

**HANOVER COUNTY PUBLIC SCHOOLS -**

**FAMILY LIFE EDUCATION -  
PARENT RESOURCE GUIDES -**



**Grades -  
Ninth and Tenth -**

*Revised June 2019*

Hanover County Public Schools  
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This information can be viewed online at:

<http://hcps.us/cms/one.aspx?portalId=1251067&pageId=3603671>

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## **PHILOSOPHY**

A strong and vital society is built on sound families. Therefore, the main purpose of a Family Life program is to ensure the continual development of healthy families in the future. An effective way of insuring this is to help young people grow into responsible, well-adjusted adults. This guidance should come from parents, schools, clergy, and other segments of society working together to provide young people an enriched environment for health development.

Recognizing the essential worth of each student and the need for certain values necessary for our society to survive, a value system will be incorporated into the curriculum. This curriculum will promote such values as honesty, trust, self-control, and responsibility. It will also emphasize to teens the advantages of postponing sexual relations until marriage. These values are not given as rules, but become evident through the understanding of consequences and the students' acceptance of responsibility for their own actions. This information, coupled with the continual reinforcement of self-esteem and parental guidance, should help the students build a beneficial value system of their own.

Family Life Education begins in the home and should be centered in the home. Hanover County Public Schools has implemented a Family Life Education program designed to promote parental involvement. An objective of this curriculum is the development of a program, which provides accurate, sound information. This program will promote the development of healthy relationships in the present and future, and incorporate decision-making skills to avoid the effects of negative peer pressure. It will be directed toward reducing substance abuse, child abuse and neglect, and teen pregnancy (stressing abstinence).

The Family Life Education program is a monitored program with carefully chosen and well-trained teachers, permitting student expression and encouraging continued parental involvement. The cooperative efforts of the parents, schools, and community will enrich the lives of our children so that they may be loving, caring, and responsible citizens.

## **HISTORY**

The General Assembly mandated that a Family Life Education program be implemented in all schools in Virginia by the fall of 1989. Local school boards had the option of using the program as adopted by the Virginia Board of Education or developing their own. The Hanover County School Board chose to develop its own program to allow for the greatest amount of community input with the help of the Family Life Education Community Involvement Team, which was composed of the individuals listed below.

- ❖ 61 parent/citizen representatives
- ❖ 7 clergymen
- ❖ 6 teachers
- ❖ 3 administrators
- ❖ 1 psychologist
- ❖ 1 medical doctor
- ❖ 1 Health Department representative

This team was selected in late June 1988 and began working in August to develop a Family Life Education curriculum for all county students, grades K-10. The Standards of Learning for the Virginia Family Life Education program originally mandated inclusion of the topics listed below.

- ❖ family living and community relationships
- ❖ the value of postponing sexual activity until marriage
- ❖ human sexuality, growth, and development
- ❖ sexually transmitted diseases
- ❖ stress management and resistance to peer pressure
- ❖ development of positive self-concepts and respect for others
- ❖ parenting skills
- ❖ substance abuse
- ❖ child abuse
- ❖ human reproduction and contraception

Members of the Community Involvement Team and teachers have developed a Parent Resource Guide that includes an overview of each grade level and some activities that parents and children can do at home. The guide is intended to promote good communication within the family setting and provide an opportunity for children or adolescents to ask questions and share concerns they might have.

The current purpose of the Family Life Community Involvement Team is to annually assess and evaluate the family life program and materials utilized by the family life staff in Hanover County.

### **OPT-OUT PROCEDURES**

The Board of Education regulation on opting-out states: An opt-out procedure shall be provided to ensure communication with the parent/guardian for permission for students to be excused from all or part of the program.

The opt-out procedure is as follows:

Parents may exercise the opt-out procedure for any or the entire Family Life Education curriculum. Lesson plans are available for all Family Life Standards of Learning at each grade level. Parents are encouraged to review the lesson plans at each grade level before exercising the opt-out procedure.

Parents will be notified by letter of the time block allocated for teaching Family Life within the K-3 classroom or the 4-10 health block. The opt-out form will accompany this letter. If a parent elects for his/her child not to participate, the opt-out form should be completed and returned to the child's school. Copies of the opt-out form will be located in each schools' main office.

### **IMPLEMENTATION GUIDELINES**

- ❖ In grades K-3, the classroom teacher will instruct the students. In grades 4-10, family life objectives will be presented by the family life resource teachers as part of the health curriculum.
- ❖ Teachers will exercise caution when responding to questions relating to morality.
- ❖ Only approved lesson plans and materials written into those plans will be used.
- ❖ Students with disabilities may receive instruction in Family Life Education. In developing the student's individualized education plan, appropriate content areas will be selected based on the student's age and ability. The classroom teacher will make modifications to the basic content, activities, and teaching resources as needed.
- ❖ New resources recommended for implementation will be referred to the Media Review Committee.

## **PURPOSE** -

The Parent Resource Guide is based on the idea that the most value from the Family Life Education curriculum can be achieved when the student, parent, and teacher are actively working and talking together. The guide is to inform the parent of concepts taught in the classroom.

The guide includes objectives with descriptive statements and activities that may be used to reinforce classroom instruction. The parent can use these activities to stress morals and values that are important to their family. Working together on these activities is a good time to share concerns and answer questions asked by children.

## **RESOURCES**

There are many parent resources available. They may be found in the local library, church libraries, bookstores, health agencies, and the local school. Additional information may be obtained from physicians or the local health department.

In keeping with the philosophy of this program, all materials are available for parental review during the family life parent session prior to instruction beginning at the school.

## **NINTH GRADE**

Students will identify the effects and prevention of sexual assault, rape, and molestation. The discussion will include examining the laws of Virginia. Students will demonstrate a knowledge of pregnancy prevention, disease control, and the value of abstinence. An understanding of specific gender health issues (breast and testicular cancers) are discussed, along with information on self-examinations. Family Life objectives are 9.1 - 9.8.

### **Objective: 9.1**

The student will review and apply the decision-making process.

### **Subject Area: Family Life**

### **Descriptive Statement**

Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, and family and personal values as basis for decision-making.

### **Activity**

Use some past experience for a discussion and application of the decision-making process.

### **Things to Think About**

1. What risks are involved in decision-making?
2. How are values related to decision-making?

3. What are some reasons why people let others make their decisions?

### **Objective 9.2**

The student will review the nature and purposes of dating.

Subject Area: **Family Life**

#### Descriptive Statement

Topics include understanding family guidelines, the purposes of dating, and coping with the pressures experienced in dating situations. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

#### Activity

Talk to your child about dating expectations. Review your family rules.

#### Things to Think About

Describe the type of relationship you would like to have with a boyfriend or girlfriend.

### **Objective 9.3**

The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

Subject Area: **Family Life**

#### Descriptive Statement

The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized. Reinforcement of assertiveness skills and ways to say “no” will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

#### Activity

Parents and students review reasons to say “no” or postponing sexual activity.

#### Things to Think About

1. This is a good place to talk about taking responsibility for your actions. It is not always appropriate to act out sexual feelings.
2. Young people have a right to say “no” to uncomfortable situations, such as rides with other teens, drugs at a party, and pressure to have sex. How should they handle it?

#### Key Terms

*Assertive Skills* - standing up for yourself and your beliefs in a firm, but positive way

### **Objective: 9.4**

The student will learn facts related to sexual assault, sexual harassment, rape, and molestation. Characteristics of dating violence, including abusive relationships are discussed. Preventative strategies are identified.

**Subject Area: Family Life**

**Descriptive Statement**

Students will review assertiveness skills, conflict resolution, avoidance of risk situations, and referral services available in the community when a problem occurs. Facts and statistics related to rape and sexual assault in the United States are presented. The student will demonstrate approaches to dealing with physically and mentally abusive relationships. Characteristics of dating violence, electronic harassment, and abusive relationships are discussed. The student will identify the appropriate and inappropriate use of electronic devices. Code of Virginia requires all school divisions to include age-appropriate elements of evidence-based programs on the harmful physical and emotional effects of female genital mutilation, associated criminal penalties, and the rights of the victim, including any civil action.

**Activity**

Parents discuss Virginia laws related to sexual assault, electronic devices, and the distribution of inappropriate pictures.

**Things to Think About**

Remind your child to use common sense and be aware of the importance of all the safety rules taught throughout the previous school years.

**Key Terms**

*Sexual Assault* - touching intimate body parts without permission

*Sexual Harassment* - unwanted inappropriate attention that is sexual

*Consent* - a verbal agreement/permission between two people to engage in sexual contact

*Rape* - forced sexual intercourse

*Date Rape* - forced sexual intercourse with a friend or acquaintance

*Molestation* - improper sexual contact

*Sexual Predator* - a person who preys on victims by trying to obtain sexual contact

*Online/Cyber Predator* - a person who attempts to lure a child using the computer with the intent to do harm

*Dating violence* - a pattern of abusive behaviors, usually a series of actions over time, used to exert power and control over a dating partner.

*Female Genital Mutilation* - all procedures involving partial or total removal of the external female genitalia or injury to the female genital organs for non-medical reasons.

**Objective: 9.5**

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

**Subject Area: Family Life**

**Descriptive Statement**

Instruction will include reproductive anatomy and physiology.

### Key Terms

*Male reproductive anatomy* - Penis, scrotum testicles, urethra, vas deferens, prostate

*Female reproductive anatomy*-fallopian tubes, ovaries, uterus, cervix, vagina, endometrium

*Physiology* - the functions and activities of the body's reproductive system

### **Objective: 9.6**

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

### Subject Area: Family Life

### Descriptive Statement

The focus is on factual information about menstruation, toxic shock syndrome, premenstrual syndrome, menopause, and specific male and female concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examinations.

### Activity

The parent should review the self-examination information.

### Things to Think About

1. Self-examination information is provided to the student and parent(s) in hopes that both will practice these easy screening techniques.
2. Self-examination is an important and easy way to detect health problems. If detected early, many can be treated quickly and easily.
3. Many health problems can be detected before they become serious. If health problems are not detected early, they can be far more difficult to treat and cure.
4. If examinations are done regularly, it will be easier to detect something unusual. Women usually do breast self-examinations monthly after their periods to detect unusual lumps.

### **Objective: 9.7**

The student will identify the symptoms of sexually transmitted diseases and explain the transmission and prevention of STDs/STIs.

### Subject Area: Family Life

### Descriptive Statement

Students review ways in which sexually transmitted diseases are transmitted and the techniques for identifying and preventing these diseases.

### **Objective 9.8**

The student will demonstrate knowledge of pregnancy prevention, disease control, and the value of postponing sexual relations.

### Subject Area: Family Life



Descriptive Statement

Topics include various methods of contraception and their effectiveness rates in pregnancy prevention and disease control.

Activity

Discuss your family's values concerning birth control.

Things to Think About

This might be a good opportunity to become more aware of various pressures your teen may be facing (especially in the area of sexual pressures).

**Objective: 9.9**

The student will review the effects of substance abuse on the individual and society.

Subject Area: Health

Descriptive Statement

The student will review the effects of substance abuse with particular attention to the negative impact on pregnancy and on adolescent life and health.

Activity

Have your child list the effects and dangers of drug abuse to adolescents; review and discuss.

Things to Think About

Note the drug-related crimes on the news and in the newspapers.

**Objective: 9.10**

The student will identify the effects of discrimination.

Subject Area: Health

Descriptive Statement

Students identify forms of discrimination based on age, sex, race, disability, and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families.

Activity

1. With your child, list the many forms of discrimination and discuss the effects it has on an individual and family life.
2. What attitudes are created as a result of discriminatory actions?
3. How has the job market changed from past years to today for minorities (sex, elderly, race)?

Things to Think About

Match the terms with the correct definition:

\_\_\_\_\_ discrimination    \_\_\_\_\_ prejudice    \_\_\_\_\_ justified restrictions    \_\_\_\_\_ stereotyping

- a. standardized mental picture held in common by members of a group representing an oversimplified opinion, attitude based on feelings, or a judgment made with little or no information (stereotyping)
- b. a pre-made judgment not based on facts; an unfair opinion, or believing without sufficient knowledge; an irrational attitude of hostility directed against an individual, group, race, or their supposed characteristics (prejudice)
- c. an instance of distinguishing or categorizing to make a difference in treatment or favor not based on individual merit (discrimination)
- d. limitations for health, safety, or developmental reasons that will protect the individual restricted from others (justified restrictions)

**Objective: 9.11**

The student will begin to identify educational and career goals.

Subject Area: All Curriculum Areas

Descriptive Statement

Students formulate educational and career objectives. A life goals project provides the structure for achieving this objective, and students complete activities that enable them to gain insight into the variety of personal and career options available. Students will discuss the impact of using social networking sites on career goals.

Activity

1. Have a discussion with your child about why it is important to think about career possibilities as a teen.
2. Take your child to a college or technical center.

Things to Think About

Keep in mind goal setting and educational needs for each career. Go to the guidance office or library for reading material.

Key Terms

*Networking* - sharing information and services among individuals and groups having a common interest

**Objective: 9.12**

The student will trace the human-growth cycle in relation to parenting skills from the prenatal period through the elderly stage.

Subject Area: Health

Descriptive Statement

Information about developmental levels throughout the life cycle (prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-aged, and elderly) is related to the complexity of child rearing and to the need for maturity before parenthood. Life-stage development is presented to help students gain an appreciation of their own development.

Activity

Discuss with your child how parents influence their children's growth (mental, social, emotional, and philosophical).

### Things to Think About

The family has great influence on a child's development.

### Key Terms

*Mental Growth* - anything to do with learning

*Social Growth* - relationship building

*Emotional Growth* - controlling feelings

*Philosophical Growth* - development of values, goals, and opinions

## **TENTH GRADE**

The tenth grade curriculum focuses on marriage and family. The students will recognize signs and symptoms of pregnancy and be able to identify the stages of the birthing process. Factors associated with a healthy pregnancy are discussed. Students will explain the factors to be considered in preparing for dating and marriage. Family Life objectives are 10.1 - 10.19.

### **Objective 10.1**

The student will recognize the need to abstain from early sexual activity.

### Subject Area: **Family Life**

### Descriptive Statement

Content focuses on the need to consider life-long goals when considering sexual activity. Topics include readiness for parenthood, the consequences of pregnancy, the effects of sexually transmitted diseases, and the impact on reputation and present and future goals. Adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities are also discussed. The positive benefits of postponing sexual activity are emphasized. Abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy and STDs/STIs.

### **Objective: 10.2**

The student will recognize alternatives to sexual intercourse for expressing feelings and affection.

### Subject Area: **Family Life**

### Descriptive Statement

Students are guided toward communicating feelings and affection in a variety of ways rather than through premarital sexual intercourse. Students will recognize that sexual intimacy in marriage is intended as an expression of committed love and as a way to bring children into the world.

**Objective: 10.3**

The student will demonstrate knowledge of pregnancy prevention and disease control, and the value of postponing sexual relations.

Subject Area: **Family Life**

Descriptive Statement

Topics include decision-making, planning for marital relationships, a review of factors to consider in planning for a family, methods of contraception, and disease control.

**Objective: 10.4**

The student will describe the signs and symptoms of pregnancy.

Subject Area: **Family Life**

Descriptive Statement

Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

**Objective 10.5**

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

Subject Area: **Family Life**

Descriptive Statement

Content focuses on factors affecting the health of the baby, including smoking, poor nutrition, and use of alcohol and other drugs. FASD (Fetal Alcohol Spectrum) is discussed. The effects of sexually transmitted diseases on the health of the mother and baby are discussed. Other consequences of good and poor health habits, including the importance of quality prenatal care are stressed.

**Objective 10.6**

The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

Subject Area: **Family Life**

Descriptive Statement

Topics for discussion include the responsibilities of each parent in relation to proper prenatal care, possible abnormal outcomes such as miscarriage, inherited birth defects, stillbirth, and premature birth.

**Objective 10.7**

The student will describe available birthing options.

Subject Area: **Family Life**

Descriptive Statement

Birth methods are discussed.

Key Terms

*Conception* - becoming pregnant

*Fertility* - ability to reproduce

*Fetal Development* - the latter stages of development (more than 3 months)

*Prenatal Care* - care given before childbirth

**Objective 10.8**

The student will identify the stages of the birthing process.

Subject Area: **Family Life**

Descriptive Statement

The stages of the birthing process include the onset of the process and the three stages of labor and delivery (dilation, birth, and expulsion of the placenta).

**Objective 10.9**

The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Subject Area: **Family Life**

Descriptive Statement

Stages of developing relationships include friendships, dating, and group activities. Assertiveness, types of love, and communication are stressed. Recognizing unhealthy relationships and domestic abuse will also be discussed.

Key Terms

*Domestic abuse*-A pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship.

**Objective 10.10**

The student will analyze the skills and attitudes needed to become a competent parent.

Subject Area: **Family Life**

Descriptive Statement

Attitudes toward parenting styles are examined. Students have opportunities to identify parenting skills they wish to develop. Emphasis is placed on the joint participation of both parents and the sharing of parenting responsibilities. The point is made that single parents can receive support from friends, extended family, and community resources. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and

familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

**Objective 10.11**

The student will describe adjustments to be made after the birth of a child.

Subject Area: **Family Life**

Descriptive Statement

The newborn child as a source of joy and love is emphasized. The impact on the family in caring for a newborn infant is examined, including the effects on income, leisure time, educational plans, time available for sleep, and interpersonal relationships.

**Objective: 10.12**

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

Subject Area: **Family Life**

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.

**Objectives 10.13**

The student will examine factors to be considered in life-goal planning.

Subject Area: **Family Life**

Descriptive Statement

Discussion includes life-long career goals in relation to economics and continuing education, considering the possibility of marriage and preparing for a family, and/or career development plans.

**Objectives 10.14**

The student will explain the factors to be considered in preparing for dating and marriage.

Subject Area: **Family Life**

Descriptive Statement

Steps involved in relationships are identified. This includes a discussion of friendships, dating, mate selection, and marriage.

**Objectives 10.15**

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

Subject Area: **Family Life**

### Descriptive Statement

Examples of community resources are mental health services, social services, religious organizations, private agencies, hot lines, day-care centers, nursing homes, and the department of health.

### **Objectives 10.16**

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

### Subject Area: Family Life

### Descriptive Statement

Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

### Key Terms

*Single Parent Family* - one-parent family

*Nuclear Family* - a couple and their dependent child(ren)

*Extended Family* - more than one generation living together

*Blended Family* - when single parents remarry

### **Objectives 10.17**

The student will interpret state laws that affect family life.

### Subject Area: Family Life

### Descriptive Statement

Current laws in Virginia are reviewed, as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, and legal responsibilities of parents.

### **Objectives 10.18**

The student will analyze stress and crisis situations that affect family life.

### Subject Area: Family Life

### Descriptive Statement

Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, the termination of a marriage, role changes dealing with disabled family members, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and to ensure that the final outcome is positive.

**Objectives 10.19**

The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.

Subject Area: **Family Life**

Descriptive Statement

The emphasis is on parent-child relationships, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, medications, illness, and breast and bottle-feeding.

**Objectives 10.20**

The student will develop a plan for managing resources in the home.

Subject Area: Personal Finance

Descriptive Statement

This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.