This information can be viewed online at: www.wjccschools.org

The main purpose of the WJCC (Williamsburg James City County) Family Life program is to ensure the continual development of healthy families in the future. An effective way of insuring this is to help young people grow into responsible, well-informed adults. This guidance should come from parents, schools, clergy, and other members of society working together to provide students an enriched environment for healthy development.

The Family Life Education program is a program led by well-trained teachers, permitting student expression, and encouraging continued parental involvement. The cooperative efforts of the parents, schools, and community will enrich the lives of WJCC children.

This Parent Resource Guide includes an overview of each grade level and some activities that parents and students can do at home. The guide is intended to promote effective communication within the family setting and provide an opportunity for students to ask questions and share concerns they might have.

HISTORY

The General Assembly mandated that a Family Life Education program be implemented in all schools in Virginia by the fall of 1989. Local school boards had the option of using the program as adopted by the Virginia Board of Education or developing their own. The Williamsburg-James City County Schools has developed its own program to allow for the greatest amount of community input with the help of the Family Life Education Community Involvement Team, which is currently composed of the individuals listed with the following roles:

- 3 teachers
- 2 school nurses
- 2 school counselors
- 4 school administrators
- 2 clergymen
- 10 parents
- 2 community health services professionals

The current purpose of the Family Life Community Involvement Team is threefold:

- To promote community awareness and involvement with the Family Life Program
- To review the alignment of the curriculum to Virginia Code and State Standards
- To provide feedback for the communication plan for the curriculum and opt out procedures.

OPT-OUT PROCEDURES
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.

The opt-out procedure is as follows:

Parents may exercise the opt-out procedure for any or the entire Family Life Education curriculum. Lesson plans are available for all Family Life Standards of Learning at each grade level. Parents are encouraged to review the lesson plans at each grade level before exercising the opt-out procedure.

Parents will be notified by letter of the time block allocated for teaching Family Life within the K-5 classroom or the 6-10 health block. The opt-out form will accompany this letter. If a parent elects for his/her child not to participate, the opt-out form should be completed and returned to the child’s school. Copies of the opt-out form will be in each school.

**IMPLEMENTATION GUIDELINES**

- In grades 4-5, decisions on family life instruction will be made on a school-by-school basis depending on available staff.
- Teachers will exercise caution when responding to questions relating to morality.
- Only approved instructional materials will be used.
- Students with disabilities may receive instruction in Family Life Education. In developing the student's individualized education plan, appropriate content areas will be selected based on the student's age and ability. The classroom teacher will make modifications to the basic content, activities, and teaching resources as needed.
- New instructional resources recommended for implementation will be referred to the Family Life Community Involvement Team annually.

All materials are available for parental review in each school.

**SIXTH GRADE**

The sixth-grade curriculum helps students continue to understand puberty. Human reproduction and the value of postponing sexual activity until marriage are discussed. Also, students will have increased understanding of child abuse and neglect, including sexual abuse. Students will learn to develop a safety network of adults they can trust and then turn to if any abuse occurs. All topics are discussed in health classes.

**VA SOL 4.8**

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

**Subject Area:** Health
Descriptive Statement
Discussion includes the motivation for using drugs and other substances – a need to feel grown up, for peer acceptance, a high from the temporary effects of drugs, and/or a relief from mental pain. Emphasis is placed on ways of dealing with one’s needs and feelings without the use of drugs or other substances.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Write an anti-drug slogan and display it somewhere in the house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Why is just saying “no” so hard for people to do?</td>
</tr>
<tr>
<td>Key Terms</td>
<td>Motivation - a thought or feeling that makes you act, consider, or reason</td>
</tr>
</tbody>
</table>

**VA SOL 4.9**
The student will recognize the dangers of substance use and abuse.

**Subject Area: Health**

Descriptive Statement
The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the functioning of family members as a unit, including how substance abuse can be one of many contributing factors of family violence and child abuse.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Look through a newspaper to find an article about how drugs affect a family (for example, family evicted from apartment because family member is dealing drugs).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Things to Think About</td>
</tr>
<tr>
<td></td>
<td>1. Over half of all teen suicides involve drugs.</td>
</tr>
<tr>
<td></td>
<td>2. Many teens who die from drug overdose did not intentionally take their lives.</td>
</tr>
<tr>
<td></td>
<td>3. Some teens on drugs steal from their family.</td>
</tr>
<tr>
<td></td>
<td>4. Alcohol and other drugs play a significant role in all child abuse cases.</td>
</tr>
</tbody>
</table>

**VA SOL 5.1**
The student will define the structure and function of the endocrine system.

**Subject Area: Family Life**

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

To demonstrate how the endocrine system works, think of a time when you had the following responses: heart pounding, breathing so fast you had to gasp for air, sweat covering your body, or goose bumps appearing on your skin.

Things to Think About

Understand the wide range in rate of development and that each person has an individual rate of growth.

Key Terms

*Endocrine System* - this system has chemical control of the body through the actions of nine glands that secrete chemicals called hormones directly into the body  
*Glands* - special structures in the body that produce hormones  
*Hormones* - chemical messages that produce change

**VA SOL 5.5**

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

**Subject Area:** Family Life

Activity

1. Discuss what foods are important for a pregnant woman to eat.  
2. Discuss what substances are dangerous for a pregnant woman.  
3. Discuss how a father, other family members, and friends can help a pregnant woman and her unborn baby stay healthy while she is pregnant.  
4. Discuss why it might be important for children and adults to take care of their bodies.

Things to Think About

1. Everyone at all ages needs a well-balanced diet that includes breads and cereals, fruits, vegetables, meat or other protein sources and milk products.  
2. A pregnant woman needs a well-balanced diet like anyone of any age but may need more vitamin rich foods and more calcium.  
3. Family members can influence others, including pregnant women, to eat more nutritiously by selecting a well-balanced diet and healthy snacks.  
4. Alcohol, cigarettes, some prescription and over-the-counter medicine, caffeine and illegal drugs are some of the substances that can harm a woman and her unborn baby. Family members can help pregnant women in the ways listed below.  
   a. encouraging them not to use these substances  
   b. not using these substances around them  
   c. offering healthier choices
5. Family members and friends can also help a pregnant woman by encouraging her to get early prenatal care.

**VA SOL 5.6**
The student will identify reasons for avoiding sexual activity prior to marriage.

**Subject Area:** Family Life

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

**VA SOL 5.10**
The student will examine the messages from mass media related to sexuality.

**Subject Area:** Family Life

**Descriptive Statement**
Printed materials, advertising, television, wearing apparel, the internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation. Students will understand the appropriate use of cell phones and other social media. Students will understand how the media affects mental health as it relates to sexuality.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parent and child could watch a TV program with commercials or look at magazine advertisements.</th>
</tr>
</thead>
</table>
| Things to Think About | 1. Media can influence our ideas and notions about sex roles.  
2. In real life, situations are often quite different from media life.  
3. What kind of content do you allow your children to watch? Do you monitor those programs? |
| Key Terms | Sexual Exploitation - for example, using sex to sell a product |

**VA SOL 5.11**
The student will develop skill in saying “no” to any social behavior or activity that he or she perceives as wrong for him or herself.

**Subject Area:** Family Life
**Descriptive Statement**
Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital and unwanted sexual relationships.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Discuss what children can say or do to protect themselves from danger.</th>
</tr>
</thead>
</table>

**Things to Think About**
1. A child needs to know that he/she has choices about allowing another person to touch his/her body. This, and awareness of personal body privacy, can help a child resist bad touches or molestation.
2. What kinds of restrictions do you place on your children? Do they know the rules? How do you keep them from dangerous situations, like going to a friend’s home when there is no adult supervision?

**VA SOL 5.12**
The student will recognize threatening or uncomfortable situations and how to react to them.

**Subject Area:** Family Life

**Descriptive Statement**
These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, being influenced, or coerced into selling their bodies for financial gain, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made that most life situations are not threatening.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Make a list of rules to use in threatening situations. Post it somewhere in your house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What would you do if someone in a car asked you for directions?</td>
</tr>
<tr>
<td>2.</td>
<td>What would you do if after doing yard work the homeowner said, “Come inside and I’ll pay you?”</td>
</tr>
<tr>
<td>3.</td>
<td>What would you do if a person said, “You are pretty enough to be a model” and asked you to pose for a photograph?</td>
</tr>
<tr>
<td>4.</td>
<td>What would you do if someone sends you a text message with an inappropriate picture or message?</td>
</tr>
<tr>
<td>5.</td>
<td>What would you do if someone you met online wanted to meet you face-to-face?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things to Think About</th>
<th>1. Stay out of arm’s reach when giving directions to anyone in a car.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. If you do not know the person, do not go inside with him/her.</td>
</tr>
<tr>
<td></td>
<td>3. Do not pose for a picture for anyone without parental permission.</td>
</tr>
</tbody>
</table>
VA SOL 5.13
The student will explain the effects of substance use abuse on the body.

**Subject Area:** Health

**Descriptive Statement**
Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

VA SOL 5.14
The student will become aware of the existence of sexually transmitted infection.

**Subject Area:** Family Life

**Descriptive Statement**
Factual information regarding the nature of sexually transmitted infection, including human immuno-deficiency virus (HIV)/ acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, genital Herpes, Gonorrhea, Human Papilloma Virus (HPV), and Syphilis.

VA SOL 6.1
The student will understand personal hygiene practices and 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>When the opportunity presents itself, talk about the various hygiene products available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Puberty is a time during adolescence when the child is physically changing into an adult.</td>
</tr>
<tr>
<td></td>
<td>1. Physical changes taking place in boys:</td>
</tr>
<tr>
<td></td>
<td>a. height increases</td>
</tr>
<tr>
<td></td>
<td>b. weight gain</td>
</tr>
<tr>
<td></td>
<td>c. body hair grows</td>
</tr>
<tr>
<td></td>
<td>d. shoulders broaden</td>
</tr>
<tr>
<td></td>
<td>e. voice deepens</td>
</tr>
<tr>
<td></td>
<td>f. muscle tissue increases</td>
</tr>
<tr>
<td></td>
<td>g. genitals enlarge</td>
</tr>
<tr>
<td></td>
<td>h. nocturnal emissions</td>
</tr>
<tr>
<td></td>
<td>i. acne</td>
</tr>
<tr>
<td></td>
<td>2. Physical changes taking place in girls:</td>
</tr>
</tbody>
</table>

Grades: 6-8  
Revised August 2022  
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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>wider hips, smaller waist</td>
</tr>
<tr>
<td>b.</td>
<td>breasts develop</td>
</tr>
<tr>
<td>c.</td>
<td>body hair grows</td>
</tr>
<tr>
<td>d.</td>
<td>height increases</td>
</tr>
<tr>
<td>e.</td>
<td>weight gain</td>
</tr>
<tr>
<td>f.</td>
<td>menstruation</td>
</tr>
<tr>
<td>g.</td>
<td>acne</td>
</tr>
</tbody>
</table>

3. Good personal hygiene includes:
   - a. more frequent bathing
   - b. washing of hair
   - c. use of deodorant
   - d. proper care of teeth
   - e. clean clothing
   - f. how to deal with pimples

Children often think of being clean as not having visible dirt on them. Being clean includes things that they cannot see and odors that they may not have noticed. They need to understand that keeping clean is healthy. Personal hygiene knowledge creates security and increased self-esteem.

<table>
<thead>
<tr>
<th>Key Terms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Hygiene</strong> - procedures that are used for health and cleanliness</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Esteem</strong> - how we feel about ourselves</td>
<td></td>
</tr>
<tr>
<td><strong>Puberty</strong> - the physical, emotional, and mental changes during adolescence</td>
<td></td>
</tr>
</tbody>
</table>

**VA SOL 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ask your child about the uniqueness of everyone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Newborn babies often look alike, but after closer examination we notice they are different. That difference makes each person special.</td>
</tr>
<tr>
<td>Key Terms</td>
<td><strong>Uniqueness</strong> - being one of a kind</td>
</tr>
<tr>
<td></td>
<td><strong>Adolescence</strong> - growth from childhood to adulthood</td>
</tr>
</tbody>
</table>

**VA SOL 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>If you are comfortable with sharing experiences of your own, use this time to discuss various incidents (which stemmed from emotional changes) that occurred during your childhood. Other options could be to use a story, or TV show, which deals with the emotional stress compounded by puberty.</th>
</tr>
</thead>
</table>
| Things to Think About | 1. Many of the emotional changes (feelings) happen to both boys and girls.  
2. The physical changes in boys and girls do not happen at the same time. Girls usually change before boys.  
3. Children can learn to react to their emotions appropriately (control their emotions) and stand up for beliefs.  
4. Crushes are not love but are felt very strongly. |
| Key Terms | *Nocturnal Emissions* (wet dream) - ejaculation of semen and sperm from penis during sleep (for boys)  
*Erections* - state in which penis fills with blood and swells (for boys)  
*Menstruation* - a monthly shedding of the uterine lining  
*Crush* - a sudden strong liking of a person |

**VA SOL 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 (Human Papilloma Virus), 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.).

**VA SOL 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.

**VA SOL 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.

**VA SOL 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.

**VA SOL 6.8**

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

**Descriptive Statement**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Encourage your child to realize that he/she can come to you with any feelings of discomfort he/she may experience when dealing with certain individuals.</th>
</tr>
</thead>
</table>
| Things to Think About | Child abuse and neglect – Virginia Child Abuse and Neglect Laws  
1. What is it? The legal definition of child abuse and neglect is:  
   a. the creating or inflicting by a parent or custodian of a non-accidental physical or mental injury upon a child under 18 years old or permitting the inflicting of such an injury.  
   b. the creating by a parent or custodian of a substantial risk of death, disfigurement, or impairment of bodily or mental function of a child.  
   c. neglect or refusal by a parent or custodian to provide care necessary for the child’s health. |
d. abandonment of a child by a parent or other person responsible for his/her care; and

e. the committing upon a child of any sexual act in violation of law or permitting the commission of such acts.

2. Who reports?

The following people are required by law to report suspected child abuse or neglect: doctors, nurses, social workers, probation officers, teachers, and school employees (including nursery schools), paid babysitters employed on a regular basis, mental health professionals, and law enforcement officers. Anyone may call in a report. It may be anonymous.

3. Civil Liability

Persons making complaints and reports are by law immune from any civil liability unless they act in bad faith.

4. Fines

Any person required to report who is found guilty of not reporting suspected child abuse and neglect shall be fined not more than $500.00 for the first failure and for any subsequent failures not less than $100.00 nor more than $1,000.00. It is not necessary that you have absolute proof before reporting; it is the responsibility of Child Protective Services to investigate.

Key Terms

<table>
<thead>
<tr>
<th>Child Abuse</th>
<th>the physical, emotional, or sexual mistreatment of a child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Harassment</td>
<td>any unwanted or inappropriate attention of a sexual nature</td>
</tr>
<tr>
<td>Electronic Harassment/Cyber Bullying</td>
<td>online bullying, which includes sending rude or threatening messages, sending repeated unwanted messages or pictures, or publishing slanderous information</td>
</tr>
<tr>
<td>Personal Privacy/Body Boundaries</td>
<td>areas covered by the bathing suit are private areas of the body that should not be crossed by others</td>
</tr>
<tr>
<td>Safety Network</td>
<td>a group of trusted adults that you feel safe and secure talking to and going to for help</td>
</tr>
</tbody>
</table>

VA SOL 6.9

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

Descriptive Statement

Instruction includes the availability of community agencies providing the following services:

- Child abuse prevention; treatment of abuse victims; mental health counseling; 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, and other safety services; and community services provided by religious organizations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parents are encouraged to learn about these agencies and to use their services when needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>In times of crisis, there are community agencies that can help.</td>
</tr>
</tbody>
</table>

**VA SOL 6.10**
The student will explain the effects of substance abuse and abuse on the individual, family, schools, 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.

**VA SOL 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 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.

**VA SOL 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.

**VA SOL 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. Career and other options available are stressed as choices and are identified in the decision-making process.
SEVENTH GRADE

Students will recognize that sexual decisions are conscious decisions and that it is important to say no to premarital sexual relationships. Students will examine the benefits of abstinence from sexual activity. Consequences of sexual decisions are discussed. Factual information is presented on teen pregnancy and the ongoing issue of HIV/AIDS. Students will realize that physical affection is not all sexual and will learn appropriate expressions of affection.

VA SOL 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.

VA SOL 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.

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

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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Give as many examples as you can of ways you have observed your family members showing love for one another.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>A healthy family is loving and caring.</td>
</tr>
<tr>
<td>Key Terms</td>
<td>Physical Affection - using touch can show fondness or love</td>
</tr>
</tbody>
</table>

Grades: 6-8
Revised August 2022
VA SOL 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.

VA SOL 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. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Think of a popular song and discuss the lyrics to see if it contains any sexual stereotyping and/or exploitation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Students need to be aware of stereotyping and sexual exploitation through advertising and media and understand that these stereotypes do not have to be accepted.</td>
</tr>
<tr>
<td>Key Terms</td>
<td>Sexual Exploitation - unjust or improper use of another person for one’s own profit or advantage</td>
</tr>
<tr>
<td></td>
<td>Gender Stereotyping - fixed ideas of male and female roles in society</td>
</tr>
</tbody>
</table>

VA SOL 7.6
The student 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Discuss appropriate use of electronic devices and the dangers of cyber predators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Realize that appropriate supervision is necessary when visiting friends' homes and while using the computer, cell phones, and all other electronic devices.</td>
</tr>
</tbody>
</table>
| Key Terms                     | **Online/Cyber Predator** - a person who attempts to lure a child using the computer with the intent to do harm  
**Child Abduction** - The unauthorized removal of a minor from the custody of the child's natural parents or legal guardian. |

**VA SOL 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.

**VA SOL 7.8**
The student will list the adverse consequences of a pregnancy in early adolescence, as well as the 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 are also 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Discuss with your adolescent the value of postponing sexual activity</th>
</tr>
</thead>
</table>
### Things to Think About

Children with low self-esteem are more likely to have early sexual activity and/or drug use. Tell your children often how special they are to you.

### VA SOL 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.

### VA SOL 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.

### VA SOL 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 and assault are identified.

### VA SOL 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.
### Activity
Review with your adolescent information learned in class about sexually transmitted infections, including HIV.

### Things to Think About
1. Sexually transmitted infections can be avoided by practicing abstinence.
2. Not using drugs is another way to avoid diseases.
3. Sexual intercourse should be delayed. Sexual activity can cause sexually transmitted infections, unwanted pregnancy, loss of self-esteem, loss of career goals, great economic stress, etc.

### Key Terms
- **Acquired Immune Deficiency Syndrome (AIDS)** - An infection that attacks the immune system by reducing the number of white blood cells.
- **Human Immunodeficiency Virus (HIV)** - The virus that causes AIDS.

### VA SOL 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.

### VA SOL 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 and 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.

### Activity
Encourage extra-curricular activities such as hobbies, sports, church-related activities, and clubs.

### Things to Think About
You can get to know a lot of different people in friendship groups.

### Key Terms
- **Peers** - people close in age
- **Friendship** - the state of being friends with someone you know well and with whom you like to spend time
**VA SOL 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.

**VA SOL 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.

**VA SOL 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.

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

**Descriptive Statement**
The emphasis is on strengthening self-confidence and reinforcing assertiveness 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parents are encouraged to support their own children in establishing personal values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>1. How can young people say “no” to sexual activity?</td>
</tr>
<tr>
<td></td>
<td>2. Are your children involved in group activities such as sports, school clubs, church youth groups, or scouts?</td>
</tr>
<tr>
<td></td>
<td>3. How can they say “no” to their friends without losing the friendship?</td>
</tr>
</tbody>
</table>
EIGHTH GRADE

The student will become aware of the need to think through decisions and to take responsibility for them. Students will be taught strategies for saying “no” to sexual relationships. Potential consequences of sexual activity will be discussed including sexually transmitted infections. Students will learn that abstinence is the only 100% effective way to prevent pregnancy and disease. Students will examine the nature and purpose of dating in adolescence.

VA SOL 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.

VA SOL8.3
The student will become aware of the need to think through decisions, to know how decisions impact their lives as well as the lives of others, and to take responsibility for the decisions they make.

Descriptive Statement
The impact of decisions on future opportunities and personal development is stressed. Instruction includes support skills for the decision-making process - assertive communication, identification of personal conflicts, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and options available. Students will discuss the impact on future goals of posting personal information on social networking sites such as Instagram, Facebook, Snapchat, and Twitter.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ask your child the question, “Whom do you blame when things go wrong?” Explore his/her answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Try to help your child realize that the responsibility for decisions lies within the individual, though situations or people around them often affect it.</td>
</tr>
</tbody>
</table>
| Key Terms | Decision-Making Process -
1. Identify problem
2. List facts
3. List viable solutions
4. Identify consequences of each solution |
VA SOL 8.4  
The student will identify the issues associated with friendships.

Descriptive Statement  
The student reviews the characteristics of friendship, discusses the qualities of a good friend, and relates the characteristics to changes in the growth and development process.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Have your child describe his/her best friend to you. Have a parent share stories about a best friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>In what ways can a true friendship help you learn more about yourself?</td>
</tr>
</tbody>
</table>

VA SOL 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>The child can interview parents about their dating days.</th>
</tr>
</thead>
</table>
| Things to Think About | 1. Did your parents have crushes?  
2. When do you think teens should group date, double date, single date?  
3. What do you think of blind dates?  
4. What do you think of curfews?  
5. What are the etiquette “rules” of dating?  
   a. asking for, accepting, or turning down a date  
   b. activities  
   c. showing affection (publicly, privately, etc.) |
**Key Terms**

- **Infatuation** - having an exaggerated fondness or passion for another person
- **Love** - a warm and tender liking, deep feeling of fondness and friendship, great affection
- **Dating Abuse** - a pattern of abusive behaviors, usually a series of actions over time, used to exert power and control over a dating partner.
- **Personal privacy and boundaries** - guidelines that a person creates to identify safe and permissible ways for people to behave towards them.

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**VA SOL 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. 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.

**Activity**

Notice all the television commercials you see in one evening. Make a list of the commercials that use sexual stereotypes.

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**VA SOL 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).

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**VA SOL 8.9**

The student will identify the stresses related to changing relationships in the home, schools, 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.

**VA SOL 8.10**
The student will analyze the issues related to teen 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.

**VA SOL 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.

**VA SOL 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.

**VA SOL 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 is also provided. Students will identify lures used in a trafficking situation, learn valuable vulnerabilities traffickers target when selecting a victim, and understand choices they can make in their lives to stay protected from human trafficking.

**VA SOL 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Discuss with your child the consequences of contracting an STI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>1. Many STIs (Sexually Transmitted Infections) are not curable.</td>
</tr>
<tr>
<td></td>
<td>2. How does a monogamous relationship help prevent STIs?</td>
</tr>
<tr>
<td>Key Terms</td>
<td><em>Sexually Transmitted Infections (STI)</em> - infections that are spread through sexual contact</td>
</tr>
</tbody>
</table>