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.

**NINTH GRADE**

Students will identify the effects and prevention of sexual assault, rape, and molestation. Students will demonstrate a knowledge of pregnancy prevention, disease control, and the value of abstinence. Students will refine decision making and goal setting processes.

**VA SOL 9.1 (HPE I)**

The student will understand the human growth and development cycle.

Subject Area: Family Life

**Descriptive Statement**

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

**VA SOL 9.2 (HPE II)**

Grades: 9-10
The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

Subject Area: Family Life

Descriptive Statement
Topics include the function of the family, family forms, family strengths, family influences on society, and instruction in the value of family relationships. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.

**VA SOL 9.3 (HPE II)**
The student will recognize the development of sexuality as an aspect of the total personality.

Subject Area: Family Life

Descriptive Statement
Discussion focuses on the development of one’s sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

**VA SOL 9.4 (HPE I)**
The student will review and apply the decision-making process.

Subject Area: Family Life

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Use some past experiences for a discussion and application of the decision-making process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>1. What risks are involved in decision-making?</td>
</tr>
<tr>
<td></td>
<td>2. How are values related to decision-making?</td>
</tr>
<tr>
<td></td>
<td>3. What are some reasons why people let others make their decisions?</td>
</tr>
</tbody>
</table>

**VA SOL 9.5 (HPE II)**
The student will review the nature and purposes of dating.

Subject Area: Family Life

Descriptive Statement
Topics include understanding family guidelines, the purposes of dating, and coping with the pressures experienced in dating situations. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Talk to your child about dating expectations. Review your family rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Describe the type of relationship you would like to have with a boyfriend or girlfriend.</td>
</tr>
</tbody>
</table>

**VA SOL 9.6 (HPE I)**

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

**Subject Area:** Family Life

**Descriptive Statement**

The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized. Reinforcement of assertiveness skills and ways to say “no” will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior. Instruction includes discussion regarding the law and meaning of consent. Emphasis is placed on an increased awareness that consent is required before any kind of sexual activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parents and students review reasons to say “no” or postponing sexual activity.</th>
</tr>
</thead>
</table>
| Things to Think About | 1. This is a good place to talk about taking responsibility for your actions. It is not always appropriate to act out sexual feelings.  
2. Young people have a right to say “no” to uncomfortable situations, such as rides with other teens, drugs at a party, and pressure to have sex. How should they handle it? |
| Key Terms | *Assertiveness Skills* - standing up for yourself and your beliefs in a firm, but positive way  
*Consent* - a verbal agreement/permission between two people to engage in sexual contact |

**VA SOL 9.7 (HPE I)**

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

**Subject Area:** Family Life

**Descriptive Statement**
Students will review assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. Instruction includes the legal implications for inducing someone to engage in commercial sex (i.e., purchaser, John, inducer). Instruction includes recognizing red flags of human trafficking victims, understanding types of trafficking, and knowing how to safely and responsibly report a human trafficking situation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Parents discuss Virginia laws related to sexual assault, electronic devices, and the distribution of inappropriate pictures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>Remind your child to use common sense and be aware of the importance of all the safety rules taught throughout the previous school years.</td>
</tr>
</tbody>
</table>
| Key Terms                 | *Sexual Assault* - touching intimate body parts without permission  
                           | *Sexual Harassment* - unwanted inappropriate attention that is sexual  
                           | *Rape* - forced sexual intercourse  
                           | *Date Rape* - forced sexual intercourse with a friend or acquaintance  
                           | *Molestation* - improper sexual contact  
                           | *Sexual Predator* - a person who preys on victims by trying to obtain sexual contact  
                           | *Online/Cyber Predator* - a person who attempts to lure a child using the computer with the intent to do harm  
                           | *Dating violence* - a pattern of abusive behaviors, usually a series of actions over time, used to exert power and control over a dating partner |

**VA SOL 9.8 (HPE I)**

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

Subject Area: Health

Descriptive Statement

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

**VA SOL 9.9 (HPE II)**

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

Subject Area: Family Life

Descriptive Statement

Instruction will include reproductive anatomy and physiology.
VA SOL 9.11 (HPE I)
The student will demonstrate knowledge of pregnancy prevention and disease control.

Subject Area: Family Life

Descriptive Statement
Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained, and the risks of induced abortion are analyzed.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Discuss your family’s values concerning birth control.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Think About</td>
<td>This might be a good opportunity to become more aware of various pressures your teen may be facing (especially around sexual pressures).</td>
</tr>
</tbody>
</table>

VA SOL 9.12 (HPE I)
The student will explain the transmission and prevention of the HIV (Human Immunodeficiency Virus).

Subject Area: Family Life

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

VA SOL 9.13 (HPE I)
The student will identify the effects of discrimination

Subject Area: Family Life

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

VA SOL 9.14 (HPE I)
The student will begin to identify educational and career goals

Subject Area: Family Life
Descriptive Statement
Students formulate educational and career objectives. A “life goals” project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites on career goals.

HPE II

The HPE (Health PE) II curriculum focuses on marriage and family. The students will recognize signs and symptoms of pregnancy and identify the stages of the birthing process. Factors associated with a healthy pregnancy are discussed. Students will explain the factors to be considered in preparing for dating and marriage.

VA SOL 10.1 (HPE I)
The student will determine how maturation affects adolescents

Subject Area: Family Life

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

VA SOL 10.2 (HPE II)
The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Subject Area: Family Life

Descriptive Statement
Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed. Discussion will include the expectations of virtual relationships.

VA SOL 10.3 (HPE II)
The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.

Subject Area: Family Life

Descriptive Statement
The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems. The law and leaning of consent for sexual activity are discussed to increase awareness that consent is required before sexual activity along with the social, emotional, and relational impact surrounding sexuality and the virtues of respecting others right to say no. Content will also focus on the prevention of sexual harassment using electronic means. Students will understand the tenets of positive human relationships and that when fraud, or coercion are introduced, there is a potential for abuse including human trafficking.

VA SOL 10.4 (HPE I)
The student will use the steps in the decision-making process to solve specific problems.

Subject Area: Family Life

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

VA SOL 10.5 (HPE I)
The student will recognize the benefits of abstaining from premarital sexual intercourse.

Subject Area: Family Life

Descriptive Statement
Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

VA SOL 10.6 (HPE II)
The student will recognize alternatives to premarital sexual activity for expressing feelings and affection.

Subject Area: Family Life
Descriptive Statement
Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures, and other positive mental health practices, rather than through premarital sexual activity.

VA SOL 10.7 (HPE II)
The student will explain the factors to be considered in preparing for dating and marriage.

Subject Area: Family Life

Descriptive Statement
Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction includes the meaning of consent for sexual activity, respecting others' right to say no, the social and emotional impact of sexual activity, and identifying the characteristics of dating violence and abusive relationships. The importance of respecting privacy and boundaries for self and others is reviewed and tools are provided to ensure that the student respects the personal privacy and boundaries of others.

VA SOL 10.8 (HPE I)
The student will examine factors to be considered in life-goal planning.

Subject Area: Family Life

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

VA SOL 10.9 (HPE II)
The student will describe the signs and symptoms of pregnancy.

Subject Area: Family Life

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 10.10 (HPE II)
The student will analyze the factors associated with a healthy pregnancy.

**Subject Area: Family Life**

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

**VA SOL 10.11 (HPE II)**
The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

**Subject Area: Family Life**

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

**VA SOL 10.12, 10.13 (HPE II)**
The student will describe available birthing options and identify the stages of the birthing process.

**Subject Area: Family Life**

**Descriptive Statement**
Prepared materials on childbirth education are primary resources. Birthing alternatives are examined. The stages of the birthing process include the onset of the process and the three stages of labor and delivery -- dilation, birth, and expulsion of placenta.

| Activity                      | 1. The teacher will discuss available birthing options.  
|                              | 2. Teacher discussion of the onset of labor.  
|                              | 3. Students define the terms below.  
|                              | ▪ breech birth  
|                              | ▪ contractions  
|                              | ▪ dilate  
|                              | ▪ cervix  
|                              | ▪ episiotomy  
|                              | ▪ forceps  
|                              | ▪ labor  

**Key Terms**

- **Conception** – becoming pregnant  
- **Fertility** – ability to reproduce
VA SOL 10.14 (HPE II)
The student will analyze the skills and attitudes needed to become a competent parent.

Subject Area: Family Life

Descriptive Statement
Attitudes toward parenting styles are examined. Instruction also includes parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

VA SOL 10.15 (HPE II)
The student will describe adjustments to be made after the birth of a child.

Subject Area: Family Life

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

VA SOL 10.16 (HPE II)
The student will compile a list of community agencies and resources available to assist individuals and families.

Subject Area: Family Life

Descriptive Statement
Examples of community resources are mental health services, social services, religious organizations, private agencies, day-care centers, nursing homes, and the department of health. Hot lines for violence prevention, child abuse, child sex abuse, child sexual exploitation, sexual violence, child abduction, human trafficking, and suicide are identified.

VA SOL 10.17 (HPE II)
The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.

**Subject Area:** Family Life

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

<table>
<thead>
<tr>
<th>Key Terms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Parent Family</strong></td>
<td>one-parent family</td>
</tr>
<tr>
<td><strong>Nuclear Family</strong></td>
<td>a couple and their dependent child(ren)</td>
</tr>
<tr>
<td><strong>Extended Family</strong></td>
<td>more than one generation living together</td>
</tr>
<tr>
<td><strong>Blended Family</strong></td>
<td>when single parents remarry</td>
</tr>
</tbody>
</table>