

Alexandria City Public Schools

Family Life Education in 6th Grade

Right to Review: 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.

Program Goals: The APCS Family Life Education curriculum is designed to provide a comprehensive, sequential K-12 program that includes age-appropriate instruction in family living and community relationships. Instruction is designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities.

Program Sequence: As directed by the Virginia Department of Education, the Family Life Education Curriculum for grades K-10th in ACPS includes instruction in the following content areas based on the [Standards of Learning](#):

1. Family living and community relationships;
2. The value of family relationships;
3. The value of postponing sexual activity;
4. Abstinence education;
5. The benefits, challenges, responsibilities, and the value of marriage for men, women, children, and communities;
6. Human sexuality;
7. Human reproduction;
8. The benefits of adoption as a positive choice in the event of an unintended pregnancy;
9. The etiology, prevention, and effects of sexually transmitted diseases;
10. The prevention of human trafficking;
11. Dating violence, which shall include a focus on informing high school students that consent is required before a sexual act, the characteristics of abusive relationships, steps to take to deter a sexual assault, the availability of counseling and legal resources, and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, as well as the requirements of the law; and
12. Mental health education and awareness.

Curriculum Strands: The curriculum is built around four measurement topics, which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program.

1. Maintaining Personal Health and Wellness (Puberty)
2. Human Reproduction
3. Personal Safety
4. Analyzing Influences

Transfer goals and performance assessments for each unit are aligned with these measurement topics.

Curriculum At-a-Glance: The following topics are addressed during the 6th grade FLE instruction.

6th Grade Family Life Education

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| | <p><u>Unit 1: Changes of Puberty</u></p> <p>During this unit, students will explore the physical, social, and emotional changes that take place during puberty. Students will understand the increased need for personal hygiene practices during this time. The differences in male and female changes will be discussed.</p> <ol style="list-style-type: none"> 1. Lesson 1: Our Changing Bodies – Identify the physical, emotional, and hygiene changes that occur during puberty. 2. Lesson 2: Male Vs. Female Changes - Differentiate between the changes that occur in males and females during puberty. | <p>Standards of Learning: 6.1, 6.2, 6.3</p> |
| | <p><u>Unit 2: Human Reproduction</u></p> <p>During this unit, students will summarize the process of male and female reproduction. Students will describe the risks of engaging in sexual activity. Students will recall basic facts about STDS and the transmission of HIV.</p> <ol style="list-style-type: none"> 1. Lesson 1: Male and Female Reproduction - Identify and describe the parts and functions of the male and female reproductive system. 2. Lesson 2: Sexual Transmitted Diseases - Discuss the risks of engaging in sexual activity and ways to prevent the spread of sexually transmitted diseases and unplanned pregnancies. 3. Lesson 3: HIV & Aids – Discuss how HIV is transmitted. | <p>Standards of Learning: 6.4, 6.5, 6.6, 6.9</p> |
| | <p><u>Unit 3: Personal Safety</u></p> <p>During this unit, students gain an understanding of the different types of abuse, signs of abuse and the importance of reporting abuse to a trusted adult. Resources for reporting and treatment of child abuse will be identified.</p> <ol style="list-style-type: none"> 1. Lesson 1: Personal Safety and Abuse - Identify the 6 types of abuse (Physical, Verbal, Emotional, Sexual, Neglect, and Electronic/Social Media) and understand how to report abuse. | <p>Standards of Learning: 6.8</p> |

Unit 4: Analyzing Influences

This unit allows students to explore how mass media messages that impact their ideas of sexuality and gender stereotyping. Students will understand the effect that substance abuse has on decision making. Students will practice problem solving and communication skills.

- 1. Lesson 1: Society and Sexuality** – Discuss the various messages in society related to sexuality and gender stereotyping and differentiate between positive and negative messages in society.
- 2. Lesson 2: Substance Use and Abuse** - Identify the effect that substance use and abuse can have on an individual and their ability to make decisions.
- 3. Lesson 3: Introduction to Draw the Line/Respect the Line** – Recognition that they have the right to draw the line, explore how pressure from others can make it hard, and personalize where they draw the line in several areas of their lives.
- 4. Lesson 4: Steps for Drawing the Line (Part 1)** – Learn and demonstrate the Steps for Drawing the Line, and distinguish between effective and ineffective communication.
- 5. Lesson 5: Steps for Drawing the Line (Part 2)** – Review the Steps for Drawing the Line and demonstrate the first two steps for communicating effectively about where they draw the line.
- 6. Lesson 6: The Roleplay Challenge** – Learn the skill steps of “changing the subject” and “walking away” and how these can be used; demonstrate using a convincing voice and strong body language, setting your limit, changing the subject, and walking away.
- 7. Lesson 7: Friends Respect the Line** - Learning that pressuring behaviors may damage friendships; demonstrate social behaviors for respecting where others draw the line.

Standards of Learning:
6.10, 6.11, 6.12