

# Alexandria City Public Schools

## Family Life Education in 8<sup>th</sup> 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-10<sup>th</sup> 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 three measurement topics, which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program.

1. Draw the Line/Respect the Line
2. Relationships
3. 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 8<sup>th</sup> grade FLE instruction.

# 8th Grade Family Life Education

<p><b>Unit 1: Draw the Line/Respect the Line</b></p> <p>During this unit, students will review the risks of engaging in sexual activity and how to avoid or reduce these risks. A condom demonstration is included in this unit. Students will also practice strategies for saying “no” to risky situations and sexual relations. Students will use role plays to practice sticking to their limits.</p> <ol style="list-style-type: none"><li>1. <b>Lesson 1: HIV and Teens</b> – Learn the impact of living with HIV and guide students to make personal promises on where they draw the line to stay safe from HIV, other STDs, and unplanned pregnancy.</li><li>2. <b>Lesson 2: Draw the Line Challenge</b> – Discuss of HIV affects the body and how it is and is not transmitted. Also, discuss common signs of other STDs and identify abstinence as the best prevention.</li><li>3. <b>Lesson 3: Difficult Moments</b> – Explore situations in which it may be difficult to stick to a limit; recognize sexual feelings can be controlled; highlight which situations are most difficult for student personally.</li><li>4. <b>Lesson 4: Sticking to Your Limit</b> – Describe strategies that can be used to handle difficult situations; explore communications skills to maintain their line.</li><li>5. <b>Lesson 5: Talking with a Person Who Has HIV</b> – Guest speaker</li><li>6. <b>Lesson 6: Reduce Your Risk</b> – Categorize methods of protection based on effectiveness in reducing risks for HIV, STDs, and pregnancy; learn “dos and don’ts” of condom use; recognize that choosing abstinence is the best prevent method.</li><li>7. <b>Lesson 7: Staying Safe</b> – Identify a mental image tool for situations that might cross the line and note personally the most important reason for not crossing the line.</li></ol>	<p><b>Standards of Learning:</b> 8.7, 8.10, 8.11, 8.14</p>
<p><b>Unit 2: Relationships</b></p> <p>During this unit, students will examine the nature of dating during adolescence. Students will discuss the qualities desired in a healthy relationship. Digital and social media safety while dating will be discussed. Students will examine unhealthy and toxic relationship qualities. Students will review how to report abuse and discuss the legal implications of sexual abuse and dating violence.</p> <ol style="list-style-type: none"><li>1. <b>Lesson 1: Healthy Relationships</b> - Identify the qualities of a healthy relationships, analyze personal relationships, and discuss recognizing the dangers of digital dating.</li><li>2. <b>Lesson 2: Toxic Relationships</b> - Identify characteristics of an unhealthy relationship and learn how to help yourself or someone else that is being abused.</li></ol>	<p><b>Standards of Learning:</b> 8.4, 8.5, 8.13</p>

### **Unit 3: Analyzing Influences**

During this unit, students will continue to analyze the messages about sexuality in the media and how they impact young people. Students will also analyze other factors that may impact their mental health and relationships. These factors include stress, loss, teen pregnancy, drugs, and alcohol. Sources of stress will be identified and coping strategies will be explored.

- 1. Lesson 1: Messages About Sexuality in the Media** - Identify personal values about sexuality, identify the various messages about sexuality from outside sources, and analyze how messages about sexuality impact how one feels about themselves.
- 2. Lesson 2: Stress and Coping Strategies** - Identify the sources of stress for adolescence, describe healthy coping strategies for stress management, and understand how to get help when feeling overwhelmed.

**Standards of Learning:**  
8.6, 8.8, 8.9, 8.12