



Family Life Standards of Learning Objectives for high school students.

GRADE 9: 9.1 understand the human growth and development cycle. 9.2 explain the importance of the family, as a basic unit of society and his or her responsibility as a member of the family; 9.3 recognize the development of sexuality as an aspect of the total personality; 9.4 review and apply the decision-making process; 9.5 review the nature and purpose of dating; 9.6 realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage; 9.7 interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation, and human sex trafficking; 9.8 relate specific information on substance use and abuse to each stage of the life cycle; 9.9 be able to explain the process of reproduction; 9.10 demonstrate the understanding of specific health issues, including the ability to conduct self-examinations; 9.11 demonstrate knowledge of pregnancy prevention and disease control; 9.12 explain the transmission and prevention of HIV; 9.13 identify the effects of discrimination; 9.14 begin to identify educational and career goals.

GRADE 10: 10.1 determine how maturation affects adolescents; 10.2 describe his or her own attitudes concerning expectations of self and interpersonal relationships; 10.3 will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships; 10.4 use the steps in the decision-making process to solve specific problems; 10.5 recognize the benefits of abstaining from premarital sexual intercourse; 10.6 recognize alternatives to premarital sexual activity for expressing feelings and affection; 10.7 explain the factors to be considered in preparing for dating and marriage; 10.8 examine the factors to be considered life-goal planning; 10.9 describe the signs and symptoms of pregnancy; 10.10 analyze the factors associated with a healthy pregnancy; 10.11 explain the importance of supportive roles of the mother and father through pregnancy and birth; 10.12 describe available birthing options; 10.13 identify the stages of the birthing process; 10.14 analyze the skills and attitudes needed to become a competent parent; 10.15 describe adjustments to be made after the birth of a child; 10.16 compile a list of community agencies and resources available to assist individuals and families; 10.17 review the positive aspects of family life as a basic unit of society and as a means of personal development.

GRADE 11: 11.1 evaluate individual strengths and weaknesses in relation to personal, educational, and career goals; 11.2 relate major theories of human development to his or her own situation and/or developmental level; 11.3 recognize the advantages of abstinence from premarital sexual relations, reinforcing methods of saying “no” to undesirable behavior; 11.4 explain how television and internet can have both positive and negative effects on the development to individuals— children, adolescents, and adults; 11.5 express his or her own attitude toward parenting; 11.6 develop skills in making parenting decisions; 11.7 classify the major problems, issues, and decisions related to each stage of the family life cycle; 11.8 identify parenthood options in terms of questions to be answered and decisions to be made; 11.9 describe characteristics of newborn infants; 11.10 recall ways to cope with common fears and concerns regarding the care of newborn infants; 11.11 describe the adjustments family members face in the postnatal period; 11.12 explain the stages of growth and development in children; 11.13 calculate the personal considerations and financial costs of childbearing; 11.14 identify criteria for selecting adequate child-care services; 11.15 analyze community resources to meet specific needs.

GRADE 12: 12.1 describe the value of the home and family as primary sources of enrichment and personal renewal; 12.2 analyze the effects of cultural and family patterns on individual and family development; 12.3 describe the types of adjustments and sources of conflict in interpersonal relationships; 12.4 explain how parental

responsibilities change throughout the family life cycle; 12.5 recognize the challenges of individuals with disabling conditions and ways in which families can be sensitive to and make adjustments for those needs; 12.6 develop a plan for managing resources in the home; 12.7 interpret state laws that affect family life; 12.8 identify ways of preventing and/or coping with various types of violence; 12.9 analyze stress and crisis situations which affect family life; 12.10 identify procedures and criteria for assessing community resources that deal with individual and family problems; 12.11 describe the benefits for saying “no” to premarital sexual activity; 12.12 prepare a plan for the fulfillment of lifelong goals.

*Complete curriculum with descriptive statements is available at the parent link: www.wjccschools.org, in your school’s media center, and public libraries

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