 - Reputation
 - Loss of self esteem and self respect
 - Emotional stress
 - Loss of trust and respect
 - Loss of relationship stability
 - Loss of respect from loved ones and friends
- Advantages of Abstinence:
 - You're in control of your life
 - Positive self esteem
 - Good reputation
 - No chance of STI's
 - No chance of pregnancy
 - Able to fulfill life's goals
 - Enjoyment of teenage years
 - Achieve religious and moral beliefs

ASSESSMENT OPPORTUNITIES:

- Group participation
- Class discussion
- Notebook check / journal entries
- Vocabulary Quiz
- Written Test

PARENT / STUDENT ACTIVITY

- Parent/student discussion sheet
- Discuss the quote "I'll do a lot for love, but I won't die for it" with parent.
- Have parent and child compare the advantages of abstinence (listed above) that are important to each one of them.



SOL: 6.4 The student will recall basic facts about sexually transmitted infections.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to name the most common STI's (syphilis, gonorrhea, chlamydia, HPV/genital warts, pubic lice, and genital herpes)
- The student will be able to distinguish between STI's and infections of the genitalia / genitals which are not transmitted sexually (vaginitis, urethritis, yeast infections, etc.)
- The student will be able to recognize the major causes of STI's (viral, bacterial, parasitic).
- The student will be able to match various types of treatment to the various causes of STI's (antibiotics cure some STI's; medications treat symptoms of other STI's, but does not cure them).
- The student will understand that an infection caused by a virus is not curable, but symptoms are treatable, and an infection that is caused by a bacteria can be cured by antibiotics.

INSTRUCTIONAL MATERIALS:

- Health Department
- Guest speaker (school nurses)
- Drawing of diseases (NOT photographs)
- Textbooks
- CDC website

KEY TERMS:

- STI's (Sexually Transmitted Infections) formerly "STD's" or Sexually Transmitted Diseases.
- Common STI's (syphilis, gonorrhea, chlamydia, HPV/genital warts, pubic lice, genital herpes)
Teacher note: Update yourself yearly with current data.
- Major Causes of STI's
 - Virus (HPV, HIV/AIDs, Herpes Simplex, Hepatitis)
 - Bacteria (Syphilis, Gonorrhea, Chlamydia)
 - Parasite (genital lice, scabies)
- Treatments of STI's
 - Antibiotics
 - Steroid based topical application (look up brand names)
 - Virus symptoms are treated and CANNOT be cured! These medications only reduce the symptoms.
- Symptomatic verses asymptomatic – *symptomatic* means the person "shows symptoms" and *asymptomatic* means the person "show no symptoms".
- Communicable disease – a disease that is spread from person to person contact.
- Noncommunicable disease – a disease that is not spread from person to person.
- Treatable – infection symptoms are reduced or relieved with medications.
- Curable – infection is cured with medications.

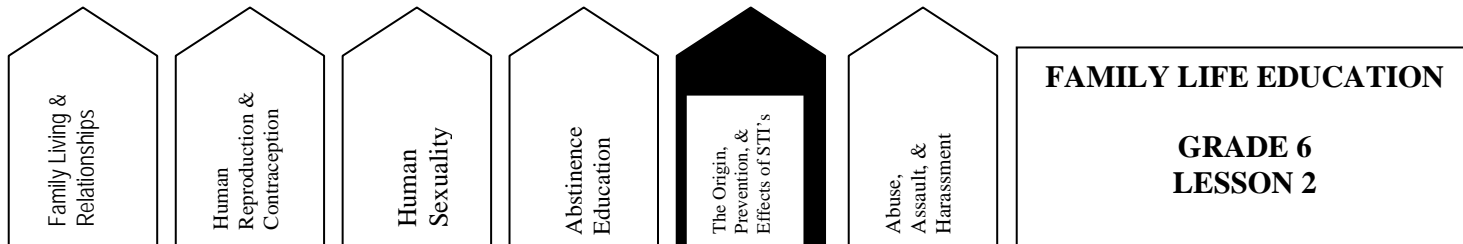
ASSESSMENT OPPORTUNITIES:

- STI Bingo
- Test / quiz
- Chart the type (bacteria or virus), symptoms, treatment methods.
- Create an STI providing the following information:
 1. Cause of infection?
 2. Is it treatable or curable?

PARENT / STUDENT ACTIVITY

- Discuss ways of preventing STI's and communicable diseases.
- Discuss with parents the stigma of STD's (aka VD) from when they were growing up.

- | | |
|--|--|
| <ol style="list-style-type: none">3. Symptoms (male and female)4. Transmission5. Prevention6. What it looks like: (provide a poster drawing or a 3-D model) | |
|--|--|



SOL: 6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to define HIV / AIDS.
- The student will be able to list ways the HIV virus can be transmitted.
- The student will be able to list ways the HIV virus is not transmitted.
- The student will be able to describe risky behaviors that lead to possible HIV infection.
- The student will be able realize that HIV / AIDS is not curable.
- The student will be able to describe how the HIV virus attacks and disables the immune system.

INSTRUCTIONAL MATERIALS:

- **FAHASS (Fredericksburg Area HIV and AIDS Support Services)**
- Rappahannock Area American Red Cross
- Guest speaker
- School nurse
- Health department
- CDC website
- Pamphlets
- Textbook

KEY TERMS:

- HIV (Human Immunodeficiency Virus)
- AIDS (Acquired Immunodeficiency Syndrome)
- virus
- white blood cells
- immune system
- transmission
- ways HIV is spread
 - exchange of body fluids (blood, vaginal secretions, semen, breast milk)
 - sexual contact
 - sharing IV needles or razors
 - mother to baby
- ways HIV is NOT spread
 - sweat
 - urine
 - saliva
 - tears
 - hugging and kissing
 - casual contact
 - mosquito bites
 - eating or drinking after and infected person
- Risky Behaviors: ways in which HIV is spread
 - Sharing drug needles (ex. Illegal drugs including steroids)
 - All types of sex (vaginal / oral)
 - Breast feeding from an infected mom to baby
 - History concerning blood transfusions (Ryan White a teenage hemophiliac, was the first person to advocate testing donated blood. Ryan contracted the virus via a blood transfusion. Prior to 1985, donated blood was not tested for HIV.)
 -

ASSESSMENT OPPORTUNITIES:

- Test
- Student developed posters on HIV/AIDS
- Diagram the spread of AIDS through various relationships (when you have sex with one person you

PARENT / STUDENT ACTIVITY

- Discuss ways of preventing AIDS with their parent.
- Discuss how someone becoming infected with HIV would impact their family.
- Discuss how to handle the situation if a classmate

are having sex with everyone they had sex with for the last 10 years).

or friend is found to be HIV+.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 6
LESSON 1

SOL: 6.8 The student will demonstrate increased understanding of child abuse and neglect including emotional and sexual abuse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to define several types of abuse (mental / emotional, sexual, neglect, verbal).
- The student will be able to identify avenues for help when dealing with abuse (trusted adults, agencies, community resources, hotlines).
- The student will be able to define sexual harassment.
- The student will know that abuse is never the fault of the victim
- The student will understand that abuse/sexual harassment is a way the perpetrator maintains control and manipulation over the victim.

INSTRUCTIONAL MATERIALS:

- School textbook
- Newspaper articles (current events)
- RCASA (Rappahannock Council on Sexual Assault)
- RCDV (Rappahannock Council on Domestic Violence)
- Social services
- School counselor
- School nurse
- "Jenny's Story: Daddy's Little Girl"

KEY TERMS:

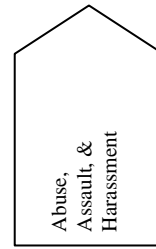
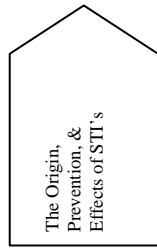
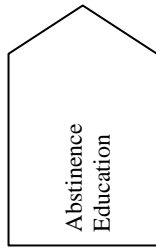
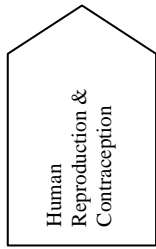
- Mental/emotional abuse
- Physical abuse
- Sexual abuse
- Sexual harassment
- Verbal abuse
- Physical neglect
- Abuse
- Harassment
- Neglect

ASSESSMENT OPPORTUNITIES:

- Class discussion
- Vocabulary quiz
- Venn diagram (similarities & differences between abuse, harassment, and neglect)

PARENT / STUDENT ACTIVITY

- Have the student interview a parent/counselor/trusted adult on what they should do if they or a friend is suffering from abuse.



FAMILY LIFE EDUCATION

GRADE 7
LESSON 1

SOL: 7.1 The student will identify his or her role and relationships within the family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to list the different types of families (nuclear, extended, single-parent, and blended).
- The student will be able to identify the roles of families in nurturing and developing its members.
- The student will identify how to be a responsible family member.
- The student will be able to identify family guidelines (family rules).
- The student will be able to define authority figure.
- The student will be able identify characteristics of a healthful relationship.
- The student will be aware of dysfunctional family relationships.
- The student will be able to recognize causes of dysfunctional family relationships (chemical dependencies, addictions, abuse, domestic violence, codependency, and abandonment)

INSTRUCTIONAL MATERIALS:

- Health textbook
- Classroom media tools
- Powerpoint
- Health publications
- News media
- Internal school resources (guest speakers)
- DVD "Your Family" (Connect with Kids; CWKNetwork, 2005)

KEY TERMS:

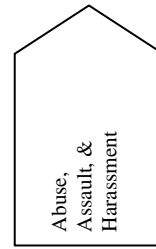
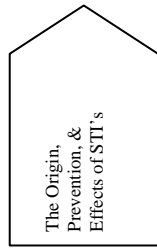
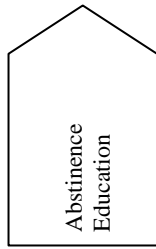
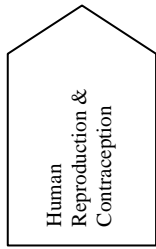
- Nuclear family
- Extended family
- Single-parent family
- Blended family
- Nurture
- Family member
- Family
- Guidelines(rules)
- Authority figure
- Relationship
- Dysfunctional
- Chemical dependency
- Addiction
- Abuse
- Violence
- Domestic violence
- Codependency
- Abandonment

ASSESSMENT OPPORTUNITIES:

- Vocabulary quiz
- Parent / student activity
- Active participation in class discussion / activity
- Notebook checks

PARENT / STUDENT ACTIVITY

- The parent and student will develop a list of family guidelines used in the home to promote family relationships.



FAMILY LIFE EDUCATION

GRADE 7
LESSON 2

SOL: 7.3 The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify appropriate expressions of affection.
- The student will be able to identify appropriate times and places for appropriate types of affection. (friendship, celebration, family)
- The student will be able to identify types of physical affection that is not sexual. (hugging, hand holding, high fives, kissing as a greeting ex. European cultures).
- The student will be able to identify emotional expressions of friendship including family relationships (love vrs. Infatuation).
- The student will be able to identify components of friendship versus a dating relationship.
- The student will be able to identify the varying degrees of friendship and love.

INSTRUCTIONAL MATERIALS:

- Textbook
- Media materials
- Power point
- News media
- Role play
- Guidance counselors
- Poster (101 Ways to Make Love Without Doin' It)

KEY TERMS:

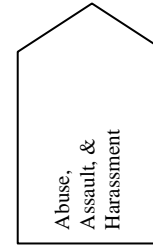
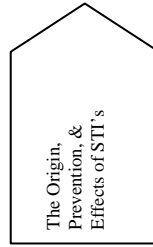
- Affection
- Love
- Infatuation
- Celebration
- Cultural variations (greetings)
- Expression
- Dating
- Kissing
- Appropriate behavior
- Respect

ASSESSMENT OPPORTUNITIES:

- Notebook evaluation
- Written test
- Vocabulary quiz
- Active participation
- Using the media to create visual presentation of appropriate and non-appropriate physical affection. (poster / collage, role play)

PARENT / STUDENT ACTIVITY

- Include parent participation in development of visual presentation (poster/collage, role play).



FAMILY LIFE EDUCATION

GRADE 7
LESSON 3

SOL: 7.13 The student will realize the role of peers and the peer groups during adolescence, and the nature and purpose of dating.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the importance of peers and their roles during adolescence. (support, pressures, and conforming to social norms).
- The student will be able to identify the nature and purpose of dating.
- The student will be able to identify the types of dating (group dating versus individual dating)
- The student will be able to identify appropriate behaviors while dating.

INSTRUCTIONAL MATERIALS:

- Textbook
- DVD "Peer Relationships" (CWKNetwork; Connect with Kids, 2005)
- Internet (World Wide Web)
- News media (celebrity relationships)
- Media
- Handouts

KEY TERMS:

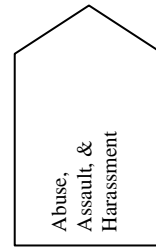
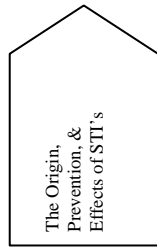
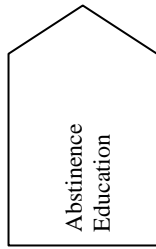
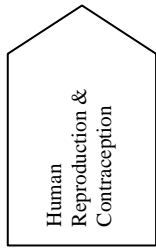
- peer
- social norms (what is acceptable)
- peer pressure
- adolescence
- group dating
- individual dating
- dating behaviors (appropriate and inappropriate)

ASSESSMENT OPPORTUNITIES:

- Group role play
- Group brain storming about dating activities
- Notebook

PARENT / STUDENT ACTIVITY

- Discuss and create guidelines for dating standards (rules) within the home.



FAMILY LIFE EDUCATION

GRADE 7

LESSON 4

SOL: 7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to recognize racial and ethnic differences.
- The student will be able to identify the needs of various groups in society.

INSTRUCTIONAL MATERIALS:

- Textbook
- News media
- Internet technology
- Local organizations dealing with diverse populations.
- Classroom media
- Students of diverse ethnic backgrounds share facts, visuals, and traditions

KEY TERMS:

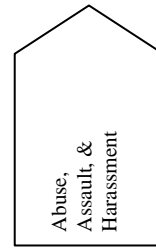
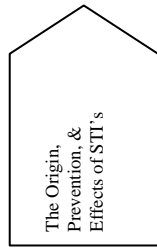
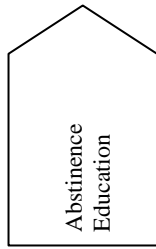
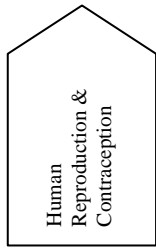
- Race / racial
- Ethnicity / ethnic
- Diverse / diversity
- society

ASSESSMENT OPPORTUNITIES:

- notebook
- vocabulary quiz
- active classroom participation / discussion
- write a paragraph on your ethnic background

PARENT / STUDENT ACTIVITY

- Discuss with parent/ guardian how their ethnicity contributes to their family dynamics (cultural foods eaten at home, holiday traditions, clothes, etc.).



FAMILY LIFE EDUCATION

GRADE 7
LESSON 5

SOL: 7.15 The student will increase his or her ability to listen to different points of view and to accept the right of others to a differing point of view.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to demonstrate positive communication skills.
- The student will recognize that others may have various points of view related to family and society that can be different from their own.
- The student will understand the need to respect the rights of others even if they disagree with the others' point of view.

INSTRUCTIONAL MATERIALS:

- Textbook
- News media
- Classroom resources
- Students with different ethnic backgrounds
- Internet

KEY TERMS:

- Communication
- Recognition
- Points of view
- Passive communicator
- Assertive communicator
- Aggressive communicator
- Rights

ASSESSMENT OPPORTUNITIES:

- Group debate (use proper debating guidelines)
- The student will develop a "Bill of Rights" for positive communication skills.
- Role play problems associated with communication among peers.
- Notebook
- Practice using "I" statements rather than "You" statements. Using "You" statements can be accusatory and make others feel defensive. For example: "**I feel** you should be helping me with the dishes". rather than "**You** should be helping me with the dishes".

PARENT / STUDENT ACTIVITY

- Student and parent/guardian develop a list of positive ways to respond to others who express different points view than their own.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 7
LESSON 1 of 1

SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the female and male reproductive organs, their functions, and locations.
- The student will identify and define additional male / female reproductive terms.

INSTRUCTIONAL MATERIALS:

- Overheads of labeled male / female reproductive organs.
- Diagrams of unlabeled male / female reproductive organs.
- Charts of male / female reproductive organs.
- Videos: “Puberty for Boys: Amazing Changes Inside and Out” and “Puberty for Girls: Amazing Changes Inside and Out”; (United Learning, 2001) Both videos should be shown to both sexes.

KEY TERMS:

3. Male repro anatomy

- Genitals
 - A. Penis
 - B. Scrotom
 - C. Testicles
- Urethra
- Sperm
- Pituitary gland
- Testosterone
- Prostate gland
- Vas deferens
- Erection and ejaculation
- Nocturnal Emissions (wet dreams)

4. Female repro. Anatomy

- Vulva
- Vagina
- Ovaries
- Uterus
- Fallopian tubes
- Estrogen & progesterone
- Ova-egg
- Cervix
- Pituitary gland
- Breasts

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Label blank diagrams of male / female reproduction

PARENT / STUDENT ACTIVITY

- See SOL:6.6, Grade 6, Lesson 1 of 1

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 7
LESSON 2 of 1

SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the cycle of menstruation.
- The student will review the reproductive process.

INSTRUCTIONAL MATERIALS:

- Diagrams of male / female reproductive organs

KEY TERMS:

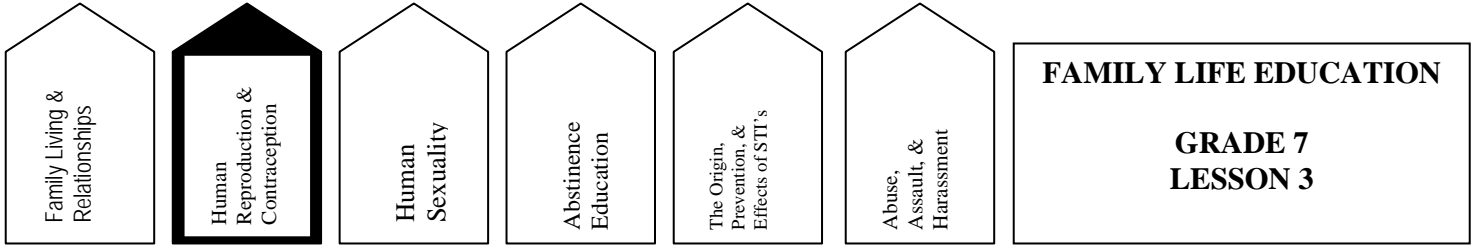
6. menstruation cycle
 - ovulation / menses
 - endometrium
 - menstruating
 - ova (egg)
 - menarche is first menstrual cycle
 - menopause is the final cycle
 - PMS (premenstrual syndrome)
 - Cramping, discomfort, moodiness
7. development of egg in ovary
8. development of sperm in testicle
9. fertilization of egg by sperm
10. 5 steps to fertilization:
 - Egg is released from ovary
 - Egg is in fallopian tube
 - Sperm is deposited at cervix
 - Sperm penetrates egg in fallopian tube
 - Fertilized egg attaches itself to the uterine wall
6. conception

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Identify 5 steps of fertilization

PARENT / STUDENT ACTIVITY

- See SOL 6.6, grade 6, Lesson 2 of 1



SOL: 7.8 The student will describe the signs and symptoms of pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will identify the physical and psychological changes of pregnancy.
- The student will become aware of medical testing to ensure a healthy and successful pregnancy.

INSTRUCTIONAL MATERIALS:

- Discussion
- School nurse
- Overheads (Conception to Birth)

KEY TERMS:

- | | |
|---|--|
| <p>1. Signs of pregnancy</p> <ul style="list-style-type: none"> • cessation of menstrual cycle • nausea (morning sickness) • fatigue • sensitivity in breasts • weight gain (change in appetite) • mood swings • cravings • skin changes • frequent urination | <p>2. Medical testing</p> <ul style="list-style-type: none"> • Contact medical physician • Urine test • Internal exam • Arrange for proper prenatal care (private physician or health department) |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Discussion and class participation

PARENT / STUDENT ACTIVITY

2. Discussions w/ teen on how family dynamics would change if teen got pregnant/fathered a child.
3. Discuss choices a pregnant teen must make. (parent child, termination, adoption)
4. Discuss Virginia state law concerning fatherhood: "Any male age 14 or older who father's a child in the state of Virginia must pay child support for his child until the child reaches age 18." (Cost is approx. \$40,000 to \$60,000 to raise a child, not including college)

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 7
LESSON 1

SOL: 7.2 The student will recognize the physical development of his/her sex characteristics and how they affect emotional and social growth.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review materials from SOL 6.1.
- The student will learn additional growth changes that occur during puberty.
- The student will understand how the physical development affects emotional and social growth.
- The student will review materials from 6.2 and 6.3.

INSTRUCTIONAL MATERIALS:

- Overheads
- Discussion of immaturity vs. maturity factors due to physical and emotional changes in genders.

KEY TERMS:

- Male
- A. Facial hair/beard
- B. Spontaneous erection
- C. Shoulders broaden
- D. Muscles develop
- E. Possible breast enlargement
- F. Hairline recession begins
- G. Permanent teeth all in
- H. Male hormone-testosterone
- I. Voice change

- Female
- A. Hips widen
- B. Waistline narrows
- C. Permanent teeth all in
- D. Female hormones estrogen and progesterone

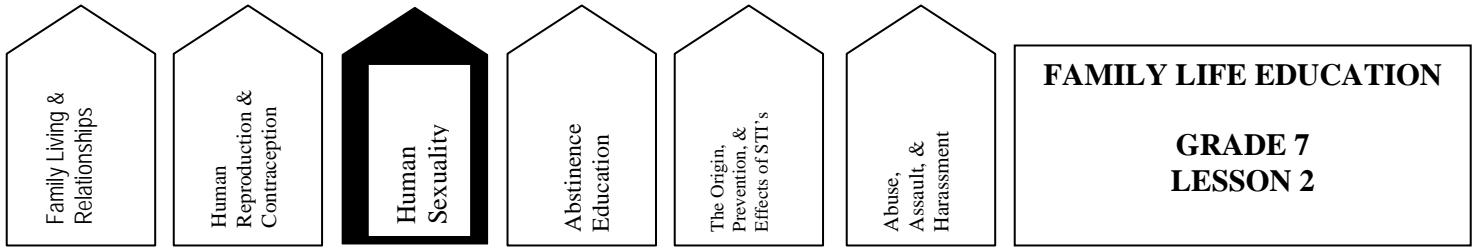
- Masturbation (self-stimulation of sexual organs)
- Orgasm
- Climax

ASSESSMENT OPPORTUNITIES:

- List all physical changes that occur.
- List emotional changes that occur.

PARENT / STUDENT ACTIVITY

- Discuss physical changes occurring during puberty and emotions that can occur.
- Have a parent list 5 physical changes that they remember from growing up.



SOL: 7.5 The student will identify messages in society related to sexuality.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will evaluate messages in society related to sexuality.
- The student will learn methods of controlling media’s sexual messages.

INSTRUCTIONAL MATERIALS:

- Magazine ads
- Taped commercials
- Role play
- DVD – “Straight Talk About Sex, Gender, and Media”, (MarshMedia, 2004)

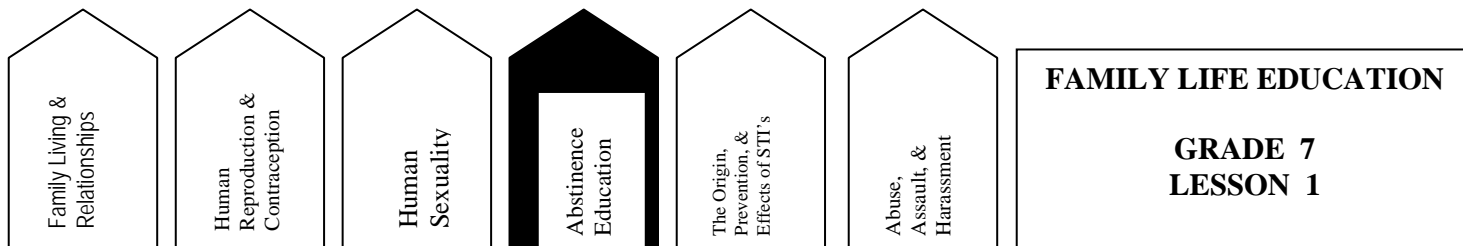
KEY TERMS:

- Identify the message-what is real vs. what is accepted in society.
- Controlling media’s influence
 - A. The critical viewer/listener will be able to control the implicit messages
 - B. Identify the message
 - C. Ignore or eliminate those that in his/her judgment are negative
 - D. Change channels
 - E. Close the magazine or leave the theater

ASSESSMENT OPPORTUNITIES:

- Give out advertisement ads and have students decipher message.

PARENT / STUDENT ACTIVITY



SOL:7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the difference between sexual feelings, and sexual desires.
- The student will be able to recognize that sexual feelings and desires are normal and to be expected.
- The student will be able to understand the difference between a need and a want (which is a desire) in a relationship.
- The student will be able to identify positive/assertive communication techniques to use when saying “no”.
- The student will be able to develop and practice refusal skills when presented with sexual advances.
- The student will be able to identify detrimental effects of teenage pregnancy, STI's, and the benefits of abstinence. (review from 6.6)

INSTRUCTIONAL MATERIALS:

- Role play
- Multi-media: power point, overhead, DVD/Video
- News media
- Guest speakers
- Health text books
- Practice responses to “pressure to have sex” lines.

KEY TERMS:

- Communication skills (Assertive, passive, or aggressive)
- Conflict resolution
- Teenage pregnancy
- STI's
- Sexual activity
- Abstinence
- Sexual feelings
- Sexual desires
- Need verses want
 - Need: a must do; a change in behavior that must be achieved to satisfy either your own or someone else's requirements.
 - Want: a desire; a recognition by you that some change in behavior or attitude must be achieved in order to satisfy your own inner wants.
- Advantages of Abstinence:
 - Be in control of your life
 - Experience fuller communication with those you care deeply about
 - Focus energy on establishing and realizing life goals
 - Develop respect for self
 - Have a greater trust in marriage
 - Develop an unselfish sensitivity
 - Enjoy being a teenager

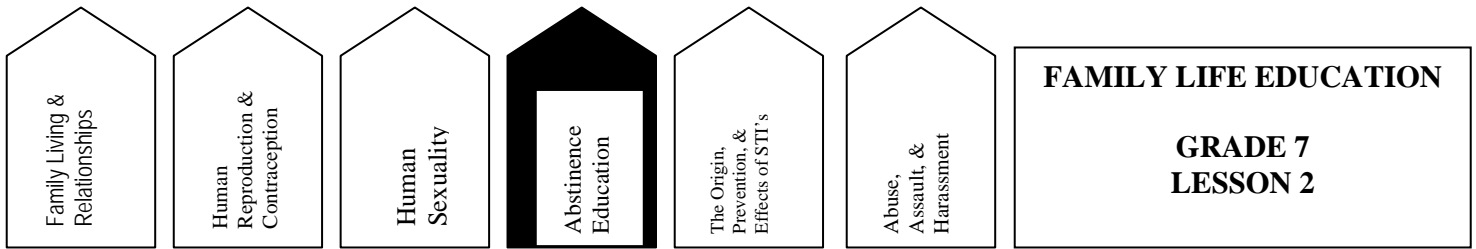
ASSESSMENT OPPORTUNITIES:

- Notebook check / journal entries
- Class participation / teacher discussion / lecture
- Written test

PARENT / STUDENT ACTIVITY

- Discuss the advantages of abstinence.
- Discuss the detrimental effects of teenage pregnancy.

- | | |
|---|--|
| <ul style="list-style-type: none">• Vocabulary test• Group Discussion/role play/debate | |
|---|--|



SOL: 7.6 The students will be aware of the consequences of preteen and teenage sexual intercourse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The students will be able to identify more specific effects of STI's, unwanted pregnancy, PID (pelvic inflammatory disease), cervical cancer, and HIV/AIDs.
- The student will be educated on the emotional impact and financial responsibilities of pre-marital sexual activities. (such as worrying about pregnancy, reputation, parents finding out, religious/moral impacts, impact/stress on the relationship)
- The students will identify positive reasons for abstinence.

INSTRUCTIONAL MATERIALS:

- Multi-media tools: power point, overhead
- News Media
- Text book
- Internal school resources.
- Guest speakers
- Charts (current)
- Quote (Former US Surgeon General C. Evertt Koop "When you have sex with someone, you are having sex with everyone they have had sex with for the last ten years")
- Posters

KEY TERMS:

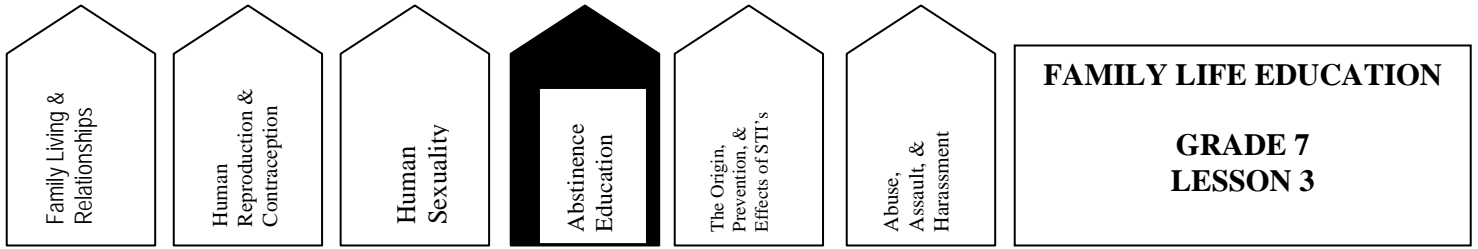
- Oral sex – Oral (using mouth) stimulation of sexual organs)
- Sexual intercourse
- Teenage pregnancy
- STI's
- HIV
- AIDS
- PID
- Cervical Cancer
- Abstinence
- Positive reasons for abstinence

ASSESSMENT OPPORTUNITIES:

- Participation
- Class discussion
- Notebook check
- Vocabulary quiz
- Brainstorming
- Role Play
- Group Debate – Pro's and con's of "having" vs. "not having" sex.

PARENT / STUDENT ACTIVITY

- Discuss the consequences of pre-marital sex with parents.
- Have the student and parent develop a chart comparing the differences between the reputations of sexually active kids today with kids from when their parents were growing up.
- Discuss the "facts" parents had about STI's while growing up as compared to the facts the student has today. (VD vrs. STD vrs. STI)



SOL: 7.7 The student will list the adverse consequence of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to list the adverse consequences of pregnancy before marriage. (emotional, social, economic)
- The student will be able to list positive benefits of postponing pregnancy until marriage.
- The student will be able to identify the effects of teen pregnancy on life-long goals.

INSTRUCTIONAL MATERIALS:

- Guest speakers
- Charts
- Power points
- Pamphlets
- Current statistics

KEY TERMS:

- Consequences of pregnancy in early adolescence
 - Physical effects on teen body (premature labor, prolonged labor, ectopic pregnancies (tubal pregnancy)
 - Physical effects on baby (prematurity, low birth weight, infant mortality, FAS “fetal alcohol syndrome”)
 - Reputation
 - Change of life-long goals
 - Lack of proper parenting skills and child care demands
 - Change of social life/status
 - Financial burden/job responsibility
- Effects on teen fathers
 - Emotional trauma
 - Marry prematurely
 - Low self-esteem
 - Poor academic skills (early drop out)
 - Burden of financial assistance to child
 - Higher risk of abuse towards mother and baby
- Advantages of Abstinence:
 - Be in control of your life
 - Experience fuller communication with those you care deeply about
 - Focus energy on establishing and realizing life goals
 - Develop respect for self
 - Have a greater trust in marriage
 - Develop an unselfish sensitivity
 - Enjoy being a teenager
 - Achieve religious / moral beliefs

ASSESSMENT OPPORTUNITIES:

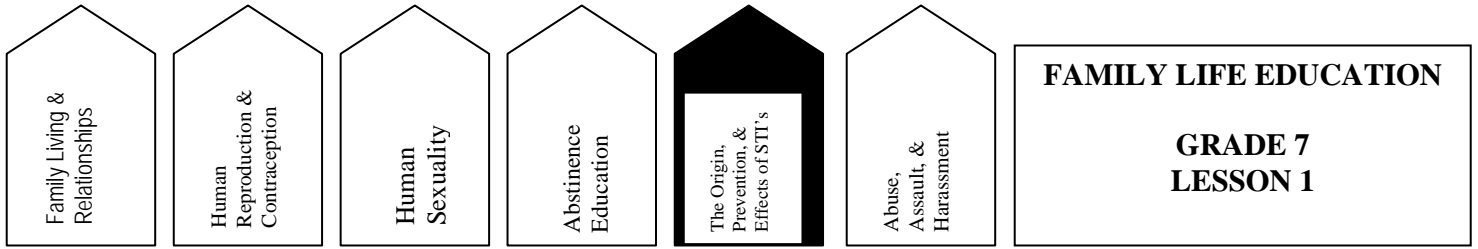
- Classroom discussion
- Journal entries / notebook
- Develop a list of benefits of postponing sexual activity (student developed poster)
- List three risks for teen premarital sexual activity.
- Test / Quiz
- Role play

PARENT / STUDENT ACTIVITY

- Discuss the adjustments and sacrifices that have to be made with school aged pregnancies.
- Have parent and student discuss the lifelong goals of the student and how premarital pregnancy would effect these goals. How would it affect the new “grandparents”.
- How would the student’s parent’s life path have

- Telling a parent about a pregnancy
- Showing reactions about reputation

changed if they would have had a child before marriage.



SOL: 7.11 (to be repeated in 8th grade)

The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including AIDS.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the causes, symptoms, etiology, treatments, transmissions and diagnoses of STI's (including - syphilis, gonorrhea, chlamydia, genital herpes, genital warts, crabs/pubic lice, and AIDS)
- The student will be able to identify high risk activities in the transmission of STI's, including HIV / AIDS.
- The student will be able to identify community resources for testing and treatment of STI's / AIDS

INSTRUCTIONAL MATERIALS:

- Visual examples(7th and 8th grade: photos may be shown)
- Health department
- School nurse
- Mary Washington Hospital
- CDC website
- Mary Washington Hospital Speakers Bureau
- Community resource book
- School counselor
- School social worker

KEY TERMS:

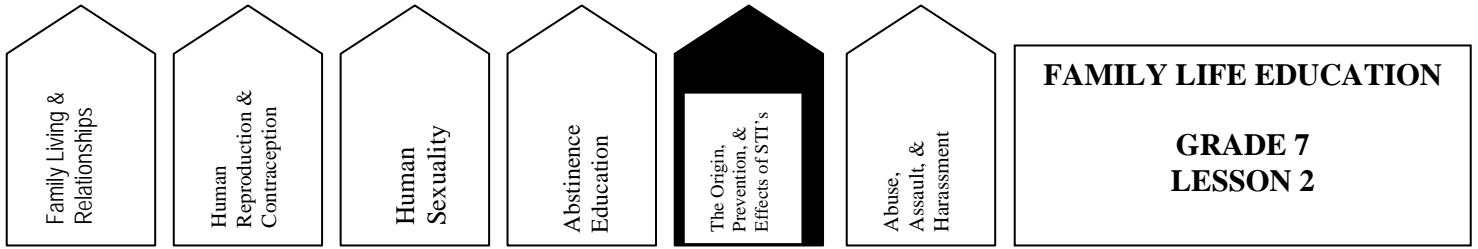
- STI's / AIDS (including - syphilis, gonorrhea, chlamydia, genital herpes, genital warts, crabs/pubic lice)
 - Causes
 - Symptoms
 - Etiology
 - Treatment
 - Prevention
 - Transmission
 - Diagnosis
- High risk behaviors
 - Types of sex (oral and vaginal)
- Chancere
- Antibiotic
- Treatable vrs. Curable
- Symptomatic vrs. Asymptomatic
- Community resources (private physician, health department, family planning clinics, Mary Washington Hospital)

ASSESSMENT OPPORTUNITIES:

- Written report a specific type of STI
- Presentation a specific type of STI
- Test / quiz
- Notebook/journal

PARENT / STUDENT ACTIVITY

- Parent night prior to FLE class.
- Discuss what the parent would do if their child contracted an STI.



SOL: 7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review factual information on STI's (HIV / AIDS, gonorrhea, crabs / pubic lice, chlamydia, herpes, genital warts, syphilis, PID, cervical cancer)...see 6.4 and 6.5
- The student will be able to describe the long term effects of STI's if left untreated.
- The student will be able to describe the emotional consequences of contracting an STI's (reputation, guilt, anxiety).
- The student will be able to describe the financial impacts of contracting an STI.
- The student will be able to recognize that choosing abstinence allows for freedom from the consequences associated with premarital sex.

INSTRUCTIONAL MATERIALS:

- Health department
- Pamphlets
- Speakers
- Red Cross
- Mary Washington Hospital
- School nurse
- Textbook
- CDC website

KEY TERMS:

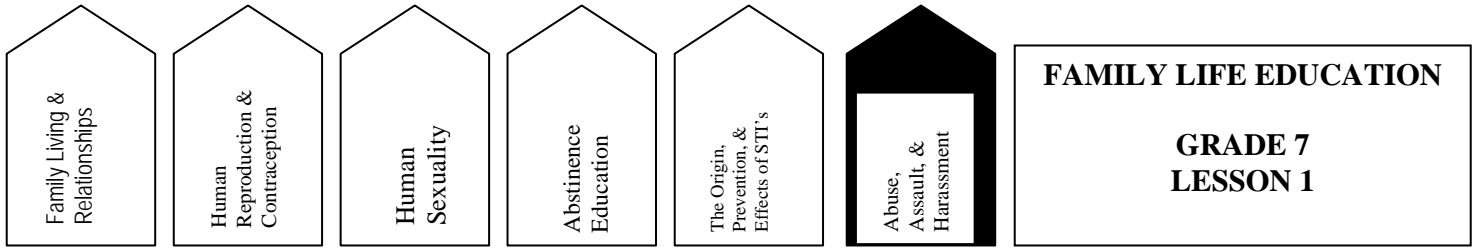
- STI's - (HIV / AIDS, gonorrhea, crabs / pubic lice, chlamydia, herpes, genital warts, syphilis, PID, cervical cancer)
- Symptomatic vrs. Asymptomatic
- Treatable vrs. Curable
- Viral vrs. bacterial
- HIV
- AIDS
- Emotional consequences of contracting an STI
 - reputation
 - guilt
 - anxiety
- Cost of an STI
 - Cost of medications
 - Cost of doctor visits
 - Loss of work (in some cases)

ASSESSMENT OPPORTUNITIES:

- Test / quiz
- Notebook / journal
- Student developed poster
- Research paper on a specific STI
- Poster on one of the *essential knowledge* topics from above.

PARENT / STUDENT ACTIVITY

- Parent night prior to FLE class
- Have the student "quiz" their parent or guardian on basic facts and long term repercussions of STI's.



SOL: 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify situations where molestation or sexual assaults may occur (car of acquaintances, chat rooms, unsupervised gatherings, public restrooms, public places such as bowling alleys, skating rinks, department stores, etc.)
- The student will be able to identify approaches that some molesters may use.
- The student will be able to identify resources for victims of molestation and assault.
- The student will be able to recall punishments for false accusations of sexual assault.
- The student will review ways to tell a person to stop when they are in an uncomfortable situation.

INSTRUCTIONAL MATERIALS:

- Create a resource wallet card of important community resources for student availability.
- Guidance counselor
- School nurse
- School social worker
- Resource officers

KEY TERMS:

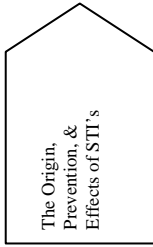
- Sexual assault
- Approaches
- Molestation
- Predators
- Chat rooms / internet / Myspace.com
- Refusal skills for uncomfortable situations

ASSESSMENT OPPORTUNITIES:

- Develop a skit to teach younger students the techniques some predators of children may use.
- Create wallet cards for student resources.
- Have students make a list of steps to follow when reporting a possible incident of sexual assault.

PARENT / STUDENT ACTIVITY

- The student and parent can make a list of rules to follow when on the internet.
- The student and parent can make a list of what is appropriate vs. inappropriate touching between friends, family and acquaintances.



FAMILY LIFE EDUCATION

GRADE 8

LESSON 1

SOL: 8.5 The student will recognize the nature of dating during adolescence.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will know that all people need to belong, need to be loved, and show affection.
- The student will understand the difference between love, desire, and infatuation.
- The student will understand that different relationships develop emotional and mental growth.

INSTRUCTIONAL MATERIALS:

- Health textbook
- Power point
- News media
- Guest speakers

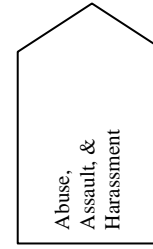
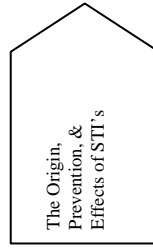
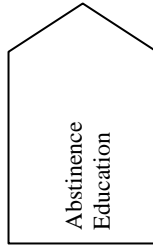
KEY TERMS:

- Infatuation
- Affection
- Relationships
- Physical
- Emotional
- Dating
- Desires
- Love

ASSESSMENT OPPORTUNITIES:

- Active participation in class discussion
- Notebook checks
- Vocabulary quiz

PARENT / STUDENT ACTIVITY



FAMILY LIFE EDUCATION

GRADE 8

LESSON 2

SOL: 8:10 The student will analyze the issues related to teenage pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify how teenage pregnancy will affect and impact their life, which includes:
 1. physical changes
 2. social changes
 3. emotional impacts
 4. legal aspects
 5. financial responsibilities
 6. educational – drop out rate among teenagers
 7. nutritional needs of mother and baby
 8. changes that will occur for teen mother and father’s families
- The student will understand the role and responsibility of a teenage father.

INSTRUCTIONAL MATERIALS:

- Guest speaker (internal school resources)
- Power point
- News media
- Health publications
- Guest speakers (outside of school)

KEY TERMS:

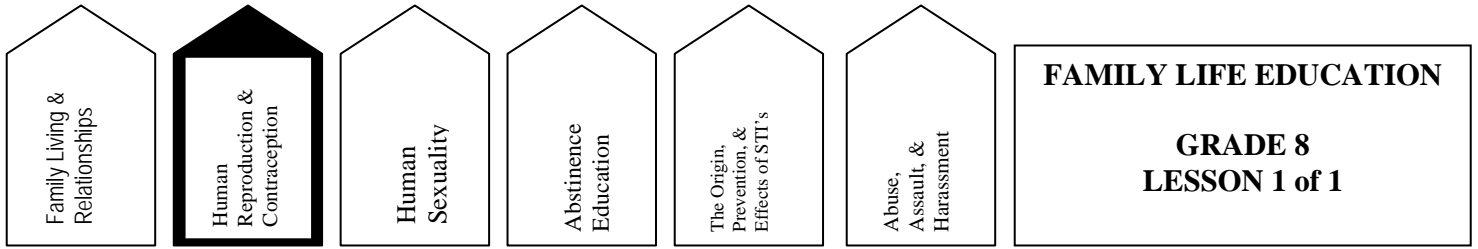
- Physical
- Emotional
- Legal
- Social
- Financial
- Role changes
- Adverse

ASSESSMENT OPPORTUNITIES:

- Vocabulary quiz
- Active participation in class discussion
- Notebook checks
- Role play

PARENT / STUDENT ACTIVITY

- The student and parent will discuss the VA state law concerning teenage fathers. (see SOL 7.8)



SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the female and male reproductive organs, their functions, and locations.
- The student will identify and define additional male / female reproductive terms.

INSTRUCTIONAL MATERIALS:

- Overheads of labeled male / female reproductive organs.
- Diagrams of unlabeled male / female reproductive organs.
- Charts of male / female reproductive organs.

KEY TERMS:

5. Male repro anatomy

- Genitals
 - A. Penis
 - B. Scrotom
 - C. Testicles
- Urethra
- Sperm
- Pituitary gland
- Testosterone
- Prostate gland
- Vas deferens
- Erection and ejaculation
- Nocturnal emissions (wet dreams)

6. Female repro. Anatomy

- Vulva
- Vagina
- Ovaries
- Uterus
- Fallopian tubes
- Estrogen & progesterone
- Ova-egg
- Cervix
- Pituitary gland
- Breasts

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Label blank diagrams of male / female reproduction
- Trace the pathway of sperm

PARENT / STUDENT ACTIVITY

- See SOL: 6.6, Grade 6, Lesson 1 of 1

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 8
LESSON 2 of 1

SOL: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the cycle of menstruation.
- The student will review the reproductive process.

INSTRUCTIONAL MATERIALS:

- Diagrams of male / female reproductive organs

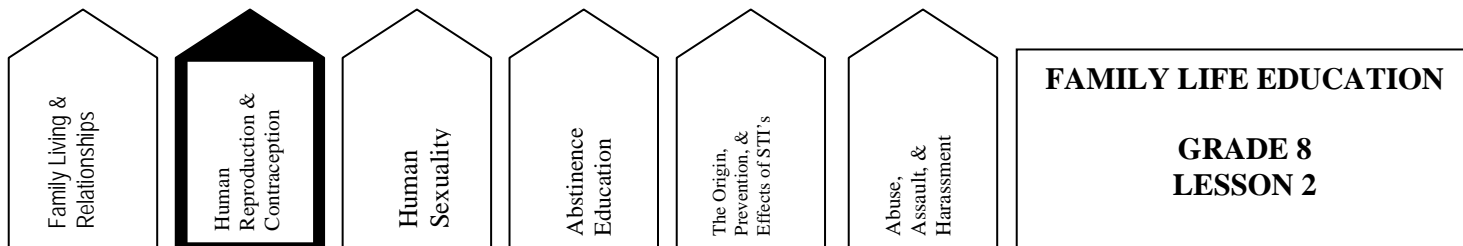
KEY TERMS:

11. menstruation cycle
 - ovulation
 - endometrium
 - menstruating
 - ova (egg)
 - menarche is first menstrual cycle
 - menopause is the final cycle
 - PMS (premenstrual syndrome)
 - Cramping, discomfort, moodiness
12. development of egg in ovary
13. development of sperm in testicle
14. fertilization of egg by sperm
15. 5 steps to fertilization:
 - Egg is released from ovary
 - Egg is in fallopian tube
 - Sperm is deposited at cervix
 - Sperm penetrates egg in fallopian tube
 - Fertilized egg attaches itself to the uterine wall
6. conception

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Identify 5 steps of fertilization

PARENT / STUDENT ACTIVITY



SOL: 8.11 The student will review the facts about pregnancy, prevention, and disease control.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy and STI's.
- The student will learn that barrier and hormonal methods are less than 100% effective against pregnancy and STI's.
- The student will be introduced to the different methods of contraception and their effectiveness of preventing disease and pregnancy.

INSTRUCTIONAL MATERIALS:

- Discussion
- Charts
- Posters
- Video – “Sex Smart for Teens: Birth Control” (Enjoy Videos, 27 min.) **Exclude video part on “The Condom Hunter”.** This segment demonstrates the use of a condom on a cucumber.

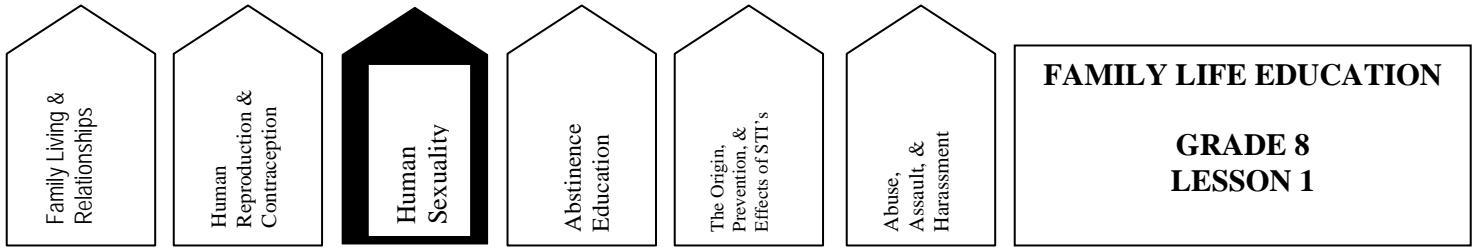
KEY TERMS:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Abstinence (100%) • Effectiveness • Contraception • STI (Sexually Transmitted Infection) • Barrier methods <ul style="list-style-type: none"> A. Male and female condoms (88%) B. Spermicides (foam) (79%) C. Diaphragm (94%) D. Cervical caps (93%) E. Sponge (90%) • Hormonal Methods <ul style="list-style-type: none"> A. Pill (99%) B. Injections (99%) C. Patch (99%) D. Ring (99%) | <ul style="list-style-type: none"> • Surgical Methods <ul style="list-style-type: none"> A. Tubal Ligation (99%) B. Vasectomy (99%) • Ineffective Methods <ul style="list-style-type: none"> A. Withdrawl B. Substitute Condoms (sandwich bags, balloons, etc.) C. Douching D. Urination after intercourse E. Positioning F. Using two condoms |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Written Assessment

PARENT / STUDENT ACTIVITY:



SOL: 8.1 The student will relate stages of human development to his or her own developmental level.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review human reproductive anatomy in “Human Sexuality” SOL: 6.1.
- The student will review the physical, emotional, and social changes in “Human Sexuality” SOL: 6.2.
- The student will understand that the physical, emotional, and social changes are normal and occur at different rates with each individual.
- The student will learn that self-acceptance is essential to personal development when becoming a teenager.

INSTRUCTIONAL MATERIALS:

- Human Sexuality SOL’s 6.1 & 6.2
- Overheads
- Speaker-school nurse, college student, guidance counselor, Mary Washington’s Speaker’s Bureau

KEY TERMS:

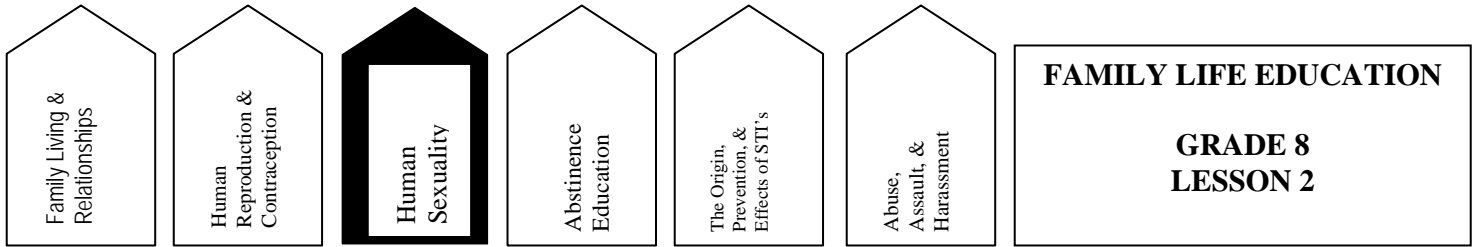
- Self-acceptance
- Human sexuality
- See “Reproductive Anatomy and Puberty Changes” in SOL’s: 6.1 & 6.2
- Define:
 - A. Physical – having to do with the body
 - B. Social – having to do with peers, friends, etc.
 - C. Emotional – having to do with how one feels
 - D. Mental – having to do with how one thinks

ASSESSMENT OPPORTUNITIES:

- Pretest on physical changes & reproductive anatomy
- Teacher generated worksheet (graphic organizer)

PARENT / STUDENT ACTIVITY

- Have student and / or parent take out a picture from 6th, 7th, and 8th grade and compare the physical, emotional, and social changes that have occurred.



SOL: 8.6 The student will interpret the messages in society related to sexuality.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed material, and graffiti.
- The student will be able to compare / contrast a product advertised (e.g. shampoo, deodorant, toothpaste, etc.) to determine the influence of sexually explicit messages.

INSTRUCTIONAL MATERIALS:

- Make commercials-put in groups and make a commercial on deodorant then have class evaluate methods used to sell the product.
- Taped commercials
- Music
- Music videos
- Popular TV shows
- Popular websites
- Review DVD from grade 7, SOL: 7.5 – “Straight Talk About Sex, Gender, and Media”, (MarshMedia, 2004)

KEY TERMS:

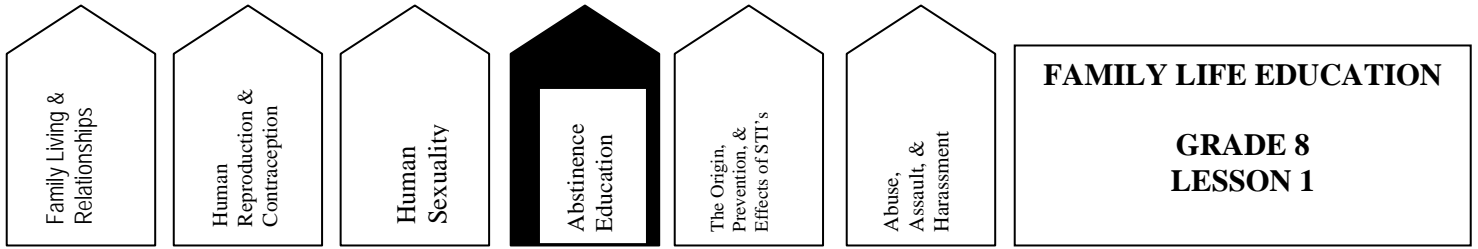
- Sexually explicit messages
- Advertising
- Graffiti

ASSESSMENT OPPORTUNITIES:

- Student responses to group messages.

PARENT / STUDENT ACTIVITY

- Choose a 30 minute show for parent and student to view. Tally the total number of results of sexual messages and compare results.



SOL: 8.7 The student will describe strategies for saying “no” to premarital sexual relations.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to differentiate between passive, assertive, and aggressive communication.
- The student will develop and practice “refusal skills” using assertive communication.
- The student will be able to learn why and how to say “no” to premarital sexual activities and to situations that challenge their own values.
- The student will be able to practice the five-step “P.R.I.D.E. Decision Making Process”.

INSTRUCTIONAL MATERIALS:

- Health textbook (decision making skills and refusal skills)
- Worksheets
- Motivational speaker
- Power point

KEY TERMS:

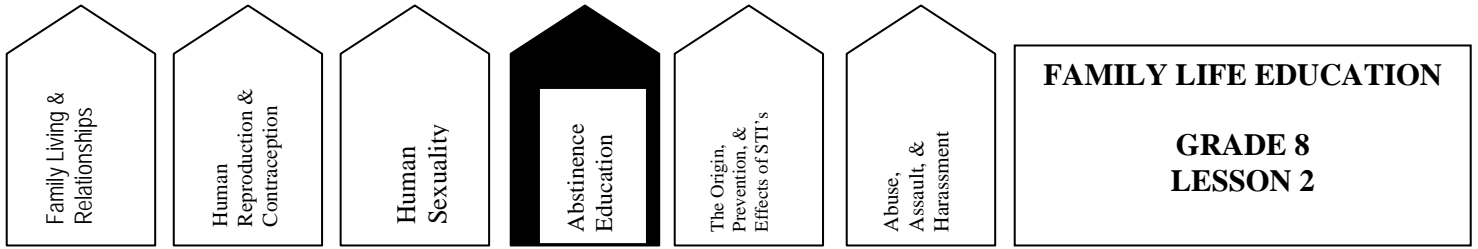
- Assertive communication (respecting the rights of others, the same as you expect others to respect yours; this type of communication is tactful but leaves no room for doubt about the speaker's intentions yet acknowledges the other person's needs and desires)
- Aggressive communication (attempting to force your desires on another in order to satisfy your own purposes and without consideration of the rights of the other)
- Passive communication (giving in to another's demands regardless of the consequences to yourself)
- Rules for assertive communication:
 - Be tactful.
 - Recognize and acknowledge the other person's needs and desires.
 - Recognize your own needs and desires.
- Refusal skills (ways to say “no” to negative peer pressure)

ASSESSMENT OPPORTUNITIES:

- Notebook / journal entries
- Role playing
- Saying “NO” worksheet.
- Develop a “Dear Abby” letter and have students respond.

PARENT / STUDENT ACTIVITY

- Have parent and student develop a list of ways to say no to sex.



SOL: 8.10 The student will analyze issues related to teenage pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the role of teenage father and his legal and financial responsibilities.
- The student will be able to understand the adverse impact on both the teenaged mothers and fathers families.
- The student will be able to understand the physical, social, emotional, and educational impacts of teen pregnancy.

INSTRUCTIONAL MATERIALS:

- Posters
- Guest speakers
- Power point
- Current statistics
- Library

KEY TERMS:

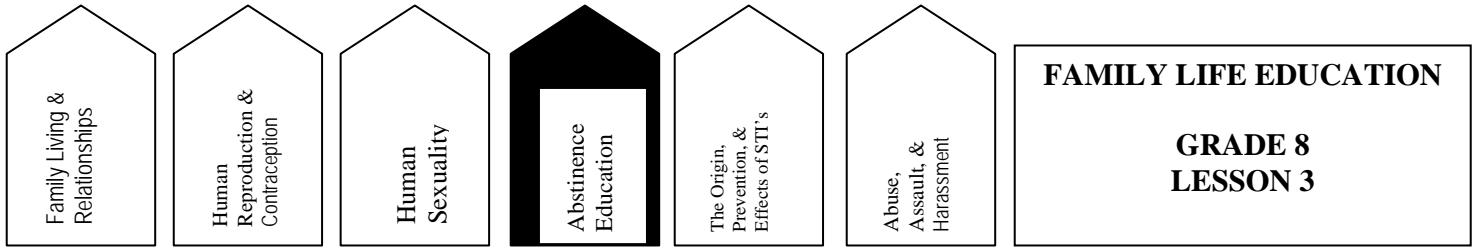
- Paternity (fatherhood; establishing paternity means that a judge must sign a court order stating who the legal father is for the baby's legal rights)
- Maternity (motherhood; both mother and father's social security numbers must be present on birth certificate)
- **FACTS:** The teenaged mother may become financially dependent on her family while on welfare or WIC. The teenaged father may also become more financially dependent on his family or on welfare. Both parents may lack job skills that hinder them from getting them into the work force.
- **LAW:** *Fatherhood responsibility* – Any male 14 years of age or older who fathers a child in the state of VA must pay child support for their baby until that baby reaches the age of 18. (approximately 60 to 80 thousand dollars...may increase with inflation).
- Implications of the teens parents:
 - Insecurities within the family structure
 - Withdrawn from society and friends
 - Lack of self awareness
 - Guilt
 - Fear of future
 - Lack of motivation
 - Financial struggles
 - Lack of trust
 - Change in family goals
 - Children of teenage mothers are more likely to become teen parents themselves.

ASSESSMENT OPPORTUNITIES:

- Research current costs of living and baby/child care expenses. (rent, baby needs, day care providers, food, gas, bills, etc.)

PARENT / STUDENT ACTIVITY

- Discuss with parent “children of teenage mothers are more likely to become teen parents themselves”.
- Have parent and student discuss VA state law concerning a teen father.



SOL: 8.11 The student will review facts about pregnancy prevention and disease control.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to understand that abstinence is the only guaranteed method of 100% effectiveness in preventing pregnancy and STI's.
- The student will be able to understand that the different methods of contraception are not always effective.
- The student will be able to understand that when practicing abstinence they are staying away from all types of sexual activity that can lead to pregnancy and the spread of STI's.

INSTRUCTIONAL MATERIALS:

- See strand "Human Reproduction and Contraception", SOL: 10.8 (grade 8, lesson 3)
- Textbook (Health)
- Video – "Sex Smart for Teens: Abstinence"; (Injoy Videos, 34 min.)
- Current Statistics on teen pregnancy and STI's.
- Quote "The only "safe sex" is a safe partner, and there are no "safe partners" which means complete abstinence".

KEY TERMS:

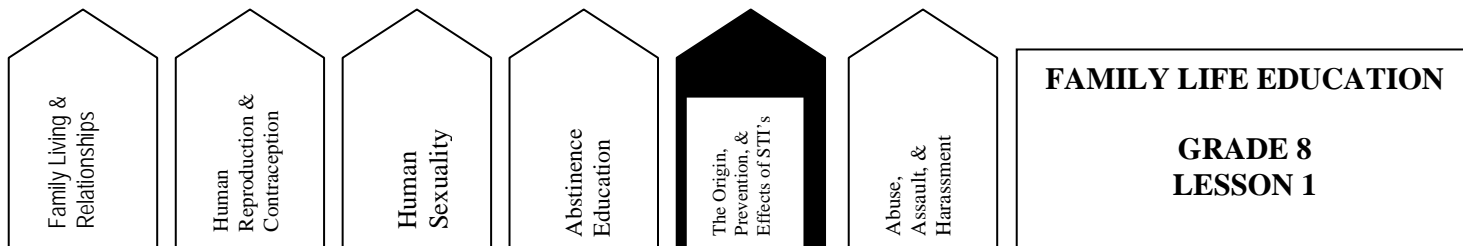
- Abstinence (the practice of abstaining from any sexual activity prior to marriage)
- STI
- Types of sexual activity (intercourse and oral sex)
- Monogamous

ASSESSMENT OPPORTUNITIES:

- Journal / notebook
 - "Diary entry "Can you wait until marriage to have sex"? (teacher may not want to read this entry...)
- List pro's and con's of remaining abstinent.
- Discussion

PARENT / STUDENT ACTIVITY

- Discuss religious/moral beliefs of remaining abstinent.
- Define with parents what it means to be monogamous.



SOL: 7.11 (to be reviewed from 7th grade)

The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including AIDS.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the causes, symptoms, etiology, treatments, transmissions and diagnoses of STI's (including - syphilis, gonorrhea, chlamydia, genital herpes, genital warts, crabs/pubic lice, and AIDS)
- The student will be able to identify high risk activities in the transmission of STI's, including HIV / AIDS.
- The student will be able to identify community resources for testing and treatment of STI's / AIDS

INSTRUCTIONAL MATERIALS:

- Visual examples(7th and 8th grade: photos may be shown)
- Health department
- School nurse
- Mary Washington Hospital
- CDC website
- Mary Washington Hospital Speakers Bureau
- Community resource book
- School counselor
- School social worker

KEY TERMS:

- STI's / AIDS (including - syphilis, gonorrhea, chlamydia, genital herpes, genital warts, crabs/pubic lice)
 - Causes
 - Symptoms
 - Etiology
 - Treatment
 - Prevention
 - Transmission
 - diagnosis
- High risk behaviors
 - Types of sex (oral and vaginal)
- Chancere
- Antibiotic
- Treatable vrs. Curable
- Symptomatic vrs. Asymptomatic
- Community resources (private physician, health department, family planning clinics, Mary Washington Hospital)

ASSESSMENT OPPORTUNITIES:

- Written report a specific type of STI
- Presentation a specific type of STI
- Test / quiz
- Notebook/journal
- Chart the causes, symptoms, etiology, treatment, prevention, transmission, and diagnosis of various STI's in poster format. Compare these in class.

PARENT / STUDENT ACTIVITY

- Parent night prior to FLE class.
- Discuss how a parent would respond to the news that their child contracted an STI.