

Family Life Education Guide  
for  
Bedford County Public Schools  
with the  
Virginia SOLs for Family Life Education



Bedford County Public Schools  
Bedford, VA 24523

**Adopted by**  
**Bedford County School Board**  
**November 2007**  
**Updated April 2023**

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## Committee Members

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## ***CODE OF VIRGINIA FOR FAMILY LIFE EDUCATION***

### **§22.1-207.1. Family life education.**

A. As used in this section, “abstinence education” means an educational or motivational component that has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers’ abstaining from sexual activity before marriage.

B. The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; the benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; the prevention of human trafficking; dating violence; the characteristics of abusive relationships; steps to take to deter sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness.

C. All such instruction shall be designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students’ developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

(1987, c. 371; 1999, c. 422; 2002, c. 554; 2004, c. 1030; 2007, c. 32.; 2008, c.0417; 2009, c.437, 583; 2017, c. 692; 2019, c. 595)

### **§ 22.1-207.1:1 Family life education; certain curricula and Standards of Learning.**

Any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education’s family life education guidelines

A. Any high school family life education curriculum offered by a local school division shall incorporate age-appropriate elements of effective and evidence-based programs on (i) the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, sexual violence, and human trafficking; and (ii) the law and meaning of consent. Such age-appropriate elements of effective and evidence-based programs on the prevention of sexual violence may include instruction that increases student awareness of the fact that consent is required before sexual activity.

B. Any family life education curriculum offered in any elementary school, middle school, or high school shall incorporate age-appropriate elements of effective and evidence-based programs on the importance of the personal privacy and personal boundaries of other individuals and tools for a student to use to ensure that he respects the personal privacy and personal boundaries of other individuals.

C. Any family life education curriculum offered by a local school division shall incorporate age-appropriate elements of effective and evidence-based programs on the harmful physical and emotional effects of female genital mutilation; associated criminal penalties; and the rights of the victim, including any civil action pursuant to § 8.01-42.5.

D. Any family life education curriculum offered by a local school division may incorporate age-appropriate elements of effective and evidence-based programs on the prevention, recognition, and awareness of child abduction, child abuse, child sexual exploitation, and child sexual abuse.

2011, c. 634; 2016, c. 434; 2017, cc.299, 692, 2018, cc. 383,519; 2019, cc.372, 595, 596.

**§ 22.1-207.2. Right of parents to review certain materials; summaries distributed on request.**

Every parent, guardian or other person in the Commonwealth having control or charge of any child who is required by § 22.1-254 A to send such child to a public school shall have the right to review the complete family life curricula, including all supplemental materials used in any family life education program. A complete copy of all printed materials and a description of all audio-visual materials shall be kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for review, upon request, on the same basis as printed materials are made available.

Each school board shall develop and distribute to parents or guardians of a student participating in the family life education program a summary designed to assist parents in understanding the program implemented in its school division as such program progresses and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom. The school division shall include the following information on the summary:

"Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

(1989, c. 515; 1991, cc. 139, 526; cc. 0451; 2009, cc. 451)

## **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

### **INTRODUCTION**

An important element in the successful implementation of a Family Life Education program is parent/community involvement. A theme that runs throughout the program is the parent/teacher team approach to Family Life Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

### **PLAN FOR PARENT/COMMUNITY INVOLVEMENT**

In each school division that offers Family Life Education, the superintendent will identify a community involvement team, or use the school health advisory board, which should include individuals such as central office personnel, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical and mental health profession, which may include a substance abuse prevention or treatment practitioner, and others in the community.

Parents and community-based personnel are encouraged to participate in statewide and local training sessions for Family Life Education.

The community involvement team or school health advisory board members will work with others in their localities to offer an ongoing plan to explain the Family Life Education program and to solicit support and involvement in its implementation.

### **PARENT INVOLVEMENT ACTIVITIES**

The Virginia Department of Education provides workshops and training sessions on Family Life Education and related topics in localities as requested. One of the current 15 training modules addresses *Strengthening Parental Involvement in Family Life Education*. School and community-based personnel as well as other parents are encouraged to participate in workshops that outline the key components of Family Life Education and the role of parents in the program.

Each teacher of Family Life Education is asked to meet with parents of students involved in the program. Provision must be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that a resource center containing Family Life Education materials that may be checked out by parents is available in every school.

## **Implementation**

### **Guidelines**

1. All Family Life materials will strictly follow the Virginia SOL Objectives established by the Virginia Department of Education. Family Life content will begin at the sixth grade level in Bedford County. The physical education teacher will be provided with resources for classroom use.
2. The physical education teacher will present the Family Life content. Classes will be separate for boys and girls.
3. Approved lesson plans and materials incorporated into the county Family Life Curriculum (FLE) Guide will be presented by the physical education teacher in grades six through nine.
4. The FLE guide and resources will be made available to the public.
5. Any grades for content will be part of the health/physical education class grade.
6. The middle and secondary school schedule for teaching the content of Family Life Education can be obtained from the student's health and physical education teacher.
7. Students who opt-out will be given an alternative assignment that relates to the health curriculum at their grade level.
8. A list of resource people will be provided for the physical education teachers.
9. Some of the Family Life SOLs are taught in the regular health classes. The Family Life SOLs not taught in regular health classes are outlined in this guide.

## **Opt-Out Procedure**

An opt-out procedure is provided to ensure communication with the parent or guardian for permission to excuse the student from all or part of the Family Life Education lessons. Parents are encouraged to review the lesson plans at each grade level of the Family Life Education curriculum before exercising the opt-out procedure.

Parents may exercise the opt-out procedure for any of the Family Life Education sensitive content lessons by returning the opt-out form to the school any time during the school year. ***The opt-out form should be returned at least five days prior to the teaching of the opted-out lesson.*** Parents who wish to change their opt-out request during the year should secure and submit a new opt-out form or notify the school in writing of their desire to change the original opt-out request. Additional forms are available in each school office.

Students who are opted out will be required to complete alternative assignments that relate to the health curriculum and SOLs for the appropriate grade level.





Dear Parent/Guardian:

Bedford County Public Schools implements a Family Life Education Program in all grades that meet the Standards of Learning objectives and regulations approved by the Virginia State Board of Education.

Upon review of the content of the **Family Life Education (FLE)** curriculum, if you choose to opt your student out of part of the program or the entire program, complete the form below by \_\_\_\_\_ - **put your own date here as all schools teach FLE at different times of the year.**

Sincerely,

**Change to the name of your principal**

Principal

## FAMILY LIFE EDUCATION PROGRAM PARTICIPATION OPT-OUT FORM

During the 2022-2023 school year, my student will opt-out of the following FLE Standards of Learning objectives. As stated in the Bedford County Family Life Education Board of Education Guidelines (2007, p. 4), I understand that students who are opted out of FLE will be given an alternative assignment.

\_\_\_\_\_

### STANDARDS OF LEARNING OBJECTIVE NUMBER OR NUMBERS

\_\_\_\_\_  
PRINTED LEGAL NAME OF STUDENT

\_\_\_\_\_  
GRADE LEVEL

\_\_\_\_\_  
PRINTED LEGAL NAME OF PARENT/GUARDIAN OR ELIGIBLE STUDENT

\_\_\_\_\_  
SIGNATURE OF PARENT/GUARDIAN OR ELIGIBLE STUDENT

\_\_\_\_\_  
DATE

## SIXTH GRADE SOLs

**6.1 The student will understand personal hygiene practices and to the physical changes that occur during puberty.**

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

**6.2 The student will explain the effects of growth on development, attitudes and interests.**

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

**6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.**

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

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

Descriptive Statement: Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

**6.5 The student will be able to describe the etiology, effects, and transmission of HIV.**

Descriptive Statement: Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

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

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

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

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled

persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice appropriate and positive personal and social responses. The importance of privacy and boundaries for self and others is discussed as well as tools to ensure that the student respects the personal privacy and boundaries of others.

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

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

**6.9 The student will become aware of community healthcare and safety agencies and their functions.**

Descriptive Statement: Instruction includes information about the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted infections, including HIV; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

**6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.**

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and smoking. Information on local community resources for obtaining help with these problems is included.

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

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping, and the influence of negative media messages in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality and identify how the media can influence how people see themselves.

**6.12 The student will be able to define human trafficking and identify where and how it occurs and explain laws protecting children from human trafficking, and/or inappropriate and abusive behavior of others.**

Descriptive Statement: Defining human trafficking, differentiating between labor and sex trafficking will be discussed, including the recognition that human trafficking is a crime, and that victims may be any gender, any age, and any culture. Ways students can protect themselves and others from trafficking situations, how laws provide protection, and resources for victims will be discussed, along with ways to reach out to a safe adult to report an unsafe situation.

**6.13 The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions.**

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Students will discuss the permanency of misuse of social media and text messaging including criminal penalties for engaging in sexually explicit communications. Career and other options available are stressed as choices and are identified in the decision-making process.

## GRADE 6

Lessons may be combined at individual teacher discretion.

### **TOPIC/LESSON 1**

**GRADE 6, SOL: 6.3**

#### **Human Sexuality/Growth and Development**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 6.3**

**The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.**

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

#### **Lesson Summary:**

The students will discuss the physical, emotional, and social changes that occur in males and females during puberty. The teacher will inform students that sexual feelings are normal and will give students factual information regarding erections and nocturnal emissions in the male and the menstrual cycle in the female.

#### **Parent/Child Activity:**

The student can discuss with parent the changes that occur during puberty. The student will ask parents what it was like when they were this age.

## **LESSON 2**

**Grade 6, SOL: 6.11, 6.13**

### **Sexuality in the Media/Social Media and Communication**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 6.11**

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

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping, and the influence of negative media messages in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality and identify how the media can influence how people see themselves.

#### **SOL Objective: 6.13**

**The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions.**

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Students will discuss the permanency of misuse of social media and text messaging including criminal penalties for engaging in sexually explicit communications. Career and other options available are stressed as choices and are identified in the decision-making process.

#### **Lesson Summary:**

The student will discuss ways in which sexuality and gender stereotyping are portrayed by messages in mass media. Discussion will also focus on the possible outcomes and consequences of misuse of social media and electronic communication, particularly messages containing sexually explicit content.

#### **Parent/Child Activity:**

The student can discuss with parent television shows and songs that may not be appropriate due to sexually related content.

## **LESSON 3**

**Grade 6, SOL: 6.6**

### **Human Reproduction/Postponing Premarital Sexual Activity**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 6.6**

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

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

#### **Lesson Summary:**

The student will be introduced to factual information about human reproduction. Fertilization, conception, and fetal development will be discussed.

The teacher will review the process of decision making and provide factual information regarding the benefits of postponing sexual activity until marriage. The following detrimental effects of premarital sexual activity will be discussed:

- sexually transmitted infections;
- unintended pregnancy;
- infant mortality;
- psychological, social, economic, mental, and physical consequences;
- impact to one's reputation and self-esteem.

#### **Parent/Child Activity:**

Encourage the student to ask questions and to discuss his/her birth with his/her family.

## **LESSON 4**

**Grade 6, SOL: 6.8, 6.9, 6.12**

### **Child Abuse/Personal Safety**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 6.8**

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

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

#### **SOL Objective: 6.9**

**The student will become aware of community healthcare and safety agencies and their functions.**

Descriptive Statement: Instruction includes information about the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted infections, including HIV; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

#### **SOL Objective: 6.12**

**The student will be able to define human trafficking and identify where and how it occurs and explain laws protecting children from human trafficking, and/or inappropriate and abusive behavior of others.**

Descriptive Statement: Defining human trafficking, differentiating between labor and sex trafficking will be discussed, including the recognition that human trafficking is a crime, and that victims may be any gender, any age, and any culture. Ways students can protect themselves and others from trafficking situations, how laws provide protection, and resources for victims will be discussed, along with ways to reach out to a safe adult to report an unsafe situation.

#### **Lesson Summary:**

The student will be encouraged to take steps to avoid being abused and will be reassured that abuse is never the victim's fault. The student will be able to identify the following types of child abuse:

- physical abuse;
- neglect
- emotional abuse;
- sexual abuse.



Resources for reporting and receiving help for child abuse will be explored. The student will practice appropriate verbal and non-verbal assertiveness skills to protect himself/herself. Strategies for personal safety will be discussed.

The differences between human trafficking and labor will be discussed. Students will be able to identify resources for victims of human trafficking.

**Parent/Child Activity:**

The child can ask his/her parents to discuss the problem of child abuse, using examples from newspapers, magazines, or television reports. It is important to make the child understand that he/she needs to tell someone he/she trusts if someone make inappropriate suggestions or remarks or tries to touch his/her body.

## **LESSON 5**

**Grade 6, SOL: 6.4, 6.5**

### **Sexually Transmitted Infections**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 6.4**

**The student will recall basic facts about sexually transmitted infections.**

Descriptive Statement: Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

#### **SOL Objective: 6.5**

**The student will be able to describe the etiology, effects, and transmission of HIV.**

Descriptive Statement: Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

#### **Lesson Summary:**

The teacher will introduce basic facts concerning sexually transmitted infections. The teacher will introduce factual information about HIV and will answer questions and correct misinformation.

#### **Parent/Child Activity:**

The student may inquire about infections common to adolescents that are not sexually transmitted.

## SEVENTH GRADE SOLs

- 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 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 menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.
- 7.3 The student will realize that physical affection does not have to be sexual, but 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 will recognize the difference between appropriate and inappropriate physical affection. Characteristics of abusive relationships will be addressed.
- 7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, 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. Refusal skills are taught and practiced by students. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity are discussed.
- 7.5 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. 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 containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.

- 7.6 Students will explore safety issues related to the Internet.**  
Descriptive Statement: Instruction includes how predators can use the Internet to exploit young people. Students will identify how traffickers use technology to find and lure victims and how information posted on social media sites may make students vulnerable. Strategies and habits to keep technology users protected from human trafficking and protect personal information will be discussed. Students will list resources available to them when seeking adult support in an uncomfortable situation.
- 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 infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological 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 postponing sexual activity.
- 7.8 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.**  
Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, 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 lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.
- 7.9 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.
- 7.10 The student will develop an understanding of and responsibility for family planning.**  
Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.
- 7.11 The student will explain techniques for preventing and reporting sexual assault, human trafficking, 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 opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the Internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. The signs of human trafficking, control methods used in different types of human trafficking, and how to seek adult assistance to report a trafficking situation will be discussed. Community resources for victims of molestation, human trafficking and assault are identified.

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

Descriptive Statement: Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

**7.13 The student will identify the issues associated with friendships.**

Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy relationships. Respect for the privacy and boundaries for self and others is reinforced along with tools to ensure that the student respects the personal privacy and boundaries of others.

**7.14 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**

Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

**7.15 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.

**7.16 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.

## GRADE 7

Lessons may be combined at individual teacher discretion.

### **LESSON 1**

**Grade 7, SOL: 7.2, 7.5**

#### **Human Sexuality/Growth and Development**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

##### **SOL Objective: 7.2**

**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 menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.

##### **SOL Objective: 7.5**

**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. 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 containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.

##### **Lesson Summary:**

The focus will be on physical changes during puberty. The students will understand that the following changes occur during puberty:

- body growth;
- genital changes;
- hormonal secretions;
- onset of menstruation.

Students will understand that sexual feelings, erections and nocturnal emissions are normal.

##### **Parent/Child Activity:**

The student can interview his/her parents about how they felt when they were in middle school.

## **LESSON 2**

**Grade 7 SOL: 7.8, 7.9, 7.10**

### **Pregnancy, Family Planning, and Postponing Premarital Sexual Activity**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 7.8**

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

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, 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 lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.

#### **SOL Objective: 7.9**

**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.

#### **SOL Objective: 7.10**

**The student will develop an understanding of and responsibility for family planning.**

Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.

#### **Lesson Summary:**

The student will identify symptoms of pregnancy and changes that occur during pregnancy. The student will discuss the impact of pregnancy on the adolescent and the importance of postponing sexual activity until marriage. This lesson will also relate the impact of pregnancy and childbirth on young parents, their families, and society with regard to emotional, physical, social, and economic factors.

#### **Parent/Child Activity:**

The student can be encouraged to discuss with his/her parents how pregnancy and family planning impacted their life.



## **LESSON 3**

**Grade 7, SOL: 7.7,7.12**

### **Sexually Transmitted Infections**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 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 infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological 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 postponing sexual activity.

#### **SOL Objective: 7.12**

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

Descriptive Statement: Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

#### **Lesson Summary:**

Students will discuss symptoms and consequences of the following Chlamydia, Gonorrhea, Syphilis, Genital Herpes, HIV, and HPV. The teacher will explain the relationship between sexually transmitted infections, pelvic inflammatory disease and cervical cancer. Recall that these infections are transmitted by intimate sexual contact, exchange of body fluids, sharing of used needles and by mother to unborn child.

#### **Parent/Child Activity:**

Parents should discuss with their teen the risk factors for STIs.

**Appropriate Relationships**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

**SOL Objective: 7.3**

**The student will realize that physical affection does not have to be sexual, but 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 will recognize the difference between appropriate and inappropriate physical affection. Characteristics of abusive relationships will be addressed.

**SOL Objective: 7.4**

**The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, 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. Refusal skills are taught and practiced by students. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity are discussed.

**Lesson Summary:**

Students will discuss characteristics of appropriate and inappropriate relationships. The teacher will provide a list of community agencies and resources available to victims. Students will be introduced to Virginia State laws pertaining to sexual battery, rape, and indecent exposure.

**Parent/Child Activity:**

Students can share and discuss with parents the list of community resources. Students should discuss with parents safety rules concerning sexual assault.

## **LESSON 5**

**Grade 7, SOL: 7.6, 7.11**

### **Internet Safety/Recognizing Sexual Assault and Human Trafficking**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 7.6**

**Students will explore safety issues related to the Internet.**

Descriptive Statement: Instruction includes how predators can use the Internet to exploit young people. Students will identify how traffickers use technology to find and lure victims and how information posted on social media sites may make students vulnerable. Strategies and habits to keep technology users protected from human trafficking and protect personal information will be discussed. Students will list resources available to them when seeking adult support in an uncomfortable situation.

#### **SOL Objective: 7.11**

**The student will explain techniques for preventing and reporting sexual assault, human trafficking, 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 opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the Internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. The signs of human trafficking, control methods used in different types of human trafficking, and how to seek adult assistance to report a trafficking situation will be discussed. Community resources for victims of molestation, human trafficking and assault are identified.

#### **Lesson Summary:**

Students will discuss how the Internet and social media sites are used to lure and exploit young people. Also discussed will be factual information about human trafficking. The teacher will define and discuss abusive relationships, sexual assault, and molestation. Situations that place one at high risk for assault will be identified. Approaches that may be used by molesters will be emphasized.

## EIGHTH GRADE SOLs

**8.1 The student will relate 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.

**8.2 The student will recognize the development of sexuality as an aspect of the total personality.**

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

**8.3 The student will become aware of the need to think through decisions, to know how decisions impact their own lives as well as the lives of others, and to take responsibility for the decisions they make.**

Descriptive Statement: The impact of present decisions on future opportunities and personal development, and the well-being of others, is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, 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. Students will discuss the impact of personal information and pictures/images posted on social networking sites on future goals. Criminal penalties for engaging in sexually explicit communications will be discussed.

**8.4 The student will identify the issues associated with friendships.**

Descriptive Statement: The student accomplishes this by reviewing the characteristics of appropriate and inappropriate friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

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

Descriptive Statement: Content includes the need for belonging, love, and 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, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs and characteristics of potentially abusive dating relationships and negative mental health practices.

- 8.6 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 and videos, television, films, the Internet, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects and report to parents/guardians and authorities. Positive alternatives to media immersion are discussed. Students will demonstrate how these messages affect mental health issues related to sexuality and are used by human traffickers to lure victims.
- 8.7 The student will describe strategies for saying "no" to premarital sexual relations.**  
Descriptive Statements: 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.
- 8.8 The student will develop the coping skills needed to deal with stress.**  
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of HIV); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.**  
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary. The student will utilize positive mental health practices in stress management.
- 8.10 The student will analyze the issues related to teenage pregnancy.**  
Descriptive Statement: The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.
- 8.11 The student will review 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 percent effective in preventing pregnancy and sexually transmitted infections.

**8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.**

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

**8.13 The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, human trafficking, and molestation.**

Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." The meaning of consent in a relationship, characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided. Students will identify lures in a trafficking situation, learn vulnerabilities traffickers target when selecting a victim, and understand choices they can make in their lives to stay protected from human trafficking.

**8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.**

Descriptive Statement: This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.

## GRADE 8

Lessons may be combined at individual teacher discretion.

### **LESSON 1**

**Grade 8, SOL: 8.1, 8.10, 8.11**

#### **Human Reproduction and Contraception**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

##### **SOL Objective: 8.1**

**The student will relate 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.

##### **SOL Objective: 8.10**

**The student will analyze the issues related to teenage pregnancy.**

Descriptive Statement: The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.

##### **SOL Objective: 8.11**

**The student will review 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 percent effective in preventing pregnancy and sexually transmitted infections.

##### **Lesson Summary:**

The teacher will review human reproduction and introduce/define family planning and students will discuss reasons that family planning is desirable. The teacher will provide factual information on methods of contraception and correct any misinformation. Emphasis will be on abstinence from premarital sex as the best method of contraception.

## **LESSON 2**

**Grade 8, SOL: 8.14**

### **Sexuality/Sexually Transmitted Infections**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

**Questions regarding morality or values should be referred to parents.**

#### **SOL Objective: 8.14**

**The student will recall the ways in which the HIV virus is transmitted and prevented.**

Descriptive Statement: This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.

#### **Lesson Summary:**

The teacher will review information on sexually transmitted infections (STIs) presented in earlier grades. The student will recall myths regarding the transmission of Human Immunodeficiency Virus (HIV) and list behaviors which put persons at risk for HIV and other STIs. The teacher will emphasize that abstinence and mutual monogamy are the most effective methods of preventing STIs.



**Sexuality in Society/Value of Postponing Sexual Activity until Marriage**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

**SOL Objective: 8.3**

**The student will become aware of the need to think through decisions, to know how decisions impact their own lives as well as the lives of others, and to take responsibility for the decisions they make.**

Descriptive Statement: The impact of present decisions on future opportunities and personal development, and the well-being of others, is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, 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. Students will discuss the impact of personal information and pictures/images posted on social networking sites on future goals. Criminal penalties for engaging in sexually explicit communications will be discussed.

**SOL Objective: 8.6**

**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 and videos, television, films, the internet, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects and report to parents/guardians and authorities. Positive alternatives to media immersion are discussed. Students will demonstrate how these messages affect mental health issues related to sexuality and are used by human traffickers to lure victims.

**SOL Objective: 8.7**

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

Descriptive Statements: 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.

**Lesson Summary:**

The teacher will discuss the impact of society on sexuality. Students will discuss the impact of posting personal information and pictures/images to social media sites and also the legal consequences for sexually explicit communication. Then the student will learn why and how to say "no" to premarital sexual relations, to situations that challenge one's values, and to negative peer pressure. The student will recognize that sexual feelings do not have to result in sexual activity. The students will discuss ways to assertively and effectively say "no" to pressure to participate in sexual activity.

## **LESSON 4**

**Grade 8, SOL: 8.13**

### **Child Abuse**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 8.13**

**The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, human trafficking, and molestation.**

Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." The meaning of consent in a relationship, characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided. Students will identify lures in a trafficking situation, learn vulnerabilities traffickers target when selecting a victim, and understand choices they can make in their lives to stay protected from human trafficking.

#### **Lesson Summary:**

The teacher will define sexual assault, rape (including "date rape"), incest, human trafficking, and molestation. The student will discuss situations where a person may be at risk for sexual offenses and will discuss strategies to avoid these situations. The teacher will provide a list of community agencies which provide information and assistance for victims of sexual offenses. The student will be assured that sexual offenses are never the victim's fault. Students will be able to identify lures used in trafficking situations, vulnerabilities traffickers target in victims, and choices they can make to stay protected from human trafficking.

## NINTH GRADE SOLs

- 9.1 The student will understand the human growth and development cycle.**  
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 childrearing and to the need for maturity before parenthood. Life-stage development is also presented 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, family influences on society, and instruction in the value of family relationships. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.
- 9.3 The student will recognize the development of sexuality as an aspect of the total personality.**  
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.
- 9.4 The student will review 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, positive mental health practices, and reason as bases for decision-making.
- 9.5 The student will review the nature and purposes of dating.**  
Descriptive Statement: Topics include understanding family guidelines related to dating, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence, sexual violence, physically and mentally abusive relationships, and the law and meaning of consent prior to sexual activity. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.
- 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, psychological 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. Instruction including discussion regarding the law and meaning of consent. Emphasis is placed on an increased awareness that consent is required before any kind of sexual activity.

**9.7 The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation, human trafficking, and sexual harassment using electronic means.**

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. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer). Instruction includes recognizing red flags of human trafficking victims, understanding the types of trafficking, and knowing how to safely and responsibly report a human trafficking situation.

**9.8 The student will relate specific information on substance use and abuse to each stage of the life cycle.**

Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

**9.9 The student will be able to explain the process of reproduction.**

Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

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

Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

**9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.**

Descriptive Statement: Topics include planning for adult relationships, 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, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

**9.12 The student will explain the transmission and prevention of the HIV.**

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

**9.13 The student will identify the effects of discrimination.**

Descriptive Statement: The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

**9.14 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. Students will discuss the impact of use of social networking sites, on career goals.

## GRADE 9

Lessons may be combined at individual teacher discretion.

### **TOPIC/LESSON 1**

**Grade 9, SOL: 9.9, 9.11**

### **Human Sexuality/Human Reproduction and Contraception**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

#### **SOL Objective: 9.9**

**The student will be able to explain the process of reproduction.**

Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

#### **SOL Objective: 9.11**

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

Descriptive Statement: Topics include planning for adult relationships, 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, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

#### **Lesson Summary:**

The student will review the process of reproduction and fetal development. Discussion will include fetal development, prenatal care, labor and childbirth. The student will recognize reasons for family planning. The student will learn the importance of pre-pregnancy planning to decrease the risk of birth defects. The student will review methods of contraception with emphasis on abstinence as the only method that is 100% effective. The teacher will present factual information on the contraceptive methods currently available as part of a lifelong learning process. Common myths regarding contraception will be discussed.

**Growth and Development**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

**SOL Objective: 9.10**

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

Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

**Lesson Summary:**

The student will review the structure and function of the female reproductive system. Class includes a discussion of female concerns: menstruation, PMS, toxic shock syndrome, pap smears and menopause. The effects of STIs on the female reproductive system, cervical cancer and PID will be discussed. Emphasis will be placed on the importance of breast self-examination to promote early detection and successful treatment of breast cancer.

The student will review the structure and function of the male reproductive system. Class includes a discussion of male concerns: circumcision, enlarged prostate gland, impotence, and the effects of STIs and other diseases, toxic chemicals, radiation, steroids, and alcohol and other drugs on the male reproductive system. Emphasis will be placed on testicular self-examination to promote early detection and successful treatment of cancer.

**Sexually Transmitted Infections/Birth Control**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

**SOL Objective: 9.11**

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

Descriptive Statement: Topics include planning for adult relationships, 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, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

**SOL Objective: 9.12**

**The student will explain the transmission and prevention of the HIV.**

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

**Lesson Summary:**

The student will review content presented in middle school regarding sexually transmitted diseases, their causes, how they are transmitted, some common symptoms, and where to obtain testing, diagnosis and treatment. The student will understand that prevention of STIs requires responsible behavior, including abstinence from sexual activity and the sharing of needles. Emphasis will be on prevention of STIs, especially through abstinence, from sexual activity and illegal intravenous drug use.



**Sexual Violence/Postponing Sexual Activity until Marriage**

*SEPARATE CLASSES FOR BOYS AND GIRLS.*

**SOL Objective: 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, psychological 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. Instruction including discussion regarding the law and meaning of consent. Emphasis is placed on an increased awareness that consent is required before any kind of sexual activity.

**SOL Objective: 9.7**

**The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, molestation, human trafficking, and sexual harassment using electronic means.**

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. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer). Instruction includes recognizing red flags of human trafficking victims, understanding the types of trafficking, and knowing how to safely and responsibly report a human trafficking situation.

**Lesson Summary:**

The student will review physical, emotional, social, legal and economic benefits of postponing sexual activity until marriage. The teacher will lead discussion of the importance of assertiveness and communication skills to avoid situations which can lead to sexual activity. The student will examine state laws that are related to parent responsibility.

The teacher will define sexual assault, molestation, rape, "date rape", incest, and human sex trafficking according to the laws of Virginia. The student will discuss situations where students can be at risk and review strategies to avoid risky situations. Strategies will include assertive skills, conflict resolution, avoiding risky situations, avoiding mixed messages, and good communication skills. The teacher will provide statistics on sexual assault and human sex trafficking. Discussion will focus on the prevention of these crimes and on resources available to assist victims in the community. Students will be encouraged to seek help if they have been exploited or assaulted.

## **RESOURCES**

1. The current Health textbook for each grade level.
2. What's happening to my body? For Boys – Lynda Madaras
3. What's happening to my body? For Girls – Lynda Madaras
4. Sex, Puberty and all that stuff – A guide to growing up – Jacqui Baeley
5. The Virginia SOLs
6. Library resources and online resources selected by the physical education teacher.