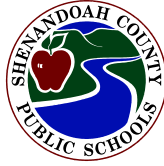




SHENANDOAH COUNTY
PUBLIC SCHOOLS

FAMILY LIFE EDUCATION
CURRICULUM

GRADE SEVEN



600 North Main Street, Suite 200

Woodstock, VA 22664

540-459-6750

Fax: 540-459-6222

FAMILY LIFE EDUCATION CURRICULUM NOTICE

Date _____

Dear Parent:

The Family Life Education Curriculum that has been adopted by the Shenandoah County School Board is an integral part of the Health classes. It will be taught throughout the school year. The materials that will be used during instruction have been evaluated and recommended by the Family Life Education Community Involvement Team. These materials have been adopted by the Shenandoah County School Board.

The Family Life Education curriculum is available for your preview at several locations. You may preview it on the Shenandoah County Public Schools division website (www.shenandoah.k12.va.us) or you may go to your child's school and preview it online. It is also available at the Shenandoah County Public Library.

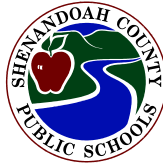
Parents and guardians have the right to review the family life education program offered by their school division, including written and educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Ref. - Shenandoah County Public Schools Policy IGAH.

If, after previewing the curriculum, you decide to opt your child out of specific areas of instruction, you **must** print out the Opt-Out Form for your child's grade level, complete and sign it and return it to your child's school. Copies of the forms are also available at your child's school.

You are welcome to personally preview any of our Family Life Education materials. If you wish to preview any of the materials, please make arrangements with your child's Health teacher or the principal. If you have any questions, please do not hesitate to ask your child's teacher and/or principal for clarification.

Rebecca T. Cooper, BSN RN
Chairperson
FLECIT



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Please complete this form **ONLY** if you **DO NOT** want your child to participate in the Family Life Education classes.

FAMILY LIFE EDUCATION OPT-OUT FORM

Student Name _____ School _____

Grade _____ Homeroom Teacher _____

Please exempt the above named student from the following Family Life Education lessons:

Gender Separated Classes

- 7.1 The student will review and demonstrate a thorough knowledge of the sexual changes and growth patterns associated with puberty.
- 7.2 The student will identify and demonstrate an understanding of the responsibility for family planning.
- 7.3 The student will identify and verbalize an understanding of the causes, symptoms, transmission, treatment, and prevention of sexually transmitted diseases, including HIV/AIDS.
- 7.4 The student will verbalize an understanding of the relationship between adolescent sexual activity, its consequences, and responsibility for pregnancy prevention and disease control.

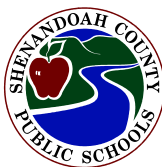
Gender Mixed Classes

- 7.5 The student will demonstrate an understanding of the important role changing emotions play on decision-making during adolescence.
- 7.6 The student will identify the conflicting messages that society sends regarding sexuality.
- 7.7 The student will demonstrate an understanding of developing social awareness and responsibility one has for one's own behavior and attitudes about self and others.
- 7.8 The student will demonstrate an understanding of the development of a strong sense of self-worth.
- 7.9 The student will explain sexting and its consequences.
- 7.10 The student will verbalize an understanding of sexual assault/molestation, describe the steps for reporting it, and describe techniques for prevention.

I understand that my child will be given an alternate assignment(s) in place of the lesson(s) being taught and that I will be responsible for my child's completion of his/her assignments. **I understand if my child does not participate in this program, I am assuming full responsibility for providing the appropriate education.**

Date

Parent Signature



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La Noticia del Plan de la Educación de la Vida doméstica

El Plan de la Educación de la Vida doméstica que ha sido adoptado por la Tabla de la Escuela de Condado de Shenandoah es una parte esencial de las clases de la Salud. Será enseñado a través del año escolar. Los materiales audiovisuales que serán utilizados durante instrucción han sido evaluados y han sido recomendados por el Equipo de Participación de Comunidad de Educación de Vida doméstica. Estos materiales han sido adoptados por la Tabla de la Escuela de Condado de Shenandoah.

El plan de la Educación de la Vida doméstica está disponible para su presentación en varios lugares. Usted puede verlo en el sitio de Internet (www.shenandoah.k12.va.us) o puede ir a la escuela de su niño y verlo en la computadora allí. Está también disponible en la biblioteca pública de Condado de Shenandoah.

“Los padres y los guardianes tienen el derecho de revisar el programa de la educación de la vida doméstica ofreció por su escuela, incluye: los materiales escritos y audiovisuales que usen en el programa. Los padres también tienen el derecho de dispensar a su niño de toda o parte de la instrucción de educación de vida doméstica.” *Ref. La política de las escuelas de Contando de Shenandoah IGAH.*

Si, después de ver el plan, decidió optar su niño fuera de áreas específicas de instrucción, puede imprimir la Forma Autónoma (Opt-Out Form) para el nivel del grado de su niño, completar y firmar y regresarlo a la escuela de su niño. Las copias de las formas están también disponibles en la escuela de su niño.

Puede ver personalmente cualquiera de nuestros materiales de Educación de Vida doméstica. Si desea ver los materiales audiovisuales, hace por favor una cita con el maestro de Salud de su niño o el director de la escuela. Si tiene preguntas, por favor preguntar el maestro de su niño o el director.



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Complete por favor esta forma **SÓLO** si usted **NO DESEA** que su niño tome parte en las clases de la educación de la vida doméstica.

EDUCACIÓN DE LA VIDA DOMÉSTICA FORMA AUTÓNOMA (OPT-OUT FORM)

Nombre de estudiante _____

Escuela _____

Grado _____ Maestra/o _____

Exima por favor el estudiante denominado arriba de las clases siguientes de la educación de la vida doméstica:

Clases Separado Por Género

- 7.1 El estudiante revisará y demostrará un conocimiento profundo de los cambios sexuales y los patrones de crecimiento se asoció con la pubertad.
- 7.2 El estudiante identificará y demostrará una comprensión de la responsabilidad para planificación familiar.
- 7.3 El estudiante identificará y expresará verbalmente una comprensión de las causas, de los síntomas, de la transmisión, del tratamiento, y de la prevención de las enfermedades de transmisión sexual, incluyendo VIH/SIDA.
- 7.4 El estudiante expresará verbalmente comprensión de la relación entre actividad sexual adolescente, las consecuencias, y la responsabilidad para la prevención de embarazo, ye el control de enfermedad.

Clases Mezclado Por Género

- 7.5 El estudiante demostrará una comprensión de la influencia de emociones cambiantes en la toma de decisiones durante adolescencia.
- 7.6 El estudiante identificará los mensajes contradictorios acerca de sexualidad de sociedad.
- 7.7 El estudiante demostrará una comprensión del desarrolló de la conciencia social y el responsabilidad para su propia conducta y actitudes acerca de si mismo y otras.
- 7.8 El estudiante demostrará una comprensión del desarrolló un fuerte sentido de autoestima.
- 7.9 El estudiante explicará mensajes de texto sexual (sexting) y las consecuencias de esta.
- 7.10 El estudiante expresará verbalmente una comprensión de asalto/abuso sexual, describirá los pasos para reportarlo, y describirá técnicas para la prevención.

Entiendo que mi niño será dado tareas alternativas en lugar de las lecciones ser enseñado y sere responsable de mi niño a completar su tarea. **Entiendo si mi niño no participará en este programa, soy completamente responsable de dar a mi niño educación apropiada.**

Fecha

Firma del Padre/Guardian

This is a copy of the abstinence definition as developed by FLECIT in October, 1997. It was written to clarify the confusion about what abstinence means and how it is to be defined to students. This definition forms the basis for our program and is the guideline for answering questions. It is a critical piece of our classroom teaching and may be used as a teaching tool within the classroom setting.

Shenandoah County Public Schools use an abstinence-based Family Life Education curriculum. Abstinence is emphasized as the ideal choice when teens are faced with decisions regarding any risky behavior, including decisions involving sexual activity and alcohol and substance use. Shenandoah County Public Schools recognizes that some students have already chosen risky sexual behavior, and, in accordance, teachers present classroom instruction about responsibility for behavior and the use of contraceptives.

Definition of ABSTINENCE . . . A Report from FLECIT

Abstinence is voluntarily doing without any act which would place anyone at risk or jeopardize his/her physical, mental, emotional, spiritual, or social well-being and health.

Abstinence is voluntarily doing without. . .

... illegal drug/alcohol. or tobacco use or any substance that may hurt the individual.

... behaving in irresponsible ways.

... or not causing, allowing, or accenting mental, physical, or emotional abuse.

As it relates to sexuality, abstinence education will teach:

.....abstinence from sexual activity as the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems.*(Guttmacher Institute)

.....a mutually faithful monogamous relationship within the context of marriage as the expected standard of human sexual activity.*(Guttmacher Institute)

.....bearing children out-of-wedlock as likely to have harmful consequences for the child, the child's parents, and society.*(Guttmacher Institute)

.....young people to reject sexual advances and information on how alcohol and drug use increases vulnerability to sexual advances.*(Guttmacher Institute)

.....the importance of attaining self-sufficiency before engaging in sexual activity.*(Guttmacher Institute)

Kaeser, Lisa, JD, Senior Public Policy Associate. The Alan Guttmacher Institute, Washington, DC

*Abstinence Guidelines, What should you expect? (See enclosed copy)

*Approved for use by the Shenandoah County Family Life Education Community Involvement Team; October 14, 1997.

Family Life Education Curriculum Grade 7

7.1 The student will review and demonstrate a thorough knowledge of the sexual changes and growth patterns associated with puberty.

- A. Physical changes in females impacted by hormonal changes (estrogen, progesterone)
 - 1. Height, weight
 - 2. Breast development
 - 3. Skin and voice changes
 - 4. Sweat glands
 - 5. Axillary and pubic hair growth
 - 6. Mood swings
 - 7. Development and function of sex organs
 - 8. Onset of menstruation

- B. Physical changes in males impacted by hormonal changes (testosterone)
 - 1. Height, weight
 - 2. Skin changes
 - 3. Voice changes
 - 4. Sweat glands
 - 5. Axillary, facial, and pubic hair growth
 - 6. Mood swings
 - 7. Development and function of sex organs

- C. Menstruation
 - 1. Terms include ovum, ovulation, endometrium, estrogen, progesterone
 - 2. Feminine hygiene products
 - 3. Proper hygiene management
 - 4. Associated side effects and management

Resources

- Posters and transparencies
- Power point on puberty
- Samples of feminine hygiene products for demonstration purposes

7.2 The student will identify and demonstrate an understanding of the responsibility for family planning.

- A. Contraception
 - 1. Emphasis on abstinence as the only sure method of preventing pregnancy
 - 2. Adolescents often depend on misinformation
 - 3. Families can now plan for the size of their family
 - 4. Condoms can help prevent the spread of some STDs
 - 5. Methods
 - a. Barrier - Condoms, diaphragm
 - b. Hormonal - Pills, Depo-Provera injections, hormonal rings, patches, “Morning After Pill”
 - c. Other - spermicides, sponge, IUD

- d. Prescription versus non prescription
 - e. Effectiveness
 - f. Side Effects
 - g. Sterilization - permanent
 - 1. tubal ligation
 - 2. vasectomy
 - h. Misconceptions
6. Community resources
- a. Health Department
 - b. Private physicians

Resources

- Posters and transparencies
- Shenandoah County Health Department clinics and educational materials
- Samples of some types of contraceptives for demonstration purposes ONLY
- www.vdh.state.va.us
- www.cdc.gov

7.3 The student will identify and verbalize and understanding of the causes, symptoms, transmission, treatment, and prevention of sexually transmitted diseases, including HIV/AIDS.

- A. Review of “Abstinence”
 - 1. Definition
 - 2. ONLY 100% way to avoid exposure to STDs
 - 3. SCPS - abstinence-based program
- B. STD definition - diseases spread by sexual contact, including genital to genital contact, oral genital contact, sexual intercourse, or by blood exchange
- C. Emphasis is placed on the following diseases:
 - 1. Viral diseases
 - a. HPV - human papilloma virus
 - b. Herpes
 - c. Hepatitis B/C
 - d. HIV/AIDS
 - 2. Bacterial diseases
 - a. Chlamydia
 - b. Gonorrhea
 - c. Syphilis
- D. Symptoms
 - 1. Differentiate between asymptomatic and symptomatic
 - 2. Important to note that most have no symptoms
- E. Transmission
 - 1. Genital to genital contact
 - 2. Oral-genital contact
 - 3. Sexual intercourse

F. Treatment

1. No cure for viral diseases
2. Antibiotics for bacterial diseases
3. Possibility of cervical cancer, possibility of death
4. Community resources - health department, confidentiality

G. Prevention

1. Most important – abstinence, avoiding sexual activity
2. Gardasil for HVP
3. Immunizations for Hepatitis B
4. Condoms for partial protection

Resources

- Curriculum statement on Abstinence
- Power Point on STDs developed by SCPS middle school Health teachers
- Posters and transparencies
- www.cdc.gov/reproductivehealth/adolescent
- www.stayteen.org
- Shenandoah Co. Health Department - clinic services, educational materials
- www.themedicalinstituteofsexualhealth.org
- “Fact or Fiction: Exploring Sexual Issues with Teens” (set of 50 discussion cards that may be used within curriculum guides for specific grades)

7.4 The student will verbalize an understanding of the relationship between adolescent sexual activity, its consequences, and responsibility for pregnancy prevention and disease control.

A. Emphasis placed on impact:

1. Physical - STDs, unwanted pregnancy
2. Emotional - guilt and anxiety, peer pressure, self-esteem
3. Social - reputation, harassment
4. Economic - costs of parenting, costs of pregnancy prevention, loss of education

B. Emphasis placed on positive results and freedoms associated with avoiding sexual activity during adolescence

C. Emphasis placed on impact of:

1. Personal values
2. Self-esteem
3. Setting long-term goals
4. Resisting peer pressure
5. Recognizing that not all adolescents choose to be sexually active

7.5 The student will demonstrate an understanding of the important role changing emotions play in decision making and relationships during adolescence.

A. Emphasis is placed on:

1. Self-esteem
 2. Respect for self and others
 3. Independence
 4. Acceptance of reality
 5. Respect for authority
 6. Acceptance of responsibility for self in relation to others
- B. Emphasis is placed on the importance of saying “No” to any social behavior or activity that is perceived as being wrong for self or others
1. Recognizing risky behaviors and unsafe situations
 2. Assertive skills
 3. Problem solving skills
 4. Refusal skills

7.6 The student will identify the conflicting messages that society sends regarding sexuality.

- A. Emphasis placed on messages about sexuality found in:
1. Music
 2. Television
 3. Computer games/videos
 4. Movies
 5. Graffiti
 6. Books and magazines
 7. Advertising, print and audio/visual
 8. The internet
- B. Messages impact:
1. Fashion
 2. Attitudes
 3. Values
 4. Behavior
- C. Adults can also send conflicting messages about sexuality
- D. Recognition of gender stereotyping
1. double standard for some behaviors
- E. Sexual exploitation
1. Social media
 2. Talking to people online that you have never met is the same as inviting them into your home
 3. Sexual predators on the internet
 4. Older boys/men - young girls - ‘grooming’
 5. Recognizing danger signals
 6. Protecting yourself

Resources

- Guidance counselors
- Law enforcement officials - Internet safety

7.7 The student will demonstrate an understanding of developing social awareness and responsibility one has for one's own behavior and attitudes about self and others through written or verbal expression.

- A. The student will explain an understanding of emotions and their impact on self and others.
 - 1. Humans have a wide range of emotions
 - 2. Behavior is an outgrowth of emotions
- B. The student will explain an understanding of peer group relationships.
 - 1. Peer relationships are healthy
 - 2. Behavior can be influenced by peers
 - 3. Peer influence can affect positive choices
 - 4. Consequences of decisions impact our lives
 - 5. Learning assertiveness techniques to help students stand up for their own rights

7.8 The student will demonstrate an understanding of the development of a strong sense of self-worth through written or verbal expression.

- A. The student will explain an understanding of self esteem.
 - 1. Humans are unique and individual
 - 2. Each person has valuable assets to contribute to a group and society
- B. The student will explain an understanding of appropriate/inappropriate interactions with others.
 - 1. Our bodies are private
 - 2. Media, music, fashion can heavily influence students' choices in behavior
- C. The student will explain how to respond to inappropriate behavior from others.
 - 1. Sexual harassment is inappropriate and illegal
 - 2. Bullying, including cyber-bullying, is inappropriate and illegal
 - 3. Bystander responsibility includes the steps to take if one is a witness to sexual harassment/bullying

7.9 The student will explain sexting and its consequences.

- A. The student will state the definition of sexting: the transmission of nude or semi-nude images between cell phones, computers or other electronic devices.
 - 1. Once sent, the image is considered to be on the web permanently
 - 2. It is also known as an "Electronic tattoo"
- B. The student will state an understanding of the history of this behavior and reasons youth choose to participate in it.
 - 1. It is a relatively new phenomenon, begun in 2005
 - 2. Annually, approximately 25% of preteens, teens are involved, either by sending, receiving, or viewing sexual images of other youth
 - 3. Behavior is becoming increasingly common among middle schoolers
 - 4. Youth participate in this behavior for a variety of reasons
 - a. Boyfriend/girlfriend relationships
 - b. Virtual participation in risky behavior

- c. Parents won't find out about it
 - d. Joke or dare
 - e. Harassment
5. Discuss changes in values regarding privacy/modesty and self-worth
- a. What person hopes to gain by participating in sexting
 - b. Media, music, and fashion impact on self-image
- C. The student will state the consequences of sexting including:
1. Legal
 - a. State statutes and enforcement, including misdemeanor versus felony charges
 - b. Conviction, punishment, sex offender registration and implications
 - c. Age of persons sexting
 - d. Sending vs. receiving pictures
 - e. Distribution and forwarding of pictures
 - f. Sexual harassment
 - g. Images may end up being used by sexual predators

Resources

- Refer to the Code of Virginia - pornography statutes
 - Invite the SRO to speak
2. Social
 - a. Repercussions including judgment or ostracism by peers, family, community
 - b. Harassment
 - c. Possibility of damaging academic, social, and employment opportunities in the future
 - d. Include examples of adults whose lives have been negatively impacted by choices they made during adolescence regarding sexting
 3. Emotional
 - a. Broken trust when image is forwarded without one's permission
 - b. Recurring embarrassment and victimization
 - c. Possibility of depression leading to self-injury
 4. Cyber-bullying and sexual harassment
 - a. Both behaviors are illegal; students can be charged with criminal activity
 - b. Sexting is a significant cause of cyber-bullying; examples include:
 1. Retaliation after a relationship break-up
 2. Bathroom pictures of a person without their permission
 3. A sibling or friend "playing a joke"
 - c. Cyber-bullying can lead to isolation, withdrawal, and depression
- D. The student will explain bystander responsibility.
1. All students have the right to be safe
 2. If a student recognizes that another student is in an unsafe situation because of cyber-bullying or sexual harassment, he/she has the responsibility to report the incident to a trusted adult
 3. It is not necessary for a student to intervene in the situation
 4. The student's report will remain anonymous
- E. The student will state the steps to take if he/she has sent or received a sext image.
1. If student has sent a message, talk with recipient, do your best to have pictures deleted
 2. If student has received a message, do not delete it; talk to a trusted adult about the proper steps to take

- F. The student will demonstrate, through written or verbal expression, positive choices to avoid involvement in sexting.
1. Do not assume any image sent or posted will remain private
 2. Anything sent into cyberspace is considered permanent; it is FOREVER
 3. Resist giving in to peer pressure
 4. Consider the recipient's reaction
 5. There is no such thing as truly anonymous
 6. Never take a picture of yourself that you wouldn't want your family, your teachers, or your classmates to see

Resources

- www.bigbearcommonground.com
- www.NetSmartz.org
- www.loveisrespect.org – teacher resource only; not for student viewing

7.10 The student will verbalize an understanding of sexual assault/molestation, describe the steps for reporting it, and describe the techniques for prevention.

- A. Sexual assault/molestation
1. Definition and various types
 2. Reporting sexual assault and molestation
 3. Coping skills
 4. Legal issues
 - a. Age of child
 - b. Age of predator
 - c. Criminal charges, conviction
 - d. Punishment
 - e. Sexual Offenders Register
 5. Prevention
 1. Recognizing unsafe situations
 2. Avoiding unsafe situations
 3. Coping in an unsafe situation

Resources

- RESPONSE (community agency for victims of domestic violence and sexual assault)
- School nurse
- School Resource Officer
- Guidance counselors
- Sheriff's Dept. – sexual assault victim's unit
- www.loveisrespect.org - – teacher resource only; not for student viewing

Additional resources that may be used throughout the curriculum

- www.webMD.com
- www.teenhealth.org
- www.stayteen.org
- www.loveisrespect.org – teacher resource only; not for student viewing