

Alexandria City Public Schools

Family Life Education in 9th 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 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. Core Concepts
2. Self-management
3. Relationships
4. Personal Safety

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 9th grade FLE instruction.

9th Grade Family Life Education

	<u>Unit 1: Core Concepts</u> During this unit, students will review the male and female reproductive systems, know the role of the Teen Wellness Center, discuss forms of birth control, learn about STDs, STIs, and pregnancy prevention. 1. Lesson 1: Stages in Human Development – Review the stages of growth and development in the human life cycle, including the age range for each stage. 2. Lesson 2: Pregnancy & STD Prevention – Describe the risks of engaging in sexual activity and identify common signs of STDs. Identify abstinence as the best way to prevent STDs and pregnancy and explain ways to prevent the spread of sexually transmitted diseases and pregnancy through different birth control options. 3. Lesson 3: HIV Prevention & Treatment – Identify ways a person living with HIV can remain healthy and maintain viral suppression. Name some benefits of biomedical approaches to prevent STDs and HIV including the importance of lowering viral load.	Standards of Learning: 9.6, 9.9, 9.10, 9.11, 9.12
	<u>Unit 2: Self-management</u> During this unit, students will discuss gender and gender identity, and how they are different from biological sex. They also will define “gender script” and look at examples. Lastly, they will focus on three components of sexual orientation (orientation, behavior, and identity) and how they are unique from and connected to each other. 1. Lesson 1: Understanding Gender – Explain what gender and gender identity are, and how they are different from biological sex. Define “gender script” while providing several examples of these scripts and identify at least three sources of gender scripts and messages they have received growing up. 2. Lesson 2: Sexual Orientation, Behavior, & Identity – Review the different sexual orientations and describe the three components of sexual orientation (orientation, behavior, and identity) and how they are unique from and connected to each other.	Standards of Learning: 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.13

	<u>Unit 3: Relationships</u> During this unit, students will analyze characteristics of an unhealthy or emotionally abusive relationship. They will work to identify their own relationship boundaries based on their values. Lastly, students will focus on the importance of consent and respecting absence of consent. 1. Lesson 1: Dating Abuse – Describe the characteristics of an unhealthy or emotionally abusive relationship and what a person in an unhealthy or abusive relationship can do to leave that relationship. 2. Lesson 2: What is Consent? – Define the terms “consent,” “coercion” and “incapacitated.” Differentiate between a situation in which consent is clearly given and one in which it is not and gain an understanding of how giving and getting clear consent is part of a respectful relationship.	Standards of Learning: 9.1, 9.6, 9.10, 9.11, 9.12
	<u>Unit 4: Personal Safety</u> During this unit, students learn strategies to stay safe from human trafficking. The <i>FreeKind Prevention Project</i> is an innovative tool that equips students with the power to stay safe from people and situations that intend to take advantage of them and their friends. 1. Lesson 1: Introduction to Human Trafficking & Overview – In this lesson, students will explain the difference between sexual harassment and sexual abuse and how to prevent and report abuse. They will learn about human trafficking and how it is affecting the world and their generation today. They will also define human trafficking and exploitation to include force, fraud, and coercion. 2. Lesson 2: Sex Trafficking 101 – Students will learn about the realities of human trafficking in the U.S. by examining the profiles of victims, traffickers, and buyers. 3. Lesson 3: The Profile of a Trafficker – Students will look at the influence of culture on traffickers and the interconnectedness between pimps and traffickers in sex trafficking. They will go through a story in four parts while learning about grooming, dehumanization, various trafficking situations, and how the current culture perpetuates, normalizes, and glamorizes pimp culture. 4. Lesson 4: The Connection Between Pornography & Human Trafficking – Students will explore the connections between pornography and sex trafficking. It will also discuss what research has revealed about the addictive nature of pornography and its impact on the brain, on relationships, and on societal attitudes and norms. 5. Lesson 5: The Influence of Media & Culture – This lesson explores the relationships between today’s media, Western culture, and human trafficking. 6. Lesson 6: Student Impact & Empowerment – Students will create projects that showcase their knowledge of human trafficking and raise awareness of the issue to others.	Standards of Learning: 9.3
	FLE Standard addressed in ACPS 9th Grade Health Curriculum: 9.8, 9.13, 9.14 FLE Standard addressed in ACPS 10th Grade Family Life Education: 9.2, 9.9	