



Family Life Education

(Curriculum Revised for 2020-21 School Year)

ACPS Family Life Education - School Board Statement

The Albemarle County School Board wishes to state to its students, parents, faculty and administration that abstinence is the safest choice with regard to alcohol, drugs, or premarital sex. No other choice provides better protection to the social, moral, psychological and biological development of our children. We wish to make it clear that that is our standard.

The Board also advocates parent involvement in every phase of the curriculum teaching. Parents are, in the end, those to whom we are responsible. They must assist our schools in the proper development of our children.

This Board recognizes that no school program can answer the needs of all parents and students. Therefore, it reminds parents and students that, if in their judgment, this curriculum differs from their personal beliefs, they can choose not to have their children participate. This Board assures them students will gain no stigma for that choice.

Finally, the Board acknowledges that the teaching of Family Life Curriculum is one of the most important duties that the school system assumes in the place of the parents. Our teachers will present this curriculum to our students with the utmost professionalism and respect for its content and sensitivity.

ACPS Family Life Education - Goals

The goals of the Family Life Curriculum are to develop skills, to promote parent/child discussion and to impart accurate information concerning:

1. Family living and community relationships;
2. The value of abstaining from sexual activity until marriage;
3. Human sexuality;
4. Human reproduction and contraception;
5. The etiology, prevention, and effects of sexually transmitted diseases;
6. Stress management and resistance to peer pressure;
7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;
8. Parenting skills;
9. The prevention of substance abuse; and,
10. The prevention of child abuse.

ACPS Family Life Education - Value Statement

The following values have been identified by the Albemarle County Community Involvement. Team, Family Life Curriculum Committee, as the core values that should be developed in the classroom by teachers.

The Albemarle County Family Life Education Curriculum should encompass the following values:

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| 1. Self-esteem/Self-respect | 2. Justice |
| 3. Temperance/Self-control | 4. Virtue |
| 5. Honesty/Integrity | 6. Industry |
| 7. Fairness | 8. Responsibility |
| 9. Loyalty | 10. Love of Country |
| 11. Concern for others | 12. Respect for dignity, worth, rights & freedoms of all persons |

ACPS Family Life Curriculum for Kindergarten

K.1 The student will recognize that everyone is a member of a family and identify members of their individual families.

Descriptive Statement: Students will identify adult and child members of their families.

Corresponds to: VDOE - K.4, K.5

K.2 The student will develop socialization skills.

Descriptive Statement: Instruction will include cooperative skills such as sharing, kind words, and listening. Discussion will include positive and negative consequences for behavior. Topics will include the concept of privacy, and the use of bathroom facilities.

Corresponds to: VDOE - K.3

K.3 The student will experience success and positive feelings about self.

Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Emphasis is placed on respect for racial, ethnic, and gender identity differences. Students will be aware of physical similarities and differences between themselves and others. Students will also be aware of one's strengths and weaknesses, and the strengths and weaknesses of others.

Corresponds to: VDOE - K.1

K.4 The student will experience respect from and for others.

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

Corresponds to: VDOE – K.2

K.5 The student will identify an awareness of positive ways in which family members show love, affection, respect and appreciation for each other.

Descriptive Statement: Instruction will include words and actions that promote mental health development through words and actions which convey care through protection and guidance such as: touching, listening, hugging, praising, encouraging, supporting, helping, and playing.

Corresponds to: VDOE - K.6

K.6 The student will describe how to find help safely if lost.

Descriptive Statement: Instruction will include memorization of full names, addresses, and phone numbers, and how to find reliable help if lost in a public place.

Corresponds to: VDOE - K.11

K.7 The student will identify "feeling good" and "feeling bad."

Descriptive Statement: Instruction will include words to describe pleasant and unpleasant feelings.

Corresponds to: VDOE - K.10

K.8 The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret that makes the child feel good and not uncomfortable; (3) touching that is done to provide clearing or medical care for the child. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

Corresponds to: VDOE - K.8

K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

Corresponds to: VDOE - K.9

ACPS Family Life Curriculum for 1st Grade

1.1 The student will describe a community as people living and working together and will describe family members' responsibilities in their community.

Descriptive Statement: Discussion will include multiple family structures and a definition of communities and how they work. Discussion will also include adult responsibilities such as providing food, shelter, and clothing, and child responsibilities such as picking up toys and doing homework.

Corresponds to: VDOE - 1.4, 1.5

1.2 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher will help the child understand that while feelings do influence behavior, each person can control their behavior and the ways feelings are expressed. Instruction will include helping the child to know that all feelings are valid and will include appropriate strategies for expressing feelings such as exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama. Positive mental health practices will be utilized.

Corresponds to: VDOE - 1.9

1.3 The student will describe how an individual's behavior can affect others.

Descriptive Statement: Discussion will include how to show respect for another person and their feelings and how to handle emotions that result from another person's behavior within challenging social situations

Corresponds to: VDOE - 1.3

1.4 The student will identify physical affection as an expression of friendship, celebration, and a loving family.

Descriptive Statement: Positive physical expressions of affection from friends and family will be presented. Instruction will include the difference between appropriate and inappropriate expressions of affection.

Corresponds to: VDOE- K.7, 1.11

1.5 The student will identify strategies to respond to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good (positive, healthy) and bad (negative, unhealthy) touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and internet will be discussed. Children will learn to tell a trusted adult about such incidents when they occur.

Corresponds to: VDOE - K.8, 1.11, 1.12

ACPS Family Life Curriculum for 2nd Grade

2.1 The student will identify adults, other than parent or guardian, who provide care and support for children.

Descriptive Statement: Instruction will include review of information about the family unit and family member responsibilities. Discussion may include foster parents; child-care providers; daycare teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

Corresponds to: VDOE - 2.2

2.2 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

Descriptive Statement: Instruction will include how to use strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change things that can be changed, and to accept things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with strengths.

Corresponds to: VDOE - 2.1

2.3 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.

Descriptive Statement: Through daily classroom experiences, the teacher will encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, instruction will include how students can make restitution by helping the victim solve the problem caused by the behavior.

Corresponds to: VDOE - 2.4

2.4 The student will demonstrate appropriate ways of dealing with feelings.

Descriptive Statement: Discussion will include the fact that feelings are natural and should be acknowledged. Discussion will also include pleasant feelings (those associated with success and praise) and unpleasant feelings (those resulting from fear, isolation, sadness, jealousy, anger, failure, and rejection); and appropriate and inappropriate behavior in response to these feelings. Students will have the opportunity to practice strategies for appropriate responses.

Corresponds to: VDOE - 2.5

2.5 The student will identify physical affection as an expression of friendship, celebration, and a loving family.

Descriptive Statement: Discussion will include the concept that appropriate expressions of affection are healthy for the individual and the family. Instruction will include how to recognize and respond to inappropriate expressions.

Corresponds to: VDOE - 2.6

2.6 The student will identify inappropriate approaches from family members, neighbors, strangers and others. Students will identify trusted adults to go to for help and how to say no.

Descriptive Statement: Discussion will include a review of good and bad touching and the difference between appropriate and inappropriate expressions of affection and behavior including the use of electronic devices to convey such feelings. Students will learn that it is okay to say no to inappropriate approaches. Students will identify trusted adults in their lives.

Corresponds to: VDOE - 2.7

2.7 The student will identify how various media sources can be inappropriate and how commercials use our emotions to make us want products.

Descriptive Statement: Instruction will include an introduction to the concept of media influences (music videos, reality shows, internet sites) and examples of techniques used by the media to create excitement and a desire to purchase products.

Corresponds to: VDOE - 2.8

ACPS Family Life Curriculum for 3rd Grade

3.1 The student will identify positive personal characteristics and attributes.

Descriptive Statement: Instruction will include identifying positive personal characteristics and attributes such as but not limited to being good at academics, sports, fine arts, being funny, or honest in order to continue developing a positive self-image. Identification of physical similarities and differences as well as differences influenced by heredity are discussed.

Corresponds to: VDOE - 3.2

3.2 The student will identify emotions that may result from changes in family life and changing relationships with friends.

Descriptive Statement: Instruction may include identifying emotions that result from changes such as but not limited to birth or adoption of a sibling, divorce of parents, making new friends, going to a new school, acceptance by peers, and loss of loved ones.

Corresponds to: VDOE - 3.3

3.3 The student will describe qualities that help gain and sustain friendships.

Descriptive Statement: Instruction may include qualities such as honesty, trust, responsibility, listening, sharing, and being aware of the attitudes and feelings of others. Discussion will include behaviors that cause children to lose friends; such as using inappropriate language and behavior, excluding a friend from activities, and breaking promises.

Corresponds to: VDOE - 3.9

3.4 The student will demonstrate skills needed to work and play successfully in a classroom and school community.

Descriptive Statement: Instruction may include discussion of reciprocal helping behavior; being aware of others' feelings; sharing; using appropriate language and behavior; and being aware of the attitudes, feelings, and opinions of others. Behavior in groups is discussed with emphasis on the responsibilities of being a group member. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.

Corresponds to: VDOE - 3.1, 3.9

3.5 The student will identify ways that feelings are expressed and identify effective strategies for managing emotions.

Descriptive Statement: Instruction may include appropriate self-expression of happiness, fear, sadness, excitement, anger, and loneliness and recognize that emotions are universal and can be expressed positively or negatively. Effective strategies may include physical activity, talking about feelings, reading, creative expressions such as writing, art, music, and dance.

Corresponds to: VDOE - 3.4

3.6 The student will demonstrate how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, or others.

Descriptive Statement: Instruction may include how to communicate a response to good touches, such as smiling or hugging, and how to communicate a response to confusing situations or inappropriate touches, such as saying "no," avoiding the situation, and leaving the situation. Students will identify trusted adults and will be encouraged to talk with a trusted adult about any inappropriate touches or confusing situations.

Corresponds to: VDOE - 3.11

3.7 The student will identify that all humans grow and develop in a sequence and that developmental rates and patterns will vary with each individual.

Descriptive Statement: Instruction may include how heredity influences hair, skin, eye color, height and body build. Students will chart growth and development patterns to understand individual variation in development.

Corresponds to: VDOE - 3.6

ACPS Family Life Curriculum for 4th Grade

4.1 The student will identify the need to assume greater responsibility for self and responsibility within family, peer groups, and the larger community.

Descriptive statement: Instruction will include current roles students have within their families, groups in school or out of school, and the larger community.

Corresponds to: VDOE - 4.6

4.2 The student will identify basic human emotions and effective ways of dealing with them.

Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Topics will include how to appropriately respond to emotions of joy, exuberance, loss, and rejection from situations such as divorce, death, illness, and moving.

Corresponds to: VDOE - 4.4

4.3 The student will identify personal strengths and weaknesses.

Descriptive Statement: Instruction will include accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward future success.

Corresponds to: VDOE - 4.5

4.4 The student will identify physical changes that begin to occur during puberty.

Descriptive Statement: Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences. Topics will include the need for cleanliness and the relationship of personal hygiene to a positive self-concept and acceptance from peers. Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, and growth of pubic and underarm hair, increased shoulder width in boys and hip development and menstruation in girls. Girls only, are taught about the intended use and proper disposal of sanitary napkins and tampons.

Corresponds to: VDOE - 4.1, 4.2

4.5 The student will describe the factors surrounding child abuse.

Description Statement: The terms child abuse (including neglect, sexual abuse, and electronic harrassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult.

Corresponds to: VDOE - 4.7

ACPS Family Life Curriculum for 5th Grade

5.1 The student will identify the roles, duties, and responsibilities of family members.

Description Statement: Instruction will include traditional and changing roles, duties, and responsibilities of family members. Discussion will include changing roles from early childhood through adulthood.

Corresponds to: VDOE - 5.9

5.2 The student will identify the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.

Descriptive Statement: Discussion focuses on physical changes that occur during puberty. Topics will include the need for cleanliness and the relationship of personal hygiene to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products is included for girls.

Corresponds to: VDOE - 5.7

5.3 The student will identify the structures and functions of the male and female reproductive systems.

Descriptive Statement: Instruction includes the structures and functions of the penis, (including erections, and nocturnal emissions), testicles, vas deferens, scrotum, urethra, uterus, ovaries, vagina, and fallopian tubes. Instruction includes the relationship between changes that occur during puberty and the ability to conceive and bear children.

Corresponds to: VDOE - 4.1, 4.2, 5.2

5.4 The student will identify threatening or uncomfortable situations and demonstrate how to say “no” in these situations.

Descriptive Statement: Topics include rude behavior, smoking, vaping, alcohol or drug use, theft, vandalism, violence, walking alone, opening doors to strangers, sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in public places.

Corresponds to: VDOE - 5.11, 5.12

5.5 The student will examine the influences of the mass media.

Descriptive Statement: Printed materials, advertising, television, clothing, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation, sexually explicit communication using electronic means, and sexual violence. Students will understand the appropriate use of electronic devices and social media. Students will understand how the media affects mental health issues related to sexuality, appearance, and self-esteem.

Corresponds to: VDOE - 5.10

ACPS Family Life Curriculum for 6th Grade

6.1 The student will identify the importance of the family unit.

Descriptive Statement: Students will identify different types of family structures, roles and responsibilities of family members, and problems that affect families, to include child abuse.

Corresponds to: VDOE - 6.8

6.2 The student will describe the social, emotional, and physical changes that occur during puberty.

Descriptive Statement: Instruction will include how changes experienced during puberty affect self-esteem, relations with family and friends, and decision-making.

Corresponds to: VDOE - 6.2, 6.7

6.3 The student will explain the physical changes of puberty and identify the need for healthy personal hygiene practices

Descriptive Statement: Instruction will include the structure and function of the pituitary gland, male and female sex hormones. Physical changes will include broad shoulders, growth spurts, muscles development, growth of additional body hair, voice change, sperm development, nocturnal emissions, erections, oil and sweat glands, breast development, hips widen, maturation of egg cells, and the onset of menstruation {female students}. Discussion will include the benefits of good personal hygiene, proper diet, rest, and exercise.

Corresponds to: VDOE - 6.1, 6.3

6.4 The student will identify the structures and functions of the male and female reproductive systems.

Descriptive Statement: Instruction includes the structure and function of the reproductive organs, including the ovaries, fallopian tubes, uterus, cervix, and vagina in girls and the scrotum, testicles, epididymis, vas deferens, seminal vesicle, prostate gland, Cowper's gland, urethra, and penis.

Corresponds to: VDOE - 7.2

6.5 The student will be able to describe the causes, effects, data, and transmission and prevention of Sexually Transmitted Infections (STIs) and HPV.

Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. 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.). AIDS is explained as a virus that infects the immune system, eventually causing susceptibility to life-threatening infections. The term abstinence is defined, and abstinence from sexual intercourse and needle sharing is presented as the only 100% effective way of avoiding STIs. Instruction includes factual information regarding the AIDS virus 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 (definitions will be sent home to parents).

Corresponds to: VDOE - 6.5

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

Descriptive Statement: Instruction includes information about 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 or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

Corresponds to: VDOE - 6.9

6.7 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.

Corresponds to: VDOE - 6.12

ACPS Family Life Curriculum for 7th Grade

7.1 The student will explore the relationship among positive self-image, healthy development, and health decision-making during the middle school years.

Descriptive Statement: Instruction includes identifying personal strengths and developing a plan for personal growth; personal hygiene; understanding how supporting and helping others improves self-esteem; recognizing how involvement in school and community activities can positively impact emotional, social, and community health; and seeking support in coping with the many changes of the middle school years.

Corresponds to: VDOE - 7.2, 7.12

7.2 The student will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty.

Descriptive Statement: Topics will include ovulation, menstruation, erections, ejaculation, and nocturnal emissions. Sexual intercourse and fertilization will be reviewed during the discussion of menstruation.

Corresponds to: VDOE - 7.2

7.3 The student will describe how physical affection is a healthy expression of friendship, celebration, and a loving family.

Descriptive Statement: Discussion will include appropriate expressions of affection are essential for emotional, physical, and psychological health. Instruction will include the difference between appropriate and inappropriate physical affection.

Corresponds to: VDOE - 7.3

7.4 The student will explore changes in peer relationships during adolescence.

Descriptive Statement: Emphasis is on the increasing importance of peer relationships, social interactions, the beginning of adult awareness of social environment and personal independence and social responsibilities.

Corresponds to: VDOE - 7.13

7.5 The student will identify messages in society related to sexuality.

Descriptive Statement: Instruction will include messages about sexuality found in all types of media and how these messages affect mental health. Messages conveyed by adults will be discussed. Emphasis is placed on the importance of evaluating information, addressing negative effects of media messages, and engaging in a variety of positive activities.

Corresponds to: VDOE - 7.5

7.6 The student will identify causes, symptoms, treatment, prevention, data, and transmission of Sexually Transmitted Infections (STIs) and HPV.

Descriptive Statement: Topics include the symptoms, treatment, transmission, and diagnosis of STIs. In addition, myths are discussed. High-risk activities, such as sexual activity, needle sharing, and intravenous drug abuse, are discussed.

Corresponds to: VDOE - 7.11

7.7 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, human trafficking and assault are identified.

Corresponds to: VDOE - 7.11

ACPS Family Life Curriculum for 8th Grade

8.1 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Instruction will include analyzing messages about sexuality found in all types of media. Instruction will include positive and negative impact of media and print messages on self and others. Discussion will include positive alternatives to media immersion and how these messages affect mental health issues related to sexuality.

Corresponds to: VDOE - 8.6

8.2 The student will describe strategies for saying “no” to premarital sexual relations.

Descriptive Statement: Instruction will emphasize strengthening self-confidence, assertiveness skills and decision-making skills. Discussion will include why and how to say “no” to premarital sexual activity and to situations that challenge their own values, how to manage their sexual feelings.

Corresponds to: VDOE - 8.7

8.3 The student will analyze the issues related to teenage pregnancy.

Descriptive Statement: Topics will include 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 discussed.

Corresponds to: VDOE - 8.10

8.4 The student will identify 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% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.

Corresponds to: VDOE - 8.11

8.5 The student will identify the effects of prevention strategies to reduce the risk of sexual assault, rape, incestuous behavior and molestation.

Descriptive Statement: Content includes developing assertiveness skills, resolving conflict, avoiding risky situations and resistance skills. Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on victim assistance services and sources of help and information will be provided.

Corresponds to: VDOE - 8.13

8.6 The student will describe or explain the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for identity. Discussion will include the difference between love and infatuation and how every relationship prepares a person for the challenges and responsibilities of marriage. Warning signs for potentially abusive dating relationships and negative mental health practices will be discussed.

Corresponds to: VDOE - 8.5

8.7 The student will explain the etiology, transmission, data, and prevention of Sexually Transmitted Infections (STIs) and HPV.

Descriptive Statement: Topics will include risk taking behaviors and myths regarding the transmission. Abstinence from sexual activity, use of illegal, intravenous drugs is stressed. The use of condoms in preventing the spread of STI is discussed.

Corresponds to: VDOE - 8.14

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

Corresponds to: VDOE - 8.13

ACPS Family Life Curriculum for Health I

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

Descriptive Statement: Instruction will include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

Corresponds to: VDOE - 9.9

9.2 The student will examine methods of contraception.

Descriptive Statement: Instruction will include review of barrier and hormonal methods; effectiveness for prevention of pregnancy and disease prevention; and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy. Abstinence will not prevent the spread of all diseases.

Corresponds to: VDOE - 9.11

9.3 The student will explain the most common bacterial, viral, and parasitic Sexually Transmitted Infections (STIs), including HIV/AIDS.

Descriptive Statement: Instruction will include bacterial, viral, and parasitic infections; and prevention, transmission, diagnosis, health consequences, and treatment of STIs. Abstinence from both sexual activity and intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs. Community health resources for information, assistance, and support will be identified.

Corresponds to: VDOE - 9.11, 9.12

9.4 The student will identify sexual abstinence as the safest choice for adolescents and identify appropriate methods for expressing feelings and affection.

Descriptive Statement: Instruction will include benefits of choosing sexual abstinence, consequences of sexual activity, and appropriate methods for expressing feelings and affection. Discussion will include that anyone who has been sexually active can make a new decision for premarital abstinence. Instruction will include effective strategies for resisting peer pressure, such as communication, assertiveness, and resistance skills. Instruction will include discussion regarding law and the meaning of consent. Emphasis is placed on an increased awareness that consent is required before sexual activity.

Corresponds to: VDOE - 9.6

9.5 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examination.

Descriptive Statement: The focus is on factual information on menstruation, proper use of feminine hygiene products in relationship to cleanliness, premenstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular cancer.

Corresponds to: VDOE - 9.10

9.6 The student will identify ways of preventing and/or coping with various types of violence.

Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, sexual violence, human sex trafficking, physical and verbal child abuse, family violence, electronic harassment, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

Corresponds to: VDOE – 12.8

9.7 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: Discussions focus on development of one's sexual identity addressing the internal & external conflicts associated with problems of sexual identity. Students concerned about their sexuality will be advised to discuss these concerns with family, member of the clergy, trusted adult, or counselor

Corresponds to: VDOE - 9.3

9.8 The student will compile a list of community agencies and resources available to assist individuals and families.

Descriptive Statement: Examples of community resources to be listed 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.

Corresponds to: VDOE 10.16

ACPS Family Life Curriculum for Health II

10.1 The student will determine how maturation affects adolescents.

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.

Corresponds to: VDOE - 10.1

10.2 The student will describe personal attitudes concerning expectations of self and interpersonal relationships.

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.

Corresponds to: VDOE - 10.2

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.

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 the meaning 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 force, fraud, or coercion are introduced, there is a potential for abuse including human trafficking.

Corresponds to: VDOE – 10.3

10.4 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.

Descriptive Statement: Topics may include the function of the family, family strengths, family influences on society, identification of roles within a family, and how those roles change throughout life. Students will compare and contrast their roles now with their possible roles in the future.

Corresponds to: VDOE - 10.17

10.5 The student will analyze the factors associated with a healthy pregnancy.

Descriptive Statement: Content includes causes of low birth weight, such as smoking, poor nutrition, and use of alcohol and other drugs, and the effects of sexually transmitted diseases. Importance of good health habits, including the importance of quality prenatal care, is stressed. Topics of discussion include possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth.

Corresponds to: VDOE - 10.10, 10.11

10.6 The student will demonstrate knowledge of pregnancy prevention and disease control.

Descriptive Statement: Topics include misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control and the decision 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.

Corresponds to: VDOE – 9.11