Family Life Education
Curriculum Advisory Committee
Recommendations to the School Board
2014 - 2015

Fairfax County School Board

Department of Instructional Services

School Board Work Session: May 11, 2015
School Board New Business: May 21, 2015
School Board Action: June 25, 2015
Family Life Education

Curriculum Advisory Committee

(FLECAC)

Annual Recommendations

to the

School Board


Note: All community materials will be available for community review online at Family Life Education (http://www.fcps.edu/is/hpe/fle.shtml)

New Business: May 21, 2015

Action: June 25, 2015
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Introduction

The Family Life Education Curriculum Advisory Committee (FLECAC) met October 9, 2014, November 13, 2014, February 12, 2015, March 12, 2015, April 9, 2015, and April 30, 2015. January meeting was not held due to weather. Committee membership included twenty-three voting members and two non-voting members representing students, teachers, administrators, and community members (including School Board representatives and health professionals). The committee was served by a parliamentarian. Committee membership and attendance is provided in Appendix A.

Committee goal for school year 2014-2015:

Conduct a review of the scope and sequence of the Family Life Education K-12 program; identify gaps; align with Virginia Department of Education (VDOE) revised standards of learning for health education; and make recommendations to the School Board for changes/revisions to the learning objectives.

Summary of Recommendations:

The committee took the following actions, which represent its recommendations to the School Board.

- Grades K-9: Lesson objectives for Emotional and Social Health Unit
  - Identified lesson objectives that will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new VDOE general Health Standards of Learning that do not have an opt out option (denoted as strikeouts).
  - Recommended changes to clarify wording and add additional concepts to address learning scaffolding (denoted with underline).

- Grades 4 - 10: Human Growth and Development Unit
  - Recommended changes to clarify/update wording and/or add additional concepts to address learning scaffolding (denoted with underline)

- Grades 11 and 12
  - Recommended changes to clarify/update wording and/or add additional concepts to address learning scaffolding (denoted with underline)

Note: The Virginia Department of Education revised the Standards of Learning for Health Education for 2015. The new standards of learning are available online at http://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml
Recommended Lesson Objectives for Kindergarten Emotional and Social Health

Lesson objectives K.1, K.2, K.3, and K.6 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option.

K.1 Students 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 — mother, father, and children; extended families — relative other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families.

K.2 Students will identify positive ways in which family members and friends show love, affection, respect, and appreciation for each other.
Descriptive Statement: Discussion will include appropriate behaviors such as hugging, listening, protecting, providing guidance, encouraging, and praising. The concept that some behaviors may be inappropriate will be introduced.

K.3 Students will identify good feelings and bad feelings.
Descriptive Statement: Discussion may include the feelings of happiness, joy, sadness, anger, and frustration. Ways to express feelings will be addressed.

K.4 Students will identify elements of good and bad touches by others.
Descriptive Statement: Elements of good touches by others will be defined by the following: touching that can be done in front of anyone, touching that is not a secret, touching that makes the child feel good, touching that is done to keep the child clean or provide medical care, and touching that is an appropriate expression of affection by a family member. Bad touches will be defined by the following: touching of private areas/parts of the body (areas covered by bathing suit or underwear), touching to be kept secret, and touching that makes a child feel bad or uncomfortable.

K.5 Students will demonstrate how to say “no” to inappropriate behaviors from family members, neighbors, strangers, and others.
Descriptive Statement: Discussion will include saying “no” in a loud voice, standing up straight, and looking at the person. Trusting adults who can help the child will be identified. Students will learn to keep telling until someone listens and helps them.

K.6 Students will identify ways an individual’s behavior may affect others.
Descriptive Statement: Discussion will include avoiding behaviors that negatively affect others and encouraging behaviors that positively affect others such as avoiding gossip about other’s personal or family problems, the need for privacy, sharing, encouraging others, being courteous, using good manners, and being respectful of individual differences. Concepts concerning electronic privacy, such as not sharing your name and address over the internet, are introduced.

Approved by FLECAC by the following vote (10 voting members present):

Yes  10
No  0
Lesson objectives 1.1, 1.2, 1.3, and 1.4 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option.

1.1 Students will describe a community as people living and working together and will understand that family members make up a 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 stepparents, and blended families. Instruction will include a definition of community and how they work.

1.2 Students will identify responsibilities of different family members.

Descriptive Statement: Discussion may include adult responsibilities such as providing food, shelter, and clothing; and child responsibilities such as picking up toys and doing homework.

1.3 The student will identify appropriate ways to express feelings such as: happiness, sadness, and anger.

Descriptive Statement: Discussion may include verbal and nonverbal ways to express feelings such as: exercise, art, music, dance, play, storytelling, and creative drama. The responsibility to control one’s own behavior will be presented.

1.4 The student will recognize that 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 towards the student. Difficult situations, such as how to handle a bully on the playground, may be discussed.

1.5 Students 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. To support this instruction, good and bad touches will be reviewed.

1.6 Students will identify strategies to respond to inappropriate behavior from family members, neighbors, strangers, and others.

Descriptive Statement: Discussion will include methods of avoiding and dealing with inappropriate behaviors. Students will identify trusted adults who can help them if someone makes them feel uncomfortable. Students will learn how to respond to inappropriate use of communication devices.

Approved by FLECAC by the following vote (10 voting members present):

Yes 10  
No 0
Recommended Lesson Objectives for
Grade Two Emotional and Social Health

Note: Lesson objectives 2.1, 2.2, 2.3, and 2.4 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option.

2.1 Students will identify adults other than parent or guardian who provide care and support for children.
Descriptive Statement: Discussion may include foster parents; child care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

2.2 Students will identify similarities and differences among individuals and recognize that each individual is worthwhile and needs to be accepted and appreciated as they are.
Descriptive Statement: Instruction will include characteristics that make individuals unique and stress acceptance of others including people with physical and mental disabilities.

2.3 Students will identify how their behavior may affect others and how to take responsibility for their 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. Students will identify ways to assist peers who may be harmed by others’ behavior by helping to solve the problem.

2.4 Students will demonstrate appropriate ways of dealing with feelings.
Descriptive Statement: Discussion will include pleasant feelings (those associated with success and praise) and unpleasant feelings (those resulting from rejection, isolation, and failure); and appropriate and inappropriate behavior in response to these feelings. Students will have the opportunity to practice strategies for appropriate responses.

2.5 Students will identify physical affection as an expression of friendship, celebration, and a loving family.
Descriptive Statement: Discussion Instruction will include the concept that appropriate expressions of affection are healthy for the individual and the family. The student will recognize inappropriate expressions and demonstrate skills to respond to inappropriate expressions.

2.6 Students 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 Instruction will include a review of good and bad touching and the difference between appropriate and inappropriate expressions of affection and behavior. Students will learn that it is okay to say no to inappropriate approaches. Trusted adults will include parent or guardian, teacher, guidance counselor, grandparent, clergy or religious leader, other adult family member.

Approved by FLECAC by the following vote (10 voting members present):

Yes ___10____  No ___0____
Recommended Lesson Objectives for Grade Three Emotional and Social Health

Note: Lesson objectives 3.1, 3.2, 3.3, 3.4, and 3.5 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option.

3.1 Students 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.

3.2 Students 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.

3.3 Students 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.

3.4 Students will identify emotions which 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.

3.5 Students 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.

3.6 Students 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.

Approved by FLECAC by the following vote (10 voting members present):

Yes  10     No  0
Recommended Lesson Objectives for
Grade Four Emotional and Social Health

Note: Lesson objectives 4.1, 4.2, 4.3, 4.4, 4.5, 4.7 and the components of 4.6 that are struck out will continue to be included in the Emotional and Social Health Unit; however, these objectives and components will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option. Underlines denote new wording.

4.1 Students will identify basic emotional, mental, and social needs and develop strategies to meet those needs.
Descriptive Statement: Instruction will include emotional needs for love, security, belonging, and trust; mental needs of being able to think and learn; and social needs of being part of a group, getting along with others, and having privacy. Discussion may include varying needs among individuals and how needs can be met.

4.2 Students will identify and explore their strengths and weaknesses.
Descriptive statement: Instruction will include personal abilities and capabilities, recognition of areas of challenge, and understanding that individuals have different strengths.

4.3 Students will identify the need to assume greater responsibility for self as an individual, as well as responsibility within family, peer groups, and larger community.
Descriptive statement: Instruction will include current roles students have within their families, groups either in school or out of school, and larger community.

4.4 Students will identify basic human emotions and effective ways of dealing with them.
Descriptive statement: Instruction will include developing an understanding of, and dealing with strong emotions, both positive and negative. Emotions may include joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and relocation. Instruction will include managing appropriate responses to these feelings and avoiding self-destructive behavior.

4.5 Students will develop an awareness of individual differences and the importance of respecting others.
Descriptive statement: Instruction will include discussion of individuals with disabilities, and differing ethnic and cultural backgrounds. Ways to show respect for others will be included.

4.6 Students will recognize threatening or uncomfortable situations and how to react to them.
Descriptive statement: Situations will include, but are not limited to walking alone, opening doors to strangers, receiving obscene telephone calls or email, facing dangers in public places, and general safety concerns, sexual abuse, incest, and inappropriate touching; refusing family, family friends, strangers, authority figures, and peers. Ways of protecting oneself and recognizing and reporting such threats are stressed.

4.7 Students will recognize the values and challenges of friendship.
Descriptive statement: Instruction will include a review of social and emotional needs and how friendship may satisfy needs to belong to a group, feel cared for, provide encouragement, and help to feel positive about oneself. This may include an understanding that it is okay for friends to disagree.
Recommended Lesson Objectives for
Grade Four Human Growth and Development

4.1 (Gender Separate): Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.

Descriptive Statement: Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction for girls includes basic anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary personal hygiene products. Instruction for boys includes basic anatomy of the male reproductive system, erections, and nocturnal emissions. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences.

Approved by FLECAC by the following vote (10 voting members present):

Yes 10  No 0
Recommended Lesson Objectives for
Grade Five Emotional and Social Health

Note: Lesson objectives 5.1, 5.2, 5.3, 5.4, and 5.5 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option. Underlines denote new wording.

5.1  The student will define self-concept and identify ways to develop and maintain a positive self-concept.
Descriptive statement: Instruction will include recognition of abilities and capabilities; activities that make them feel positive about themselves such as academic success, achievement in extracurricular activities, and meeting a personal goal.

5.2  The student will identify roles, duties, and responsibilities of family members.
Descriptive statement: Instruction will include discussion of changing roles, duties, and responsibilities of family members; and how roles change throughout life.

5.3  Students will identify sources of peer pressure and develop effective strategies for saying “no” to behaviors or activities that he or she perceives as wrong for him or herself.
Descriptive statement: Instruction will include practicing refusal skills for situations such as, but not limited to, rude behavior, smoking, alcohol or drug use, theft, and vandalism.

5.4  Students will identify and practice effective strategies for conflict resolution.
Descriptive Statement: Instruction will include the use of negotiation and compromise.

5.5  Students will identify causes of anger and grief, and develop effective strategies for handling these emotions.
Descriptive statement: Instruction will include having a misunderstanding with a friend or family member, an upcoming test or big game, the loss of a pet or a friend moving. Discussion may include talking to a parent, other trusted adult, or friend; active listening skills; working on a hobby or another activity that is enjoyable.

5.6  Students will define child abuse and child neglect; identify these behaviors as illegal; and identify adults whom they can confide in and who will help them.
Descriptive statement: Instruction will include physical abuse, verbal abuse, sexual abuse, and neglect. Students will identify sources of help including parent/guardian, other adult family member, teacher, school counselor, clergy or religious leader.

Approved by FLECAC by the following vote (10 voting members present):

Yes 10  No 0

Recommended Lesson Objectives for
Grade Five Human Growth and Development

Note: Underlines denote new wording.

5.1  (Gender-separate): Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.
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, menstruation, erections, and nocturnal emissions. Although instruction for boys includes brief mention of sanitary personal hygiene products during instruction about menstruation, girls only are taught about the intended use and proper disposal of sanitary napkins and tampons personal hygiene products. Focus is on the development of a positive attitude toward oneself during puberty, an appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty and the ability to conceive and bear children.

5.2 **(Gender Separate): Students will identify the structures and functions of the male and female reproductive systems.**

Descriptive Statement: The emphasis is on understanding Instruction includes the functions of the male and female reproductive organs, including the penis, testicles, vasa deferens, scrotum, urethra, uterus, ovaries, vagina, cervix, and fallopian tubes. The reproductive organs are explained in relation to the total human anatomy.

5.3 **(Gender Separate): Students will be introduced to the basic process of human reproduction.**

Descriptive Statement: Instruction includes the uniting of the egg and the sperm through sexual intercourse and basic information about prenatal development and birth. The umbilical cord, placenta, and amniotic sac are introduced. Students learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical procedure called Cesarean section.

5.4 **(Gender Separate): Students will be introduced to the most common sexually transmitted infections (STDIs*), including basic information about HIV/AIDS.**

Descriptive Statement: Instruction includes basic information about the most common bacterial STDs (curable - chlamydia, gonorrhea, syphilis) and viral STDs (incurable - genital herpes, human papilloma virus [HPV], HIV/AIDS). HIV 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 STDIs.

* The Virginia Department of Health uses the term sexually transmitted infections (STIs).

5.5 **(Gender separate): Students will explore the benefits of abstinence from sexual intercourse.**

Descriptive Statement: The negative impact consequences of sexual intercourse on healthy physical, emotional, social, and intellectual development during adolescence is explored; and, students review and practice refusal skills in situations related to adolescent development. The concept that physical changes which prepare a person to become a mother or father occur before a person is emotionally, intellectually, spiritually, financially, and socially mature enough to make a commitment to marriage and raising a family is emphasized.

Approved by FLECAC by the following vote (10 voting members present):

Yes ___10______  No ___0______
Recommended Lesson Objectives for 
Grade Six Emotional and Social Health

Note: Lesson objectives 6.1 and 6.2 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option. Underlines denote new wording.

6.1 The student will describe personal characteristics that can contribute to happiness for self and others.
Descriptive statement: Instruction will include self-discipline, positive self-concept, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for authority, and acceptance of responsibility for self in relation to others.

6.2 The student will recognize the importance of contributing to a constructive group activity and the larger community.
Descriptive statement: Instruction will include the importance of each individual accepting responsibility, contributing positively to a group, what contributes to group success or failure, and how opportunities for leadership may be presented.

6.3 Students will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.
Descriptive statement: Instruction will include defining types of abuse, importance of reporting, and identifying resources for the reporting and treatment of child abuse and family violence.

6.4 Students will explain that there are laws protecting children from inappropriate and abusive behavior of others.
Descriptive Statement: This includes defining sexual, emotional, and physical abuse and neglect; helping children understand what behavior should be expected from adults; and explaining ways to respond positively to family members and younger children in Students’ care. Instruction will include defining and describing human (child/teen sex) trafficking.

6.5 Students will become aware of school and community health-care agencies and their functions services and how to access these services.
Descriptive statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; substance abuse prevention and treatment and support groups; other general and specialized medical health care services, including the role of the family physician primary care provider and local health department; police department, and other safety services. Additional resources for help will include trusted adults such as parents/guardians, school personnel, coaches, and clergy.

Approved by FLECAC by the following vote (10 voting members present):

Yes 10 No 0
Recommended Lesson Objectives for 
Grade Six Human Growth and Development

Note: Underlines denote new wording.

6.1  (Gender Separate): Students will explore the physical, emotional, and social changes that occur during puberty and relate personal hygiene to these changes. 
Descriptive Statement: This includes a review of physiological changes introduced in fifth grade and a brief examination of psychological and social changes, including mood swings, changing family and peer relationships, and increasing interest in romantic relationships. Ways to cope with these changes are addressed, including proper diet, exercise, and talking with a trusted adult such as an adult family member, teacher, counselor, or member of the clergy. The relationship among bodily changes, good personal hygiene and positive interactions with others is emphasized. Girls only review the use and proper disposal of sanitary napkins and tampons personal hygiene products.

6.2  (Gender Separate): Students will review the structures and functions of the male and female reproductive systems and how these change during puberty.  
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 testicles, vasa deferens, urethra, penis, and scrotum in boys.

6.3  (Gender Separate): Students will expand prior knowledge of the process of human reproduction. 
Descriptive Statement: This includes review and extension of information about fertilization, prenatal development, fetal support structures, prenatal care, and birth. The concept that physical readiness to become a mother or father precedes the psychological, emotional, intellectual, spiritual, financial, and social maturity needed to make a commitment to marriage and raising a family is emphasized.

6.4  (Gender Separate): Students will study basic facts about sexually transmitted diseases infections (STDs*).  
Descriptive Statement: Viral (genital herpes, human papilloma virus [HPV], HIV/AIDS) and bacterial STDs (chlamydia, gonorrhea, syphilis) are reviewed, and common consequences of STDs are presented, including infertility, passage to infants during pregnancy, birth, and breast-feeding; and, for HIV/AIDS, eventual death. Prevention of STDs through sexual abstinence, fidelity within marriage, available vaccinations, and avoidance of needle sharing and intravenous drug use is stressed.  
* The Virginia Department of Health uses the term sexually transmitted infections (STIs).

6.5  (Gender Separate): Students will identify reasons for avoiding premarital sexual intercourse.  
Descriptive Statement: Instruction includes exploration of the physical, psychological, social, academic, spiritual, and financial consequences of premarital sexual intercourse. The benefits of sexual abstinence in supporting healthy adolescent development are emphasized and students review and practice using refusal skills in situations related to adolescent development.

Approved by FLECAC by the following vote (12 voting members present):

Yes ___12___  No ___0___
Recommended Lesson Objectives for
Grade Seven Emotional and Social Health

Note: Lesson objectives 7.2, 7.3, 7.4, 7.6, and 7.7 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option. Underlines denote new wording.

7.1 Students will identify physical, emotional, and social changes that occur during the middle school years.
Descriptive Statement: Discussion Instruction includes a brief overview of the changes that occur in students' lives related to the move to middle school, to include changing friendships and family relationships, personal safety issues, and the physical changes of puberty. The new responsibilities related to changing classes, communication with more teachers, organization and homework, and other school-related changes are discussed, and resources for support are presented.

7.2 The student will explore changes in peer relationships during adolescence.
Descriptive Statement: Emphasis is on the increasing importance of peer relationships and the effects of changing interests on friendships during adolescence. Issues such as meeting new people, fitting in, maintaining friendships, dealing with peer pressure, and coping with changes and loss in friendships are explored. Instruction will also include a brief overview of the signs and symptoms of depression and suicide and resources for support.

7.3 The student will describe how adolescent development affects family relationships and practice effective strategies for communicating with family members.
Descriptive Statement: Instruction includes the characteristics of strong families (commitment, time together, appreciation, communication, spiritual wellness, and coping with crisis) and explores students' changing roles and responsibilities as they seek more independence and privileges.

7.4 The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.
Descriptive Statement: Instruction includes identifying and avoiding risky situations. Topics discussed include being home alone, babysitting, and neighborhood and community safety. Instruction will include how to respond to approaches from unknown individuals in public settings such as shopping malls.

7.5 Students will explore safety issues related to the Internet.
Descriptive Statement: Instruction includes how predators can use the Internet to exploit young people, to include human (child/teen sex) trafficking; common techniques and lures used by Internet predators; and strategies for protecting personal information and seeking adult support in uncomfortable situations.

7.6 The student will utilize decision making strategies to make healthy, safe, and responsible decisions related to the physical, emotional, and social changes that occur during the middle school years.

Descriptive Statement: Instruction includes issues related to friendships, school, family, peer pressure, safety, the media, and alcohol, tobacco, and other drugs. The decision to remain sexually abstinent is presented as fundamental to physical, emotional, and social well-being.

7.7 The student will explore the relationship among positive self-image, healthy development, and healthy decision making during the middle school years.

Descriptive Statement: Instruction includes identifying personal strengths and developing a plan for personal growth; 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.

Approved by FLECAC by the following vote (14 voting members present):

Yes  13   No  1

Recommended Lesson Objectives for
Grade Seven Human Growth and Development

Note: Underlines denote new wording.

7.1 (Gender Separate): Students will examine the physical and emotional changes that occur during adolescence.

Descriptive Statement: Students are briefly introduced to the changes that occur during adolescence, including emotional and social changes addressed in the Emotional and Social Health unit. Instruction includes a review of the changes that occur during puberty in both the male and female (growth spurt, pubic and underarm hair, mood swings, skin changes, hygiene-related changes); the changes that occur to males only (including erections, ejaculation, broadening of shoulders, muscle development, nocturnal emission); and the changes that occur to females only (breast development, broadening of hips, vaginal discharge, menstrual cycle).

7.2 (Gender Separate): Students will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty.

Descriptive Statement: In addition to identifying the parts of the male and female reproductive systems, the following topics will be discussed: ovulation, menstruation, erections, ejaculation, and nocturnal emissions. Sexual intercourse and fertilization will be reviewed during the discussion of menstruation.

7.3 (Gender Separate): Students will list common sexually transmitted infections (STDs), including HIV, and identify behaviors which eliminate an individual’s risk of contracting STDs.
Descriptive Statement: Instruction will focus on the most common STDs. This includes categorizing STDs as curable (bacterial - chlamydia, gonorrhea, syphilis or parasitic pubic lice) and incurable (viral - genital herpes, human papilloma virus [HPV], HIV/AIDS) and a general overview of transmission, signs and symptoms, treatments, short- and long-term consequences, and prevention. Abstinence from both sexual contact (including oral sex) and intravenous drug use will be presented as the only way to eliminate the risk of contracting STDs.

7.4 (Gender Separate): Students will list and discuss the benefits of abstaining from sexual activity until marriage.
Descriptive Statement: Instruction focuses on the reasons why sexual abstinence is a healthy choice, including its positive effects on relationships, academics, short- and long-term goals, and physical, emotional, social, financial, and spiritual health.

Approved by FLECAC by the following vote (14 voting members present):

Yes 14 No 0
Recommended Lesson Objectives for
Grade Eight Emotional and Social Health

Note: Lesson objectives 8.1-4, 8.6-8, 8.11, and 8.12 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option. Underlines denote new wording.

8.1 The student will review the emotional and social changes that occur during adolescence.
Descriptive Statement: Instruction focuses on emotional and social development, the increased importance of the peer group, and the effect of brain development on decision making.

8.2 The student will practice applying the decision-making process to situations related to adolescent development.
Descriptive Statement: The decision-making process includes identifying the problem; determining alternatives; evaluating alternatives based on personal, family, religious, moral, and societal values; selecting an alternative that promotes the well-being of self, family, and community; acting responsibly; and evaluating the results of actions to learn from the experience.

8.3 The student will identify influences related to adolescent development that may lead to stress and practice strategies for coping with stress in positive ways.
Descriptive Statement: Instruction focuses on how the physical, social, and emotional changes of adolescence can lead to stress and negative self-image. This includes analyzing stressful situations, learning ways to manage stress, and identifying helpful and harmful ways to cope with negative feelings. Instruction includes a brief discussion of grief and loss.

8.4 The student will describe the symptoms of depression and identify clinical depression as a leading factor in suicide.
Descriptive Statement: This includes the relationship between the changes of adolescence and depression, the difference between feeling depressed and experiencing clinical depression, the warning signs of depression and suicide, and sources of help.

8.5 Students will identify and explore factors that influence the development of individual identity during adolescence, including attitudes about masculinity and femininity occurs over a lifetime and includes the component of sexual orientation and gender identity.
Descriptive Statement: This includes discovering and developing Instruction will include factors that influence the development of individual identity such as capabilities; acknowledging areas in need of personal growth; and understanding and accepting oneself; and Instruction includes the effect of gender roles and expectations on individual choices and emphasizes that while attitudes about gender roles differ among families, cultures, religions, and individuals, stereotyping individuals based on gender can limit opportunities. Individual identity will also be described as having four parts – biological gender, gender identity (includes transgender), gender role, and sexual orientation (includes heterosexual, bisexual, and homosexual). The concept that sexuality is a broader spectrum will be introduced.
8.6 The student will explore issues related to changes in social relationships during adolescence.
Descriptive Statement: This includes showing respect for the strengths and weaknesses of others and understanding that friendships can influence us positively and negatively. Instruction emphasizes that friendships with both genders are important throughout life and that group activities allow teenagers to learn about others without the awkwardness, pressures, and risks that can be associated with dating.

8.7 The student will identify family and personal expectations of dating relationships and investigate the influence of mass media messages on dating and sexual behavior.
Descriptive Statement: Topics include peer pressure, the explicit and implicit nature of media messages about dating, how teens are influenced by trends and fads, and strategies for dealing with peer pressure and media influences. It is emphasized that families and cultures may have different values and expectations about dating and that the age at which people become interested in dating varies among individuals.

8.8 The student will demonstrate strategies for resolving conflicts that arise in families and peer groups.
Descriptive Statement: This includes learning effective communication and conflict resolution skills and applying them through role play to situations involving family and peer relationships. The importance of taking responsibility for resolving conflict in ways that show respect for self and others is emphasized.

8.9 Students will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for all types of exploitation.
Descriptive Statement: Types of exploitation discussed include negative peer pressure, bullying, hazing, physical, emotional, and sexual abuse and neglect. Instruction will include the dangers and repercussions (or use consequences in lieu of dangers and repercussions) of using personal electronic exchanges or social media to engage in sexually explicit communications (includes sharing sexually explicit images).

8.10 Students will define sexual abuse, including date rape, dating violence, and discuss prevention strategies, coping strategies, and sources of help.
Descriptive Statement: Content includes personal prevention skills, avoidance of potentially dangerous situations, lures and techniques used by abusers, and sources of support. Instruction will include techniques and lures used in cases of human (teen sex) trafficking. Emphasis is placed on the importance of telling a trusted adult (parent/guardian, teacher, guidance counselor, doctor, health care provider, religious leader, School Resource Officer) if you are concerned about your safety or the safety of another individual or if you or someone you know is being abused.

8.11 The student will demonstrate resistance skills.
Descriptive Statement: Instruction includes assertive communication skills and refusal strategies. Students practice applying these skills to hypothetical situations relevant to the teen experience.

8.12 The student will identify sources of help within the community that can provide assistance with issues which affect adolescents.
Descriptive Statement: Resources for obtaining information and support related to adolescent physical and Emotional and Social Health are addressed.

Approved by FLECAC by the following vote (19 voting members present):

Yes  18   No  1

Recommended Lesson Objectives for Grade Eight Human Growth and Development

Note: Underlines denote new wording.

8.1 (Gender Separate): Students will review the physical, social, and emotional changes that occur during adolescence and identify and describe the anatomy and physiology of the reproductive systems.
Descriptive Statement: Instruction includes a brief review of the effects of hormonal changes on social and emotional development and focuses on the physical changes that occur during puberty. Topics include internal and external structures, the menstrual cycle, erections, ejaculations, and nocturnal emissions.

8.2 (Gender Separate): Students will examine and describe the process of human reproduction.
Descriptive Statement: Topics include ovulation, fertilization, implantation, prenatal development, and childbirth. Instruction includes the stages of labor and types of deliveries. It is emphasized that the physical ability to conceive a child comes before psychological, emotional, spiritual, financial, and social readiness.

8.3 (Gender Separate): Students will describe causes, effects, modes of transmission, treatment, and prevention of the most common sexually transmitted infections (STDIs), including HIV.
Descriptive Statement: Instruction includes the curable (bacterial and parasitic) and incurable (viral) STDIs. Bacterial STDIs discussed include gonorrhea, chlamydia, and syphilis. Viral STDIs include human papilloma virus (HPV) (genital warts), genital herpes, Hepatitis B and C, and HIV. Other STDIs will be included as they become prevalent. Oral and anal sex are briefly defined and identified as behaviors which allow risk factors for the transmission of STDIs. Sexual abstinence from all types of sexual intercourse as well as abstaining from intravenous drug use will be presented as the only way to eliminate the risk of contracting STDIs. Risk factors discussed will include the use of alcohol and drugs and their effect on decision making.

8.4 (Gender Separate): Students will describe the consequences of teen sexual activity and explore the benefits of abstaining from sexual activity until marriage.
Descriptive Statement: Instruction includes exploring the reasons why some teenagers sometimes may become sexually active; discussing the physical, social, emotional, and financial impact of premarital sexual activity and teen pregnancy; and identifying positive alternatives to sexual activity. This includes making responsible decisions that are consistent with one’s personal and family values and supportive of personal health and the well-being of others.

8.5 (Gender Separate): Students will identify reliable methods of pregnancy and disease prevention.
Descriptive statement: Contraception will be defined. Instruction will include information about barrier and hormonal methods of contraception including specific examples of each method, how the methods work, how they are obtained, and their relationship to disease prevention. Abstinence will be emphasized as the only method that is 100 percent effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.

Approved by FLECAC by the following vote (14 voting members present):

Yes  14        No  0
Recommended Lesson Objectives for
Grade Nine Emotional and Social Health

Note: Lesson objectives 9.1, 9.4, and 9.5 will continue to be included in the Emotional and Social Health Unit; however, these objectives will no longer be considered Family Life Education instruction as they meet new general Health Standards of Learning that do not have an opt out option. Underlines denote new wording.

9.1 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.

9.2 Students will identify types of abuse and exploitation and identify and develop prevention strategies and healthy coping skills. Students will identify appropriate resources for help.
Descriptive Statement: Topics will include emotional, verbal, physical, and sexual abuse, neglect, and human (teen sex) trafficking, physical abuse, neglect, verbal abuse, emotional abuse, bullying, Internet exploitation, and human trafficking. Prevention strategies will include conflict resolution and Internet safety and personal safety in the community. Resources for help will include talking with a trusted adult (parent/guardian, school personnel, teacher, guidance counselor, doctor, health care provider, religious leader, School Resource Officer) and community resources (support groups, law enforcement).

9.3 Students will identify prevention strategies and effects, prevention strategies, and appropriate resources for help and reporting for sexual abuse, human (teen sex) trafficking, sexual assault, rape, incestuous behavior, and molestation. Students will identify appropriate resources for help.
Descriptive Statement: Topics will include sexual abuse (including sexual assault, rape, intimate partner violence, incestuous behavior, molestation, gang sexual abuse, human (teen sex) trafficking, and incest) and Internet safety. Resources for help and reporting include parents, school personnel, religious leaders, health care providers, and community resources.

9.4 Student will identify factors that lead to depression and suicide, and healthy coping strategies for themselves and others.
Descriptive Statement: Review of depression and suicide will be included. Factors may include home relationships, friendship or dating relationships, expectations, stressors, and substance abuse. Coping skills may include problem solving; stress reduction; developing peer, family and community support systems; and talking to a trusted adult.

9.5 Student will identify factors that contribute to healthy relationships in families, friendships, and dating.
Descriptive Statement: Topics may include communication skills, decision making, respect for self and others (establishing personal boundaries), and conflict resolution.

Approved by FLECAC by the following vote (14 voting members present):

Yes 14
No 0
Recommended Lesson Objectives for
Biology: Grade Nine Human Growth and Development

Note: Proposed revisions to grade Nine Human Growth and Development objectives include moving the instructional program from Biology to Grade 9 Health and Physical Education course beginning 2016-2017. Proposed objectives 9.2, 9.3, and 9.4 have been moved from grade 10 to grade 9 to better scaffold student learning. Underlines denote new wording.

Bio.1 9.1 Students will review the structures and functions of the male and female reproductive systems and explain the process of human reproduction fertilization.
Descriptive Statement: Instruction will include human reproductive anatomy, physiology, conception, ovulation, and fertilization, fetal development, and childbirth.

Bio.2 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. Effects of alcohol, tobacco, and other drugs on normal development will be presented.

9.2 Students will describe pregnancy and birth and analyze 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 preconception and 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. Community resources for pregnancy testing and further information are identified.

Bio.3 Student will identify how contraceptive methods work and will identify the advantages of abstaining from premarital sexual activity.
Descriptive Statement: Instruction will include barrier, hormonal, behavioral and surgical methods. Abstinence will be presented as the only 100% effective method of avoiding an unwanted pregnancy.

9.3 Students 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. Students will learn that anyone who has been sexually active can make a new decision for premarital abstinence. Instruction will include effective strategies for promoting and maintaining self-worth and resisting peer pressure, such as communication, assertiveness, and refusal skills.

9.4 Students will examine methods of contraception.
Descriptive Statement: Instruction will include barrier, hormonal, and surgical contraceptive methods; identification of 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 and disease.
Bio.4  **9.5 Students will review information about bacterial, viral, and parasitic sexually transmitted infections to include prevention, transmission, diagnosis, and treatment.**

Descriptive Statement: Instruction will include review of bacterial, viral, and parasitic STIs; and prevention, transmission, diagnosis, and treatment the virology, epidemiology, and prevention of HIV/AIDS. Community resources for testing and treatment will be identified. Abstinence from sexual activity will be presented as the only 100% effective method for prevention of sexually transmitted infections.

Bio.5  **9.6 Students will recognize development of sexuality as a lifelong aspect of personality.**

Descriptive Statement: Instruction will include that individuals are sexual beings from birth to death and that sexuality evolves from infancy to old age. Sexual orientation terms heterosexuality, and homosexuality, and bisexuality; and the gender identity term transgender will be defined. Students with questions or concerned about their sexuality orientation or gender identity will be advised to discuss these concerns talk with a parent, member of the clergy, trusted adult, or counselor. Emphasis will be placed on tolerance and nondiscrimination of all people.

Approved by FLECAC by the following vote (14 voting members present):

Yes 14  No 0
Recommended Lesson Objectives for
Grade Ten Human Growth and Development

Note: Lesson objective 10.1 will continue to be included in health instruction; however, this objective will no longer be considered Family Life Education instruction as it meets new general Health Standards of Learning that do not have an opt out option. Original objective 10.2 is struck out and moved from grade 10 to grade 9 to better scaffold student learning. New objective 10.2 was moved from grade 9 to grade 10 to better scaffold student learning. Original objective 10.3 is now part of new 10.1. Original objective 10.4 is now 10.1. Healthy relationship elements from original 10.9 will be included in general health instruction. Additional underlines denote new wording.

10.1 Student will discuss 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 warning signs of breast cancer (female and male) and testicular cancer. Instruction will include breast self-examination (girls only) and testicular self-examination (boys only).

Students 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. Effects of alcohol, tobacco, and other drugs on normal development will be presented.

10.2 Student will describe pregnancy and birth and analyze factors associated with a healthy pregnancy.
Descriptive Statement: Instruction will include a review of reproductive anatomy and reproductive process, signs and symptoms of pregnancy, stages of pregnancy, fetal development, stages of childbirth, and birthing options. Topics will include preconception and 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. Community resources for testing and further information are identified.

10.3 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. Students will learn 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 refusal skills.

10.4 Student will examine methods of contraception.
Descriptive Statement: Instruction will include review of barrier, hormonal, and surgical methods; identification of effectiveness for prevention of pregnancy and disease prevention; and misconceptions regarding contraception. Various moral and/or religious viewpoints about the use of contraception will be presented. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and disease.
10.1 **Students will identify how contraceptive methods work and will identify the advantages of abstaining from sexual activity.**
Descriptive Statement: Instruction will include barrier, hormonal, behavioral and surgical methods. Reproductive anatomy and physiology will be reviewed as appropriate. Sexual abstinence will be identified as the appropriate choice for adolescents. Instruction will include effective strategies for resisting peer pressure, such as communication, assertiveness, and refusal skills.

10.52 **Students will discuss abortion and the different opinions in society about abortion.**
Descriptive Statement: This includes the concept that abortions can be spontaneous (i.e. miscarriage) or induced. Varying opinions concerning abortion will be discussed. Information on the physical, emotional, and psychological risks will be presented. Applicable local, state and federal laws will be discussed (e.g. Virginia Parental Notification, Safe Haven, and Roe v. Wade).

10.63 **Students will discuss adoption as a positive choice in the event of an unwanted pregnancy.**
Descriptive Statement: Information will be provided about the benefits of adoption for parents, child, family, and community. Community resources for further information and support are identified.

10.74 **Students will examine the most common bacterial, viral, and parasitic sexually transmitted infections (STIs), to include HIV/AIDS.**
Descriptive Statement: Instruction will include review of bacterial, viral, and parasitic infections; and prevention, transmission, diagnosis, health consequences, and treatment of STIs. Abstinence from both sexual activity (including oral and anal sex) and intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs. Risk factors discussed will include the effects of alcohol and drug use on decision making. Community health resources for further information, assistance, and support will be identified.

10.85 **Students will recognize development of sexuality as an aspect of one’s total personality.**
Descriptive Statement: Instruction will include how sexuality develops throughout a lifetime and how sexuality encompasses attitudes, values, and behaviors. Emphasis will be placed on an understanding that there is a broader, boundless, and fluid spectrum of sexuality that is developed throughout a lifetime. Sexual orientation and gender identity terms will be discussed with focus on appreciation for individual differences. Heterosexuality, homosexuality, bisexuality, and transgender will be defined. Social and legal issues will be discussed.

10.9 **Students 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, human trafficking, and Internet exploitation) will be presented. Strategies for prevention and dealing with abuse, human trafficking, and exploitation will be discussed. Community health resources for further information, assistance, and support will be identified.
10.6 Students will examine teen dating relationships, teen dating violence, and human (teen sex) trafficking; and strategies for prevention and help. Descriptive Statement: Instruction will include dating violence (verbal, physical, emotional, and sexual abuse, and sexual assault), Internet exploitation, and sexual consent; and how dating relationships may result in human (teen sex) trafficking. Strategies for prevention and dealing with abuse, violence, and human (teen sex) trafficking will be discussed. Community health resources for further information, assistance, and support will be identified.

Approved by FLECAC by the following vote (19 voting members present):

Yes  19  No  0
11.1 **The student will identify how HIV disease is sexually transmitted infections are contracted and how to prevent contraction.**

Descriptive Statement: Topics include sexual and nonsexual high-risk behaviors that may cause contraction of bacterial STIs (gonorrhea, chlamydia, syphilis, trichomoniasis) and viral STIs (herpes, hepatitis, HPV, and HIV); myths about the transmission of HIV; the need for compassion for people with HIV; the ways to prevent or reduce the spread of HIV; signs and symptoms of infection; treatment methods; and prevention methods including abstinence from sexual activity, abstinence from intravenous drug use, and the use of condoms.

11.2 **The student will identify methods of contraception.**

Descriptive Statement: Instruction will include review of barrier, hormonal, and surgical methods; identification of effectiveness for prevention of pregnancy and disease; how to obtain various methods, and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and disease.

11.3 **Students will examine healthy and unhealthy relationships, dating violence, and strategies for prevention and help.**

Descriptive Statement: Instruction will include controlling behaviors, sexual assault, digital abuse, human (teen sex) trafficking, coercion, and sexual consent. Refusal and prevention strategies will be discussed. Community health resources for further information, assistance, and support will be identified.

Approved by FLECAC by the following vote (19 voting members present):

Yes 19  No 0
12.1 The student will interpret laws that affect family life.

Descriptive Statement: Current laws and case studies in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, human (teen sex) trafficking, sexual assault (includes consent), and legal responsibilities of parents. Instruction will include the impact of engaging in risky behaviors during high school, post-secondary education, and career.

12.2 The student will explain prevention and transmission of sexually transmitted infections. The student will be able to describe the physical, emotional, and social impacts of sexually transmitted infections on self and others.

Descriptive Statement: Topics will include local and national statistics, high risk behaviors, abstinence from sexual activity and intravenous drug use, and the effects of substance use on decision making and the developing brain. Discussion Instruction will include considerations for current and future settings (high school, college, work environments).

12.3 The student will identify factors that influence use of contraceptives.

Descriptive Statement: Instruction will include review of methods and effectiveness of contraceptives for pregnancy and disease prevention. Students will explore considerations for choosing contraception to include how the method is used, partner’s opinion, availability and cost, and personal values/beliefs. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and disease.

Approved by FLECAC by the following vote (19 voting members present):

Yes 19  No 0
APPENDIX A

FAMILY LIFE EDUCATION CURRICULUM
ADVISORY COMMITTEE

Membership and Attendance
2014-2015
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