

**Washington County Public Schools  
Family Life Education  
Participation Form  
2018-2019  
ELEMENTARY**

Grade Level of Student \_\_\_\_\_

Teacher \_\_\_\_\_

**PARENTS: PLEASE CHOOSE ONE (1) OF THE FOLLOWING OPTIONS:  
ONLY SENSITIVE ISSUES ARE COVERED IN GRADES 4 & 5**

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**OPTION 1:** My child, \_\_\_\_\_ will participate in the Family Life Education topics on these days (refer to topics on the attached page and check (✓) the appropriate days.)

ALL: \_\_\_\_\_

(or)

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

Day 3: \_\_\_\_\_

\_\_\_\_\_  
(Parent Signature)

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**OPTION 2:** My child, \_\_\_\_\_ will not participate in any of the Family Life topics and will be enrolled in the alternative program.

\_\_\_\_\_  
(Parent Signature)

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# FAMILY LIFE TEACHING SCHEDULE

## KINDERGARTEN

### DAY 1:     SOL K.1, K.2, K.3 and K.10

Content: Recognize self as an individual; feelings and emotions; the effects of behavior on self as well as others; and responsibilities.

1.     Presently taught as part of the language arts program in units on "Me" and "My Family."
2.     Guidance Counselors teach once a week a program emphasizing good self-concepts.

### DAY 2:     SOL K.4, K.5, K.6 and K.7

Content: Develop an understanding of the family unit and the responsibilities of the members within that family.

1.     Presently taught as part of the language arts program in units on "Families" and "Family Life."
2.     Taught in social studies in units on "Our Community" -- e.g. jobs people do, what do mothers and fathers do?
3.     Taught in science in "Animal Families."

### DAY3:     SOL K.7, K.8, K.9, K.10 and K.11

Content: Strangers and potentially dangerous situations; what is appropriate and inappropriate touching.

Presently taught in D.A.R.E. program and in Safety Unit in Health.

# FAMILY LIFE TEACHING SCHEDULE

## GRADE 1

### Unit 1: SOL 1.1, 1.2, 1.3, 1.8, 1.9 and 1.10 (time: 2 days)

**Content:**  
**Day 1:**

The child as an individual; how people are alike and how they are different; their personal feelings and emotions; how behaviors affect us; and learning to assume responsibility.  
The child as an individual (unique): self portrait to share with class; discuss likenesses and differences. Students recognize people as different sizes (use video to reinforce). Individual's likes and differences: collage, "All About Me," to share showing likes and differences; share a favorite toy, book or anything special to him or her with the class. Personal feelings and emotions: a student will learn to identify and describe good and bad feelings through 1) role play and 2) discussion; how behavior affects others - positive and negative effects; consequences of our behavior; and making choices and assuming responsibility for behavior.

### Unit 2: SOL 1.4 and 1.5 (time: 1 day)

**Content:**  
**Day 2:** Types of families; rules of family members; needs and responsibilities of family members; and feelings.

### Unit 3: SOL 1.7 (time: 1 day)

**Content:**  
**Day 3:** Identify and locate body parts (no private parts discussed).  
Locate, identify, and discuss functions of body parts.  
Use correct terminology when referring to body parts, introduce as they occur; parents will be encouraged to reinforce and answer questions using the correct terminology.

### Unit 4: SOL 1.6 (time: 1 day)

**Content:**  
**Day 3:** The basic life stages of living things and individual growth patterns.  
Predict how young animals will change as they grow and compare with adult animals; likeness and differences of animals and their young; and characteristics of mammals.

### Unit 5: SQL 1.11 and 1.12 (time: 1 day)

Identify and define strangers and what we mean by positive and negative strangers; the kinds of tricks strangers use; and determine what is appropriate as well as inappropriate touching. Definition of a stranger; finding solutions to situations if a stranger approaches you when you are away from home or at home alone; avoiding situations which could be dangerous and could be avoided. Appropriate and inappropriate touching.

# FAMILY LIFE TEACHING SCHEDULE

## GRADE 2

### SOL 2.1, 2.2, 2.4 and 2.5 (time: 2 days)

**Content:** Develop an understanding and acceptance of self and others.

**Day 1:** How people, other than parents, provide care and support for children.  
Develop positive personal attitudes. Develop courtesy in social interaction.

The topics listed above are covered in the health book in Chapter I, "About You and Others."

### SOL 2.6, 2.7 and 2.8 (time: 3 days)

**Content:** Potentially dangerous situations. The student will recognize examples of printed advertisements that influence them to purchase products.

**Day 2:** Who are strangers and tricks used by strangers.  
Rules to remember when dealing with strangers.  
Avoiding strangers away from home and when at home alone.

**Day 3:** Appropriate and inappropriate touching.  
  
How commercials make us want products.

**FAMILY LIFE TEACHING SCHEDULE  
GRADE 3**

**DAY 1:**      **SOL 3.10**

Home safety

(This topic is covered in the health book in Chapter 5, "You and Your Safety.")

**DAY 2:**      **SOL 3.1, 3.2 and 3.9**

Accepting Self and Others

(This topic is covered in the health book in Chapter 1, "You and Your Feelings," and also intensively covered in guidance classes.)

**SOL 3.6**

Growing Each Day

(This topic is covered in the health book in Chapter 3, "You and Your Body", and in Lesson 7, "How Does Your Body Grow?")

**DAY 3:**      **SOL 3.3 and 3.4**

The Family

(This topic is covered in the health book in Chapter 1, "You and Your Feelings", in Lesson 1, "How Do You and Others Show Feelings?" and Lesson 6, "What Can Help You Get Along With Others?")

**SOL 3.11**

Good Touches/Bad Touches

(This topic is not covered directly in the health book but would have to be added to either Chapter 1, Lesson 2, "What Can Help When You Feel Scared?" or Chapter 5, Lesson 1, "Who Is Responsible For Your Safety?". Also covered through "Hugs and Kisses.")

# FAMILY LIFE TEACHING SCHEDULE

## GRADE 4

**Day 1: \* SOL 4.1, 4.3,4.10**

Identification of Body Parts (Reproductive)

Awareness of Fertilization

Babies Grow in Uterus

Nutrition

**Day 2: \*SOL 4.2**

Identification of changes that begin to occur during puberty.

**Day 3: \*SOL 4.7**

Describe factors surrounding child abuse, child neglect and sexual abuse.

# FAMILY LIFE TEACHING SCHEDULE GRADE 5

**DAY 1:** \* **SOL 5.1, 5.2**

Identification and function of the endocrine system and all body parts.

\* **SOL 5.4**

Recognition of physical changes during puberty and the capacity for reproduction.

**DAY 2:** **SOL 5.3**

Physiology of human reproduction and prenatal development.

**DAY 3:** **SOL 5.6, 5.11, 5.12**

Identify reasons for avoiding sexual activity prior to marriage. **ABSTINENCE**

*Developing skills for saying "NO" to any social behaviors that students perceive as wrong. Recognize threatening situations and learn how to react to them.*

**Washington County Public Schools  
Family Life Education  
Participation Form  
2018-2019  
MIDDLE/SECONDARY**

Grade Level of Student \_\_\_\_\_

TEACHER \_\_\_\_\_

**PARENTS: PLEASE CHOOSE ONE (1) OF THE FOLLOWING OPTIONS:**

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**OPTION 1:** My child, \_\_\_\_\_ will participate in the Family Life Education topics on these days (refer to topics on the attached page and check (✓) the appropriate days.)

ALL: \_\_\_\_\_

(or)

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

Day 3: \_\_\_\_\_

\_\_\_\_\_  
(Parent Signature)

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**OPTION 2:** My child, \_\_\_\_\_ will not participate in any of the Family Life topics and will be enrolled in the alternative program.

\_\_\_\_\_  
(Parent Signature)

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FAMILY LIFE TEACHING SCHEDULE  
GRADE 6

Day 1: \* SOL 6.1,6.3

Relate personal hygiene to the physical changes that occur during puberty.  
A review of physical and emotional changes during puberty.

\* SOL 6.6

Human reproduction; **benefits of abstinence stressed.**

Day 2: \* SOL 6.4, 6.5

Sexually transmitted diseases; **benefits of abstinence are stressed.** This lesson will include the AIDS virus.

Day 3 \* SOL 6.8, 6.10

Explanation and understanding of child abuse/neglect which will include emotional and sexual abuse; substance abuse and effects.

\* Sexually Sensitive Material

**FAMILY LIFE TEACHING SCHEDULE**  
**GRADE 7**

Day 1: \* SOL 7.2, 7.3

**ABSTINENCE - BOYS AND GIRLS**

Biological and physiological changes, identifying kinds of affection, modes of handling  
Anxieties as they relate to affection.

Day 2: \*SOL 7.8, 7.9

**CONTRACEPTION**

Pride, reason for saying no, assertive skills technique  
Abstinence, Long and short goals; Consequences of teenage pregnancy.

Day 3: \*SOL 7.5,7.11

Identifying causes, symptoms and treatment of sexually transmitted diseases.

**ABSTINENCE.**

\*SOL 7.6, 7.7

Consequences of sexual activity, including sexually transmitted diseases and adolescent pregnancy;  
positive benefits of postponing sexual activity until marriage.

Abstinence stressed again

\*Sexually Sensitive Material

# FAMILY LIFE TEACHING SCHEDULE

## GRADE 8

Day 1:

- \* Female and Male Reproductive Systems
- \* Physical Changes at Onset of Puberty
- \* Menstrual Cycle
- \* Nature of Sexual Feelings
- Responsible Decision Making**
- Assertive Skills and Techniques
- \* Messages in Society Related to Sexuality Abstinence

Day 2

- \* **Advantages of Abstinence**
- \* Reasons for Sexual Activity--Peer Pressure
- \* Sexually Transmitted Diseases

Day 3

- \* Sexual Assault
- \* Prevention of Rape
- \* **Sexual Rights and Responsibilities**
- \* Exploitation
- \* Date Rape
- \* Safety Actions

\* **Sexually Sensitive Material (Will be taught in sex-segregated classes)**

## Family Life Curriculum

### Parents of 9th and 10<sup>th</sup> grade students

Modifications have been made in the delivery of health information, previously included in the Family Life Curriculum, at the high school level. Recognizing that the majority of these topics are covered in the current health text book, they will be taught during health class by the PE/Health teachers and school nurses. The text book includes information on reproductive systems, fertilization and conception, benefits of abstinence, decisions in dating and marriage, dating violence, disease control and STD's, , appropriate decision making, and drug and alcohol abuse.

Additional information will be presented by community agencies, including health department personnel and Highlands Community Services counselors.

Information presented by health department personnel may include benefits of abstinence, communicable diseases, risks factors and prevention, contraception, family planning and challenges of teen pregnancy.

Information presented by Highlands Community Services personnel may include steps for healthy decisions and relationships, effects of drugs and alcohol on decision making, benefits of abstinence, recognizing dating violence and abuse.

*Students not participating in Family Life classes will participate in an alternative program.*

**Please choose an option, complete the consent form, and return it to your child's PE/Health teacher.**

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Grade

\_\_\_\_\_ My child **will participate** in Family Life topics taught by health department personnel and Highlands Community Services counselors.

\_\_\_\_\_ My child **will not participate** in Family Life topics taught by health department personnel or Highlands Community Services.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# FAMILY LIFE TEACHING SCHEDULE

## GRADE 9

- Days 1 & 2:
- \* Reproductive Systems -- Male and Female
  - \* Fertilization and Conception
  - Decisions in Dating and Marriage
  - \* Positive Points for Postponing Sexual Activity Until Marriage
  - \* Introduction to Contraceptives Family Communication
- Day 3:
- \* Disease Control-- Transmission and Prevention of Sexually Transmitted Diseases
  - Review Steps in Decision Making Process
  - Appropriate Decisions Concerning Drug/Alcohol Abuse
  - Identify Forms of Discrimination and Effects
  - Self-Concept/Self- Esteem
  
  - \* Sexually Sensitive Material

# FAMILY LIFE TEACHING SCHEDULE

## GRADE 10

**Day 1:** \* Sexually Transmitted Diseases-- Transmission and Prevention..  
ABSTINENCE

**Day 2**

- \* Family Planning
- \* Family Structure
- Review of Contraception
- \* Importance of Supportive Roles in Parenthood
- \* Roles of Parents
- \* Hereditary Factors

**Day 3:**

- \* Review of Rape and abuse
- \* Sexual Assault
- \* Prevention of Rape
- \* Sexual Rights and Responses
- \* Date Rape
- \* Safety Actions

\*Sexually Sensitive Material