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# INTRODUCTION

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In response to the requirements of section 22.1-207.1 of the Virginia Code, as enacted by the General Assembly in March, 1987, the Harrisonburg City School Board appointed a broad-based school/community team to guide the development of a Family Life Education Program for students in kindergarten through grade twelve. Members of the team are as follows:

1. Jack Cavanaugh, Chairman  
Dropout Prevention Coordinator  
Harrisonburg City Schools
2. Andrea Berrigan  
Waterman School Parent
3. Sonja Bible, Director  
Harrisonburg Social Services
4. Mary Evelyn Bodkin, Health  
and Physical Education Teacher  
Harrisonburg High School
5. Edwin Bumbaugh, Case Manager  
Harrisonburg/Rockingham  
Big Brothers-Big Sisters
6. Lee Dellinger, Health and  
Physical Education Teacher  
Harrisonburg High School
7. Joan French, Guidance Counselor  
Keister School
8. Dr. Frank Gearing, III  
Physician  
Spotswood School Parent
9. Jack Hale, Teacher and Coach  
Harrisonburg High School
10. JoAnne Hughes, Program  
Coordinator  
Women's Health Focus  
Rockingham Memorial Hospital
11. Wilhelmina Johnson  
Harrisonburg Social Services
12. Sue Layman  
Keister School Parent  
(past PTSA President)
13. Brian Lineweaver, 10<sup>th</sup> grade student  
Harrisonburg High School
14. Wayne Modisette  
Thomas Harrison School President
15. Dr. Greg Montgomery, Surgeon  
Concerned Citizens of the Shenandoah  
Valley Group  
Keister School Parent
16. Carson I. Moore  
School Board Member  
Harrisonburg City Schools  
Thomas Harrison School Parent
17. Gail O'Donnell, Health and Physical  
Education Teacher  
Thomas Harrison School
18. Wesley Redmond  
Harrisonburg High School Parent
19. Mary DeVier-Scott  
Sixth Grade Teacher  
Waterman School

20. Rayne Scott, 11<sup>th</sup> grade student  
Harrisonburg High School
21. John Seal, Health and Physical Education  
Teacher  
Thomas Harrison School
22. Dr. John F. Sloop, Minister  
First Presbyterian Church  
Keister School Parent
23. Marian Sticklely  
Director of Instruction  
Harrisonburg City Schools
24. Dr. Richard Travis  
Professor of Physical Education and  
Health Science, James Madison  
University  
Harrisonburg High School Parent
25. Doris Whitmore, Director Harrisonburg-  
Rockingham Health Department
26. Sheryl Wise  
Spotswood School
27. Dr. Walter M. Zirkle  
Physician (Obstetrics & Gynecology)

Recognizing the challenge it had been given, this diverse group, through committee process, worked to establish age-appropriate, grade level objectives of Family Life Education for students in the Harrisonburg City Schools. These objectives, as the Code requires, address family living, community relationships, the value of postponing sexual activity until marriage, human sexuality, human reproduction and contraception, and the etiology, prevention and effects of sexually transmitted diseases. In addressing this content, the program promotes parental involvement, fosters positive self-concepts and respect for others, emphasizes abstinence and provides mechanisms for coping with peer pressure and the stresses of modern living including substances abuse and child abuse.

The School/Community Involvement Team recognizes that Family Life Education is a continuous process of instruction and guidance which contributes to the social, emotional, physical and intellectual well-being of students. Ideally, it should be provided by the home, church, school and community. The school-based program, as recommended by the following objectives, addresses directly the following goals of public education in Virginia:

- develop personal standards of ethical behavior and moral choices;
- participate in society as a responsible family member and citizen;
- develop a positive and realistic concept of self and other; and
- practice sound habits of personal health and physical fitness.

In order for students to accomplish the broad goals of public education, specific outcomes of the Harrisonburg City School Division's Family Life Education Program must be established as follows. The students will:

1. understand and appreciate the roles of family members;
2. understand the characteristics of interpersonal relationships which contribute to positive and effective family life;
3. develop effective interpersonal skills;
4. develop a positive self-concept;
5. appreciate the world and uniqueness of all persons;
6. understand the physical, emotional and social development of humans
7. develop an appropriate vocabulary related to human sexuality and human reproduction;
8. understand the process of human reproduction;
9. develop appropriate values and understanding of human sexuality;
10. develop wholesome attitudes towards his/her own sexuality;
11. understand the etiology, prevention, and effect of pregnancy, sexual exploitation and sexually transmitted diseases;
12. develop appropriate attitudes for responsible adulthood, especially regarding participation as a parent, a member of a family unit, and a community member; and
13. develop short, and long-term plans for achieving career and lifelong goals.

Important elements in the successful implementation of the Family Life Education Program must be continued parent/community involvement and appropriate teacher training. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical. Provision must be made for an ongoing review of curriculum and instructional materials and an “opt-out” procedure must be provided to ensure communication with parent or guardian for students to be excused from sensitive parts of the program. A plan must be developed to include appropriate instruction in Family Life Education in the individualized education plan (I.E.P) of all handicapped students.

Individuals who teach Family Life Education must be trained in its content, teaching strategies, use of materials, assessment methods and ways to involve parents. Recognizing that the most effective Family Life Education for young people comes from a team approach by the home, church, school and community, teachers should encourage students to discuss it with parents and religious leaders and appropriate community resources.

The Family Life Education Standards of Learning Objectives approved by the Virginia Board Of Education have been used as a resource and guide for establishing the local learning objectives and descriptive statements carefully the wording of each objective and statement and made grade level designations for them according to age appropriateness in relation to local students’ developmental stages and abilities.

# FAMILY LIFE EDUCATION

## Kindergarten

K.1 The student will experience success and positive feelings about self.

Descriptive Statement: This includes experiencing success in school work and home tasks; pride in his or her body, the effective handling of routine situations, and acceptance from others. These experiences are provided by the teacher through the climate of the classroom environment. 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 used 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. This approach is reinforced by other school personnel and parents 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 recognize that everyone is a member of a family and that families come in many forms.

Descriptive Statement: This includes a variety of mainly 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, 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 identify members of his or her own family.

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

Descriptive Statement: The focus is on the positive words and actions which convey care, protect, 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.7 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 health for the individual and for the family.

K.8 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 cleaning or medical care for a 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.

K.9 The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, peers, 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, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

K.10 The student will identify “feeling good” and “feeling bad.”

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expression of feelings at home and to work with the teacher in a team approach to achieving this and other objectives.

K.11 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 place.

# FAMILY LIFE EDUCATION

## First Grade

- 1.1 The student will experience the success and good feelings about self.

Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, 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 have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem at home.

- 1.2 The student will experience continuing respect from others.

Descriptive Statement: Teacher's 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, and peer on peer touching, are discussed.

- 1.3 The student will become aware of the effects of his or her behavior on others and the effect 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 other's behavior affects him or her. The child learns to respect others and their feelings.

- 1.4 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.

- 1.5 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.

- 1.6 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 way 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, story telling, and creative drama.

- 1.7 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.

- 1.8 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, peers, 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, teacher, minister, grandparent, or guardian, about such incidents when they occur.

- 1.9 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: two parent families, 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 woman with children from previous marriages.

- 1.10 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 meeting the needs of elderly or handicapped family members, and providing for fun and play.

- 1.11 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.

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. Parents are encouraged to assist with this objective during the course of normal family activities.

# FAMILY LIFE EDUCATION

## 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 handicap 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 and support for children include foster parents; child-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

- 2.3 The student 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.

- 2.4 The student will become aware of the need to take responsibility for the effect of his or her behavior on others.

Descriptive Statement: Through daily classroom experience, 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.

- 2.5 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 such as bullying and peer on peer touching.

- 2.6 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, peers, and 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 are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

# FAMILY LIFE EDUCATION

## 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 drama) 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 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 attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends include: verbal or physical aggression; embarrassing or criticizing the friend; peer on peer sexual touching; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group.

- 3.4 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

- 3.5 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.

Descriptive Statement: Changes which occur include moving, the addition or birth of a sibling, the birth of a handicapped child, 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 team approach to problem solving.

- 3.6 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.

Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings, reading books, and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.

- 3.7 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, peers, and others.

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying “thank you.” Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. Other responses to inappropriate approaches include saying “no”, getting away from the person quickly, or telling a person that he or she does not like the touch.

- 3.8 The student will practice safety rules in the home.

Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

- 3.9 The student will become aware that babies grow inside the mother’s body in a special place called the uterus.

Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

- 3.10 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.

# FAMILY LIFE EDUCATION

## Fourth Grade

- 4.1 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, bullying, sexual abuse, sexual harassment, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior.

- 4.2 The student will develop positive reactions to his or her strengths and weaknesses.

Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

- 4.3 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 and communication with handicapped family members.

- 4.4 The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement: The terms child abuse, child neglect, sexual abuse and sexual harassment are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

- 4.5 The student will identify factors contributing to the use of drugs.

Descriptive Statement: The focus is on the 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.

- 4.6 The student will recognize the dangers of substance abuse.

Descriptive Statement: The focus is on the 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.

# FAMILY LIFE EDUCATION

## Fifth Grade

- 5.1 The student will define the structure and function of the endocrine system.

Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

- 5.2 The student will identify physical changes that begin to occur during puberty.

Descriptive Statement: The individual differences in growth patterns associated with male and female physical changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of physical changes and growth patterns vary with individuals and that this is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. In addition, the importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

- 5.3 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

- 5.4 The student will describe the effects of personal hygiene on one's self-concept.

Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Toxic shock syndrome and its relation to cleanliness are included.

- 5.5 The student will identify the human reproductive organs in relation to the total anatomy.

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

- 5.6 The student will explain how human beings reproduce.

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

- 5.7 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.

Descriptive Statement: Students learn that at the end of nine months of development the baby leaves the mother's body. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

- 5.8 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.

Descriptive Statement: There is none

- 5.9 The student will examine the messages from mass media related to sexuality.

Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation.

- 5.10 The student will identify reasons for avoiding sexual activity prior to marriage.

Descriptive Statement: The psychological, social, and the physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem.

- 5.11 The student will become aware of the existence of sexually transmitted diseases.

Descriptive Statement: The nature and myths regarding sexually transmitted diseases, including acquired immune deficiency syndrome (AIDS), is introduced. AIDS is explained as a terminal illness.

- 5.12 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.

Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior or smoking, alcohol or drug use, theft, vandalism, premarital sexual relationships, and sexual harassment.

- 5.13 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 or incest, sexual harassment, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

- 5.14 The student will recognize the importance of contributing to a constructive group activity.

Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

- 5.15 The student will develop an increased understanding of the 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. Nontraditional career roles of males and females are discussed and options for the life-long goals of women are presented.

# FAMILY LIFE EDUCATION

## Sixth Grade

### **Instructional Objectives:**

- 6.1 The student will explain the effects of growth on development, attitudes and interests.

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and nongroup relationship (cliques and loners), peer pressure, boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

- 6.2 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, instability of emotions and ways of expressing these emotions appropriately, and approaches to developing a positive attitude towards one's sexuality.

- 6.3 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 deodorant, for the use and disposal of pads and tampons, and for clean clothing.

- 6.4 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 the decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made.

- 6.5 The students will evaluate the messages from the media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation and stereotyping is stressed.

- 6.6 The student will summarize the process of human reproduction and the benefits of premarital abstinence.

Descriptive Statement: This is a review of the reproductive process and the detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social economic, and physical consequences.

6.7 The student will recall basic facts about non-sexually transmitted diseases.

Descriptive Statement: Diseases of the genitalia common to adolescents which are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

6.8 The student will be able to describe the etiology effects and transmission of the AIDS virus.

Descriptive Statement: Instruction includes factual information regarding the AIDS virus 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.

6.9 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse, and sexual harassment.

Descriptive Statement: This is accomplished by defining the type of abuse and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse and family violence.

6.10 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 the society represented with the emphasis on genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, family violence and the hazards of "secondhand" smoking. Information on local community resources for obtaining help with these problems is included.

6.11 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, 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, 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.

## FAMILY LIFE EDUCATION Seventh Grade

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

Descriptive Statement: Content includes identification of personal interactions, Communication skills, ways of meeting emotional, physical, and intellectual needs and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

- 7.2 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process.

- 7.3 The student will realize the role of the peers and peer group during adolescence and the nature and purpose of dating.

Descriptive Statement: Discussion focuses on the qualities of friendships, 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 behavior and fulfilling dating responsibilities.

- 7.4 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.

Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. The student also is instructed in modes of handling the personal anxieties encountered frequently by adolescents. Such anxiety has led to increased dropout and teen suicide problems.

- 7.5 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 and students predict the possible outcomes of decisions made.

- 7.6 The student will identify messages in society related to sexuality.

Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials and graffiti. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any

negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components.

- 7.7 The student will be aware of the consequences of preteen and teenage sexual intercourse.

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted diseases, including AIDS, pelvic inflammatory disease (PID), cervical cancer, unwanted pregnancy and discussion about reputation, guilt, and anxiety. Discussion includes also the emotional and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with abstinence during the preteen and teenage years.

- 7.8 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.

Descriptive Statement: Sexual feelings are interpreted as normal and to be expected but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution and alternatives. Ways to say “no” to premarital sexual relations and ways that students can support each other in saying “no” are presented. In addition the detrimental effects of teenage pregnancy, the nature of sexually transmitted diseases and the benefits of delaying sexual activity until marriage are reviewed.

- 7.9 The student will list the adverse consequences in early adolescence as well as the positive benefits of postponing pregnancy until marriage.

Descriptive Statement: Instruction includes review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, physical, social and economic impact on young parents, on their families and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student’s life-long goals and the potential achievements are emphasized, particularly in view of the many personal and career options available to women.

- 7.10 The student will develop an understanding of responsibility for family planning.

Descriptive Statement: Content includes reasons for family, the role of the family physician, community resources and reliable contraception. Abstinence is emphasized as the only method that is 100% effective in minimizing the possibility of contracting sexually transmitted diseases.

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

Descriptive Statement: Topics include nature, symptoms, treatment transmission and diagnosis of the following diseases in addition to AIDS; syphilis, gonorrhea, Chlamydia and genital herpes. In addition, myths are dispelled; for example students learn that one cannot contract a sexually transmitted disease from dirty dishes or clothing. High-risk activities, such as needle sharing, intravenous drug abuse, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

- 7.12 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.

Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation and sex response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding spontaneous erections, nocturnal emissions, masturbation, homosexuality and differences in growth rates and development.

- 7.13 The student will explain techniques for preventing and reporting sexual harassment, 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 which could provide opportunity for molestation, including the homes and cars of acquaintances where no appropriate supervision is available. Key terms are defined, approaches used by molesters are identified and explained. Common resources for victims of molestation and assault are identified.

- 7.14 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.

- 7.15 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.

# FAMILY LIFE EDUCATION

## Eighth Grade

- 8.1 The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction includes support skills for the decision-making process, assertive communication, and identification of personal conflicts and conflict resolution. Lifelong educational, career and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives.

- 8.2 The student will recognize the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship.

- 8.3 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music, videos, television, films, printed materials and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed.

- 8.4 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. Differences in gender development are noted.

- 8.5 The student will describe strategies for saying "no" to premarital sexual relations.

Descriptive Statement: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say "no" to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

- 8.6 The student will describe the effects of alcohol and drug abuse on families and peer relationships.

Descriptive Statement: The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family are also emphasized, including family violence.

- 8.7 The student will identify the effects and prevention of sexual harassment, sexual assault, rape (including date rape), incestuous behavior and molestation.

Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no" and identifying other alternatives. Information on referral services also is provided.

- 8.8 the student will review the facts and analyze the issues related to teenage pregnancy, pregnancy prevention and disease control.

Descriptive Statement: Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational and nutritional implications of teenage pregnancy also are discussed. Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100% effective in minimizing the possibility of contracting sexually transmitted diseases.

- 8.9 The student will review the ways in which the AIDS virus is transmitted and techniques for preventing this disease.

Descriptive Statement: This involves describing behaviors including homosexuality that puts one at risk; dispelling myths regarding the transmission of the disease and stressing abstinence and rejection of the use of illegal, intravenous drugs. The use of condoms in preventing the spread of AIDS is discussed.

- 8.10 The student will late stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age according to their developmental level; physically, mentally and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

- 8.11 The student will be able to recall the process of reproduction.

Descriptive Statement: Review will include anatomy, physiology, conception, fertility, fetal development, childbirth, prenatal care and spontaneous abortion.

- 8.12 The student will describe the signs and symptoms of pregnancy.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

# FAMILY LIFE EDUCATION

## Ninth Grade

### **Instructional Objectives:**

- 9.1 The student will trace the human growth cycle in relation to parenting skills from the prenatal period through the elderly stage.

Descriptive Statement: Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly- is related to the complexity of child rearing and to the need for maturity before parenthood. Life-stage development is presented also to help students gain appreciation of their own development.

- 9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society. Some emphasis should be placed on having each student feel comfortable about their family form.

- 9.3 The student will recognize that the development of sexual identity is one aspect of his/her evolving personality.

Descriptive Statement: Topics include the development of one's sexual identify as a man or a woman and various sexual orientations that may evolve such as heterosexuality, bisexuality, and homosexuality. Internal and external conflicts associated with problems of sexual identity are addressed. Myths as well as societal influences and conflicts associated with different sexual variations will also be discussed. The process of the development of one's sexuality will be viewed as a wonderful phenomenon, but one which also involves the development of responsibility and personal integrity.

- 9.4 The student will review and apply the decision-making process.

Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, and reason as bases for decision making.

- 9.5 The student will review the nature and purpose of dating.

Descriptive Statement: Topics include understanding family guidelines, the importance of parental supervision, the functions of dating, and coping with the pressures experienced in dating situations. Discussion also focuses on the importance of group dating, rather than dating as a couple in early adolescence. It should be made clear that it is also okay and normal not to date. The emphasis should be on the socialization process where one is learning to relate to and interact with others, to form friendships, and to develop healthy relationships.

- 9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say “no” in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior. Emphasis should be placed on the positive benefits of abstinence.

- 9.7 The student will review the effects and prevention of sexual harassment, sexual assault, rape (including “date rape”), incestuous behavior, and molestation.

Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others.

- 9.8 The student will relate the effects of various substances, genetic disorders, and environmental hazards to the individual during the stages of the life cycle.

Descriptive Statement: Emphasis is on the possible effects of smoking, prescription and nonprescription drugs, alcohol, genetic disorders, and environmental hazards during pregnancy, adolescence and the general effects on daily functioning.

- 9.9 The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.

Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, 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.

- 9.10 The student will demonstrate knowledge of pregnancy prevention and disease control.

Descriptive Statement: Topics include a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control. 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.

- 9.11 The student will explain the transmission and prevention of the AIDS virus.

Descriptive Statement: This is a review of the ways in which the AIDS virus is transmitted, and the techniques for preventing this disease.

- 9.12 The student will identify the effects of discrimination.

Descriptive Statement: The teacher helps students identify forms of discrimination including ageism, racism, and sexism and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families.

9.13 The student will begin to identify educational and career goals.

Descriptive Statement: Students formulate educational and career objectives. A “life goals” project provides the structure for achieving this objective, and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females.

9.14 The student will describe the laws relating to family life issues.

Descriptive Statement: Content includes those sections of the law that relate to sexual conduct and misconduct, minors rights, elective abortion, adoption, and child and spouse abuse.

9.15 The student will become aware of the functions of community agencies involved in family life issues.

Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims and abusers; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment; suicide prevention; prevention and treatment of sexually transmitted diseases; teaching parenting skills; providing assistance for families with birth defective children; general and specialized medical services including the role of the family physician and local health department; the police department and other safety agencies, and community services provided by religious organizations.

9.16 The student will explore a young person’s motivations for and alternatives for an unintended pregnancy.

Descriptive Statement: Topics will include teens’ motivations for intercourse and options if pregnancy would occur such as marriage, keeping the child, adoption, and abortion.

# FAMILY LIFE EDUCATION

## Tenth Grade

### **Instructional Objectives:**

- 10.1 The student will determine how maturation affects adolescents.

Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.

- 10.2 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.

Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or single person. The relationship of the family unit to the community and the world is stressed.

- 10.3 The student will explain how television can have both positive and negative effects on the development of individuals-children, adolescents, and adults.

Descriptive Statement: Content includes types of messages conveyed on television; techniques for analyzing television programs and commercials; and strategies for evaluating television offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide, and to promote violence.

- 10.4 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 other, and social justice are discussed as well as the development of moral and ethical systems.

- 10.5 The student will use the steps in the decision-making process to solve specific problems.

Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

- 10.6 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.

Descriptive Statement: The content should include the awareness of the influence of what is considered “macho”, romantic, or glamorous and should lead to the realization that every sexual feeling does not require a sexual action. Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through positive body language and caring gestures, rather than through premarital sexual intercourse.

- 10.7 The student will recognize the need to abstain from premarital sexual intercourse.

Descriptive Statement: Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized, especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals. In addition, abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy.

- 10.8 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying “No” to undesirable behavior.

Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying “no” in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.

- 10.9 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Descriptive Statement: Friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication and individual and family roles are stressed.

- 10.10 The student will explain the factors to be considered in preparing for dating and marriage.

Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection.

- 10.11 The student will examine factors to be considered in life-goal planning.

Descriptive Statement: The factors include lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

- 10.12 The student will evaluate individual strengths and weaknesses in relation to personal, education, and career goals.

Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short and long term goals, formulating action plans, establishing priorities, and using school and community resources, Emphasis is placed on the variety of choices available to young women and the need for sound decision-making.

- 10.13 The student will describe the signs and symptoms of pregnancy.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

- 10.14 The student will review the factors associated with a healthy pregnancy.

Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs as well as the effects of sexually transmitted diseases, including AIDS. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

- 10.15 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, stillbirth, and premature birth; and the stages of fetal development prior to the birth.

- 10.16 The student will describe available birthing options.

Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth are explained.

- 10.17 The student will identify the stages of the birthing process.

Descriptive Statement: The stages of the birthing process including the onset of the process and the three stages of labor and delivery-dilation, birth, and expulsion of the placenta.

- 10.18 The student will express his or her own attitude toward parenting.

Descriptive Statement: This centers on the student's opinions about parenthood possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It includes also discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s).

- 10.19 The student will develop skills in making parenting decisions.

Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, and maturity.

10.20 The student will analyze the skills and attitudes needed to become a competent parent.

Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Emphasis is placed on the joint participation of mother and father and sharing of parenting responsibilities. The point is made that single parents can receive support from friends, from the extended family, and from community resources.

10.21 The student will describe adjustments to be made after the birth of a child.

Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a new born infant is examined, including the effects of income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

10.22 The student will calculate the personal considerations and financial costs of childbearing.

Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.

10.23 The student will identify criteria for selecting adequate child care services.

Descriptive Statement: This is achieved by guiding the student in identifying child care alternatives and in establishing guidelines for selecting appropriate care, considering preschool education, after-school day care, the problems of children in self-care (latchkey) situations, and the need for quality and quantity of time in maintaining the well being of the child.

10.24 The student will compile a list of services 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, day care centers, nursing homes, and the department of health.

10.25 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 education information about child care and parenting, and family planning resources.

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# **RECOMMENDATIONS**

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By

The Community Involvement Team

For

The Harrisonburg City School Division

## RECOMMENDATIONS

1. Following presentation to the Harrisonburg City School Board, copies of this document shall be placed in each school, at the central office and at the Simms Building for public review. Notice of the access shall be given in the local paper. Forms shall be provided at each site for written comment. These comments shall be collected and reviewed by the School/Community Involvement Team. Based on the comments received from the public, changes, modifications or further recommendations will be made to the school board. These recommendations could include a proposal for a public forum.
2. A Family Life Education Specialist should be employed by the Harrisonburg City School Division whose duties would include the following:
  - a. Direct the development and writing of curriculum, ensuring instruction for all objectives in the proper sequence.
  - b. Serve as a resource for classroom teachers, both in handling sensitive areas of the curriculum and in locating materials and community persons and agencies for guest speakers and as general program support.
  - c. Provide an ongoing training program for teachers.
  - d. Identify agencies/organizations/support systems which may be used as resources for the program.
  - e. Involve the community in understanding and supporting the program.
  - f. Manage the delivery, evaluation, and updating of the program according to state regulations.
3. Those persons selected to teach the Family Life Education Program shall participate in the training program sponsored by the department of education and other inservices/activities as they are available.
4. In kindergarten through grade one, Family Life Education should be taught in health, science, and social studies by the regular classroom teacher. In grades four through eight, Family Life Education should be taught as a part of the health classes. In grades nine through ten, the program should remain in health and physical education with expansion of the time allotted for the units beyond the current fifteen days. The eleventh and twelfth grade objectives should be combined for a required semester course that the student must take in either the eleventh or twelfth grade. A specialist in life skills (life science/home economics) should teach the course.
5. The format for curriculum writing should be clear, objective and as teacher ready as possible. Grade level curriculum writers for grades seven through ten should work together to avoid overlapping information, emphasis, and teaching activities.
6. Medical professionals and other community persons and agencies shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and parents.
7. An "Opt-out" procedure shall be provided to ensure communications with parent or guardian for permission for students to be excused from the instructional activities identified as sensitive.

8. As curriculum is developed and implemented, means will be found to share it with parents and the community. There must be an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction. During instruction in grades five through twelve, information will be shared regularly with parents for reinforcement of subject matter content.
9. A plan for teaching sensitive content in sex separated classes shall be developed and announced publicly.