



**Albemarle County Public Schools
Family Life Curriculum
2012**

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
Board Statement

The Albemarle County School Board wishes to state to its students, parents, faculty and administration that abstinence is the best choice with regard to alcohol, drugs, or premarital sex. No other choice provides better protection to the social, moral, psychological and biological development of our children. We wish to make it clear that that is our standard.

The Board also advocates parent involvement in every phase of the curriculum teaching. Parents are, in the end, those to whom we are responsible. They must assist our schools in the proper development of our children.

This Board recognizes that no school program can answer the needs of all parents and students. Therefore, it reminds parents and students that, if in their judgment, this curriculum differs from their personal beliefs, they can choose not to have their children participate. This Board assures them students will gain no stigma for that choice.

Finally, the Board acknowledges that the teaching of Family Life Curriculum is one of the most important duties that the school system assumes in the place of the parents. Our teachers will present this curriculum to our students with the utmost professionalism and respect for its content and sensitivity.

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
GOALS

The following goals have been identified by the Albemarle County Community Involvement Team as the primary goals of the Family Life Curriculum:

The goals of the Family Life Curriculum are to develop skills, to promote parent/child discussion and to impart accurate information concerning:

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

**ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
VALUE STATEMENT**

The following values have been identified by the Albemarle County Community Involvement Team, Family Life Curriculum Committee, as the core values that should be developed in the classroom by teachers.

The Albemarle County Family Life Education Curriculum should encompass the following values:

1. Self-esteem/Self-respect
2. Justice
3. Temperance/Self-control
4. Virtue
5. Honesty/Integrity
6. Industry
7. Fairness
8. Responsibility
9. Loyalty
10. Love of Country
11. Concern for others
12. Respect for dignity, worth, rights and freedoms of all persons

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
KINDERGARTEN

K.1 *The student will recognize that everyone is a member of a family and identify members of their individual families.*

Descriptive Statement: Students will identify adult and child members of their families living in the same home. The types of family structures included will be traditional or 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, both with children from a previous marriage.

Update: VDOE - K.4, K.5; ACPS - K.1A, B

K.2 *The student will develop socializations skills*

Descriptive Statement: Instruction will include cooperative skills such as sharing, kind words, and listening. Discussion will include positive and negative consequences for behavior. Topics will include the concept of privacy, and the use of bathroom facilities.

Update: VDOE - K.3; ACPS - K.2A, B

K.3 *The student will experience success and positive feelings about self.*

Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Emphasis is placed on respect for racial and ethnic differences. Students will be aware of physical similarities and differences between themselves and others. Students will also be aware of one's strengths and weaknesses, and the strengths and weaknesses of others.

Update: VDOE - K.1; ACPS - K.3

K.4 *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 that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

Update: VDOE – K.2; ACPS - K.2

- K.5 *The student will identify an awareness of positive ways in which family members show love, affection, respect and appreciation for each other.***
Descriptive Statement: Instruction will include words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping, and playing.
Update: VDOE - K.6; ACPS - K.4
- K.6 *The student will describe how to find help safely if lost.***
Descriptive Statement: Instruction will include memorization of full names and telephone numbers, and how to find reliable help if lost in a mall or other public place.
Update: VDOE - K.11; No ACPS
- K.7 *The student will identify "feeling good" and "feeling bad."***
Descriptive Statement: Instruction will include words to describe pleasant and unpleasant feelings such as angry, scared, happy and sad.
Update: VDOE - K.10; ACPS - K.3

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
FIRST GRADE

1.1 *The student will describe a community as people living and working together and will describe family members' responsibilities in their community.*

Descriptive Statement: Discussion will include the following family structures: two parent families, extended families-relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families, families with step- parents, and blended families- new families formed by the marriage of a man and woman with children from previous marriages. Instruction will include a definition of communities and how they work. Discussion will also include adult responsibilities such as providing food, shelter, and clothing, and child responsibilities such as picking up toys and doing homework.

Update: VDOE - 1.4, 1.5; ACPS - 1.1A, B

1.2 *The student will identify appropriate ways to express feelings.*

Descriptive statement: Instruction will include that while feelings do influence behavior, each person can control his/her own behavior, and the way he/she express their feelings. Discussion will include positive and negative consequences for behaviors.

Update: VDOE - 1.8, 1.9, 1.10; ACPS - 1.2, 1.3

1.3 *The student will describe how an individual's behavior can affect others.*

Descriptive Statement: Discussion will include how to show respect for another person and their feelings and how to handle emotions that result from another person's behavior. Difficult situations such as how to handle a bully on the playground may be discussed.

Update: VDOE - 1.3; ACPS - 1.1C

1.4 *The student will identify physical affection as an expression of friendship, celebration, and a loving family.*

Descriptive Statement: Positive physical expressions of affection from friends and family will be presented. Instruction will include the difference between appropriate and inappropriate expressions of affection.

Update: VDOE- K.8, 1.11; ACPS - K.6

1.5 *The student will identify strategies to respond to inappropriate approaches from family members, neighbors, strangers, and others.*

Descriptive Statement: Discussion will include methods of avoiding and dealing with inappropriate approaches. Trusted adults will include parent or guardian, teacher, guidance counselor, grandparent, adult family member, or religious leader.

Update: VDOE - K.8, 1.11, 1.12; ACPS - K.6

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
SECOND GRADE

2.1 *The student will identify adults, other than parent or guardian, who provide care and support for children.*

Descriptive Statement: Instruction will include review of information about the family unit and family member responsibilities. Discussion may include foster parents; child-care providers; daycare teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

Update: VDOE - 2.2; ACPS - 2.1A

2.2 *The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.*

Descriptive Statement: Instruction will include how to use strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change things that can be changed, and to accept things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with strengths.

Update: VDOE - 2.1; ACPS - 2.1A, 2.3A, 2.3B

2.3 *The student will identify how his/her behavior may affect others and how to take responsibility for his/her behavior.*

Descriptive Statement: Discussion may include positive peer behavior such as helping, sharing, being courteous, accepting other's opinions, and showing respect for other's possessions. Strategies to assist when hurtful behavior occurs, children can be encouraged to make restitution by helping the child affected solve the problem caused by the behavior are discussed.

Update: VDOE - 2.4; ACPS - 2.2A, B, 2.4A, B, C

2.4 *The student will demonstrate appropriate ways of dealing with feelings.*

Descriptive Statement: Discussion will include the fact that feelings are natural and should be acknowledged. Discussion will also include pleasant feelings (those associated with success and praise) and unpleasant feelings (those resulting from fear aloneness, sadness and jealousy); and appropriate and inappropriate behavior in response to these feelings. Students will have the opportunity to practice strategies for appropriate responses.

Update: VDOE - 2.5; ACPS - 2.3C, 2.3D

2.5 *The student will identify physical affection as an expression of friendship, celebration, and a loving family.*

Descriptive Statement: Discussion will include the concept that appropriate expressions of affection are healthy for the individual and the family. Instruction will include how to recognize and respond to inappropriate expressions.

Update: VDOE - 2.6; ACPS - 2.1B, 2.3C

2.6 *The student will identify inappropriate approaches from family members, neighbors, strangers and others. Students will identify trusted adults to go to for help and how to say “no.”*

Descriptive Statement: Discussion will include a review of good and bad touching and the difference between appropriate and inappropriate expressions of affection and behavior including the use of electronic devices to convey such feelings. Students will learn that it is okay to say no to inappropriate approaches. Trusted adults will include parent or guardian, teacher, guidance counselor, grandparent, adult family member, or religious leader.

Update: VDOE - 2.7; ACPS - 2.6A, B, C

2.7 *The student will identify how various media sources can be inappropriate and how commercials use our emotions to make us want products.*

Descriptive Statement: Instruction will include an introduction to the concept of media influences (music videos, reality shows, internet sites) and examples of techniques used by the media to create excitement and a desire to purchase products.

Update: VDOE - 2.8; ACPS – 2.7A, B

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
THIRD GRADE

- 3.1 *The student will identify positive personal characteristics and attributes.***
Descriptive Statement: Instruction will include identifying positive personal characteristics and attributes such as being good at academics, sports, fine arts; or being funny or honest, to continue developing a positive self-image. Identification of physical similarities and differences as well influences from heredity are discussed.
Update: VDOE - 3.2; ACPS - 3.3A, B, E, F
- 3.2 *The student will identify emotions that may result from changes in family life and changing relationships with friends.***
Descriptive Statement: Instruction may include identifying emotions that result from changes such as birth or adoption of a sibling, divorce of parents, making new friends, going to a new school, acceptance by peers, and loss of loved one.
Update: VDOE - 3.3; ACPS - 3.1A
- 3.3 *The student will describe qualities that help gain and sustain friendships.***
Descriptive Statement: Instruction may include qualities such as honesty, trust, responsibility, listening, sharing, and being aware of the attitudes and feelings of others. Discussion will include behaviors that cause children to lose friends; such as using inappropriate language and behavior, excluding a friend from activities, and breaking promises.
Update: VDOE - 3.9; ACPS - 3.1B
- 3.4 *The student will demonstrate skills needed to work and play successfully in a classroom and school community.***
Descriptive Statement: Instruction may include discussion of reciprocal helping behavior; being aware of others' feelings; sharing; using appropriate language and behavior; and being aware of the attitudes, feelings, and opinions of others. Behavior in groups is discussed with emphasis on the responsibilities of being a group member.
Update: VDOE - 3.9; ACPS - 3.2A, B, C, D
- 3.5 *The student will identify ways that feelings are expressed and identify effective strategies for managing emotions.***
Descriptive Statement: Instruction may include appropriate self-expression of happiness, fear, sadness, excitement, anger, and loneliness and recognize that emotions are universal and can be expressed positively or negatively. Effective strategies may include physical activity, talking about feelings, reading, creative expressions such as writing, art, music, and dance.
Update: VDOE - 3.4; ACPS - 3.3C, D

3.6 *The student will demonstrate how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, or others.*

Descriptive Statement: Instruction may include how to communicate a response to good touches, such as smiling or hugging, and how to communicate a response to confusing situations or inappropriate touches, such as saying “no,” avoiding the situation, and leaving the situation. Students will identify trusted adults and will be encouraged to talk with a trusted adult about any inappropriate touches or confusing situations.

Update: VDOE - 3.11; ACPS - 1.6A

3.7 *The student will identify that all humans grow and develop in a sequence. However, development rates and patterns will vary with each individual.*

Descriptive Statement: Instruction may include how heredity influences hair, skin, eye color, height and body build. Students will chart growth and development patterns to understand individual variation in development.

Update: VDOE - 3.6; ACPS - 3.3F

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
FOURTH GRADE

4.1 *The student will identify the need to assume greater responsibility for self and responsibility within family, peer groups, and larger community.*

Descriptive statement: Instruction will include current roles students have within their families, groups in school or out of school, and larger community.

Update: VDOE - 4.6; ACPS - 4.1A, B, C, D

4.2 *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. Topics will include how to appropriately respond to emotions of joy, exuberance, loss, rejection, divorce, death, illness, and moving.

Update: VDOE - 4.4; ACPS - 4.1D

4.3 *The student will identify their strengths and weaknesses.*

Descriptive Statement: Instruction will include accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success.

Update: VDOE - 4.5; ACPS - 3.3B

4.4 *The student will identify physical changes that begin to occur during puberty.*

Descriptive Statement: Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increased shoulder width in boys and breast and hip development in girls and menstruation. Girls only are taught about the intended use and proper disposal of sanitary napkins and tampons. Focus is on the development of a positive attitude toward oneself during puberty and an appreciation for individual differences. Topics will include the need for cleanliness and the relationship of personal hygiene to a positive self-concept and acceptance from peers.

Update: VDOE - 4.1, 4.2; ACPS - 5.3A, B

4.5 *The student will describe the factors surrounding child abuse.*

Description Statement: The terms child abuse (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, religious leader, grandparent, or guardian.

Update: VDOE - 4.7; No ACPS

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
FIFTH GRADE

5.1 *The student will identify the roles, duties, and responsibilities of family members.*

Description Statement: Instruction will include traditional and changing roles, duties, and responsibilities of family members. Discussion will include changing roles from early childhood through adulthood.

Update: VDOE - 5.9; ACPS - 5.1, 5.2A, B, C

5.2 *The student will identify the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene. (Gender Separate):*

Descriptive Statement: Discussion focuses on physical changes that occur to boys, girls, and both boys and girls. Topics will include the need for cleanliness and the relationship of personal hygiene to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products is included for girls.

Update: VDOE - 5.7; ACPS - 5.3

5.3 *The student will identify the structures and functions of the male and female reproductive systems. (Gender Separate):*

Descriptive Statement: Instruction includes the structures and functions the penis, (including erections, and nocturnal emissions), testicles, vasa deferens, scrotum, urethra, uterus, ovaries, vagina, and fallopian tubes. Instruction includes the relationship between changes that occur during puberty and the ability to conceive and bear children.

Update: VDOE - 4.1, 4.2, 5.2; ACPS - 5.3

5.4 *The student will identify threatening or uncomfortable situations and demonstrate how to say “no” in these situations.*

Descriptive Statement: Topics include rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, walking alone, opening doors to strangers, sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection, recognition and reporting of threats are identified and stressed.

Update: VDOE - 5.11, 5.12; ACPS - 6.4

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
SIXTH GRADE

- 6.1 *The student will identify the importance of the family unit.***
Descriptive Statement: Students will identify different types of family structures, roles and responsibilities of family members, and problems that affect families, to include child abuse.
Update: VDOE - 6.8; ACPS - 6.1, 6.3
- 6.2 *The student will describe the social, emotional, and physical changes that occur during puberty.***
Descriptive Statement: Instruction will include how changes experienced during puberty affect self-esteem, relations with family and friends, and decision-making.
Update: VDOE - 6.2, 6.7; ACPS - 6.2
- 6.3 *The student will explain the physical changes of puberty and identify the need for healthy personal hygiene practices***
Descriptive Statement: Instruction will include the structure and function of the pituitary gland, male and female sex hormones. Physical changes will include broad shoulders, growth spurts, muscles development, growth of additional body hair, voice change, sperm development, nocturnal emissions, erections, oil and sweat glands, breast development, hips widen, maturation of egg cells, and the onset of menstruation {female students}. Discussion will include the benefits of good personal hygiene, proper diet, rest, and exercise.
Update: VDOE - 6.1, 6.3; ACPS - 6.5
- 6.4 *The student will identify the structures and functions of the male and female reproductive systems.***
Descriptive Statement: Instruction includes the structure and function of the reproductive organs, including the ovaries, fallopian tubes, uterus, cervix, and vagina in girls and the scrotum, testicles, epididymis, vas deferens, seminal vesicle, prostate gland, Cowper's gland, urethra, and penis.
Update: VDOE - 7.2; ACPS - 6.5

6.5 *The student will be able to describe the cause, effects, and transmission and prevention of Sexually Transmitted Infections (STIs).*

Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.). AIDS is explained as a virus that infects the immune system, eventually causing susceptibility to life-threatening infections. The term abstinence is defined, and abstinence from sexual intercourse and needle sharing is presented as the only 100% effective way of avoiding STIs. 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 (definitions will be sent home to parents).

Update: VDOE - 6.5; ACPS – 6

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
SEVENTH GRADE

- 7.1 *The student will explore the relationship among positive self-image, healthy development, and health decision-making during the middle school years.***
Descriptive Statement: Instruction includes identifying personal strengths and developing a plan for personal growth; personal hygiene; understanding how supporting and helping others improves self-esteem; recognizing how involvement in school and community activities can positively impact emotional, social, and community health; and seeking support in coping with the many changes of the middle school years.
Update: VDOE - 7.2, 7.12; ACPS - 7.3
- 7.2 *The student will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty.***
Descriptive Statement: Topics will include ovulation, menstruation, erections, ejaculation, and nocturnal emissions. Sexual intercourse and fertilization will be reviewed during the discussion of menstruation.
Update: VDOE - 7.2; ACPS - 7.2
- 7.3 *The student will describe how physical affection is a healthy expression of friendship, celebration, and a loving family.***
Descriptive Statement: Discussion will include appropriate expressions of affection are essential for emotional, physical, and psychological health. Instruction will include the difference between appropriate and inappropriate physical affection.
Update: VDOE - 7.3; ACPS - 7.3, 7.4
- 7.4 *The student will explore changes in peer relationships during adolescence.***
Descriptive Statement: Emphasis is on the increasing importance of peer relationships, social interactions, the beginning of adult awareness of social environment and personal independence and social responsibilities.
Update: VDOE - 7.13; ACPS - 7.4
- 7.5 *The student will identify messages in society related to sexuality.***
Descriptive Statement: Instruction will include messages about sexuality found in all types of media and how these messages affect mental health. Messages conveyed by adults will be discussed. Emphasis is placed on the importance of evaluating information, addressing negative effects of media messages, and engaging in a variety of positive activities.
Update: VDOE - 7.5; ACPS - 7.3

7.6 ***The student will identify causes, symptoms, treatment, prevention, and transmission of Sexually Transmitted Infections (STIs).***

Descriptive Statement: Topics include the symptoms, treatment, transmission, and diagnosis of STIs. In addition, myths are discussed. High-risk activities, such as sexual activity, needle sharing, and intravenous drug abuse, are discussed.

Update: VDOE - 7.11; ACPS - 7.5

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
EIGHTH GRADE

- 8.1 *The student will interpret the messages in society related to sexuality.***
Descriptive Statement: Instruction will include analyzing messages about sexuality found in all types of media. Instruction will include positive and negative impact of media and print messages on self and others. Discussion will include positive alternatives to media immersion and how these messages affect mental health issues related to sexuality.
Update: VDOE - 8.6; ACPS - 8.2
- 8.2 *The student will describe strategies for saying “no” to premarital sexual relations.***
Descriptive Statement: Instruction will emphasize strengthening self-confidence, assertiveness skills and decision-making skills. Discussion will include why and how to say “no” to premarital sexual activity and to situations that challenge their own values, how to manage their sexual feelings.
Update: VDOE - 8.7; ACPS - 8.4
- 8.3 *The student will analyze the issues related to teenage pregnancy.***
Descriptive Statement: Topics will include physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are discussed.
Update: VDOE - 8.10; ACPS - 8.5
- 8.4 *The student will identify facts about pregnancy prevention and disease control.***
Descriptive Statement: 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 preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.
Update: VDOE - 8.11; ACPS - 8.5
- 8.5 *The student will identify the effects of prevention strategies to reduce the risk of sexual assault, rape, incestuous behavior and molestation.***
Descriptive Statement: Content includes developing assertiveness skills, resolving conflict, avoiding risky situations and resistance skills. Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on victim assistance services and sources of help and information will be provided.
Update: VDOE - 8.13; ACPS - 8.6

8.6 *The student will describe or explain the nature of dating during adolescence.*

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for identity. Discussion will include the difference between love and infatuation and how every relationship prepares a person for the challenges and responsibilities of marriage. Warning signs for potentially abusive dating relationships and negative mental health practices will be discussed.

Update: VDOE - 8.5; ACPS - 8.4

8.7 *The student will explain the etiology, transmission, and prevention of Sexually Transmitted Infections (STIs).*

Descriptive Statement: Topics will include risk taking behaviors and myths regarding the transmission. Abstinence from sexual activity, use of illegal, intravenous drugs is stressed. The use of condoms in preventing the spread of STI is discussed.

Update: VDOE - 8.14; ACPS - 8.5

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
NINTH GRADE

9.1 *The student will review the structures and functions of the male and female reproductive systems and explain the process of human reproduction.*

Descriptive Statement: Instruction will include anatomy and physiology of both male and female reproductive systems.

Update: VDOE - 9.9; ACPS - 9.3

9.2 *The student will examine methods of contraception.*

Descriptive Statement: Instruction will include review of barrier and hormonal methods; effectiveness for prevention of pregnancy and disease prevention; and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy. Abstinence will not prevent the spread of all disease.

Update: VDOE - 9.11; ACPS - 9.4

9.3 *The student will describe pregnancy and birth and analyze/describe factors associated with a healthy pregnancy.*

Descriptive Statement: Instruction will include signs and symptoms of pregnancy, stages of pregnancy, fetal development, stages of childbirth, and birthing options. Topics will include prenatal care and effects of substance use on pregnancy and fetal development. Instruction will include roles of the mother and father during pregnancy and birth.

Update: VDOE - 9.8, 10.9, 10.10; ACPS - 9.5

9.4 *The student will examine the most common bacterial, viral, and parasitic Sexually Transmitted Infections (STIs), to include HIV/AIDS.*

Descriptive Statement: Instruction will include bacterial, viral, and parasitic infections; and prevention, transmission, diagnosis, health consequences, and treatment of STIs. Abstinence from both sexual activity and intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs. Community health resources for information, assistance, and support will be identified.

Update: VDOE - 9.11, 9.12; ACPS - 9.6

9.5 *The student will identify sexual abstinence as the appropriate choice for adolescents and identify appropriate methods for expressing feelings and affection.*

Descriptive Statement: Instruction will include benefits of choosing sexual abstinence, consequences of sexual activity, and appropriate methods for expressing feelings and affection. Discussion will include that anyone who has been sexually active can make a new decision for premarital abstinence. Instruction will include effective strategies for resisting peer pressure, such as communication, assertiveness, and resistance skills.

Update: VDOE - 9.11, 10.5, 10.6; ACPS - 9.2, 9.6

9.6 *The student will identify gender specific health concerns including the importance of conducting particular self-examinations.*

Descriptive Statement: Topics will include early detection strategies (self-examinations and medical examinations) and identification of signs of breast cancer (female and male) and testicular cancer. Instruction will include breast self-examination (girls only) and testicular self-examination (boys only).

Update: VDOE - 9.10; ACPS - 9.7

9.7 *The student will identify prevention strategies and effects of abuse, sexual assault, rape, incestuous behavior, and molestation. Student will identify appropriate resources for help.*

Descriptive Statement: Instruction will include factors essential to the growth and maintenance of healthy relationships. Signs of abusive relationships (verbal, physical, emotional, sexual, and internet exploitation) will be presented. Strategies for prevention and dealing with abuse and exploitation will be discussed. Community health resources for further information, assistance, and support will be identified.

Update: VDOE - 9.7; ACPS - 9.8

9.8 *The student will recognize development of sexuality as a lifelong aspect of personality.*

Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed. Students concerned about their sexuality will be advised to discuss these concerns with a parent, member of the clergy, trusted adult, or counselor

Update: VDOE - 9.3; No ACPS

ALBEMARLE COUNTY PUBLIC SCHOOLS
FAMILY LIFE CURRICULUM
TENTH GRADE

10.1 *The student will identify the family as a basic unit of society and his or her responsibility as a member of the family.*

Descriptive Statement: Topics may include the function of the family, family strengths, family influences on society, identification of roles within a family, and how those roles change throughout life. Students will compare and contrast their roles now with their possible roles in the future.

Update: VDOE - 10.17; ACPS - 10.1

10.2 *The student will analyze the factors associated with a healthy pregnancy.*

Descriptive Statement: Content includes causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs, and the effects of sexually transmitted diseases. Importance of good health habits, including the importance of quality prenatal care, is stressed.

Update: VDOE - 9.8, 10.10; ACPS - 9.5

10.3 *The student will study the stages of human growth and development from prenatal to elderly.*

Descriptive Statement: Life stages will be presented to help students gain appreciation of their own development. Instruction will include the effects of alcohol, tobacco, and other drugs on normal development will be presented.

Update: VDOE - 10.10; ACPS - 9.1, 10.2

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

Descriptive Statement: Instruction includes the six steps of the decision-making process: identifying the problem; listing all possible alternatives; evaluating the alternatives and consequences; choosing an alternative; acting on the decision; and evaluating the results. Topics will/may include pressures from self, peers, society, and media. Resources in the community that can assist in evaluating alternatives are identified.

Update: VDOE - 10.4; ACPS - 10.4

10.5 *The student will describe his or her attitudes toward dating while examining values, morals, and ethics essential to positive dating relationships.*

Descriptive Statement: Instruction will include factors essential to the growth and maintenance of healthy relationships. Signs of abusive relationships (verbal, physical, emotional, sexual, and internet exploitation) will be included. Strategies for prevention and dealing with abuse and exploitation will be discussed. Community health resources for further information, assistance, and support will be identified.

Update: VDOE - 10.2; ACPS - 10.4

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

Descriptive Statement: Discussion/instruction will include the factors to be considered in preparation of adulthood.

Update: VDOE - 10.7; ACPS - 10.2

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

Descriptive Statement: Discussion will 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.

Update: VDOE - 10.8; ACPS - 10.4