
Family Life Education Curriculum Advisory Committee

**Supplemental Information to the SY21-22 Report to the
School Board**



Introduction

The Family Life Education Curriculum Advisory Committee (FLECAC) report was presented to the Board during the work session on May 24, 2022. This supplemental report contains additional information requested by the Board to include:

- Best practice for instruction of human sexuality topics – gender separate or gender-combined grouping
- Comparison of FCPS Human Growth and Development curriculum with other Virginia school divisions
- Comparison of FCPS Human Growth and Development curriculum with other school divisions outside of Virginia
- Crosswalk of Virginia standards of learning for family life education with FCPS objectives and descriptive statements for family life education
- Teacher training if the program adopts gender-combined instruction in grades four through eight.

Research: Best Practice for Instruction Gender Separate or Gender-Combined

EAB

EAB, an external research organization under contract with FCPS, was contacted to further review literature related to gender separate and gender-combined FLE instruction. EAB was able to provide the following two resources that are beneficial to the discussion of gender separate or gender-combined sexuality education:

Government of Western Australia's Department of Public Health

Information includes reasons for gender-combined classes and reasons for splitting classes by gender. The information that follows is from the Government of Western Australia Department of Health, [growing & developing healthy relationships](https://gdhr.wa.gov.au/-/should-boys-and-girls-be-separated-for-sex-education-) (<https://gdhr.wa.gov.au/-/should-boys-and-girls-be-separated-for-sex-education->).

Reasons for co-ed classes:

- Separating boys and girls can perpetuate the stigma of the topic.
- Gender-split classes may result in genders receiving inequitable or gender-biased education.
- Students who are gender diverse are better catered for (students who are gender diverse may feel uncomfortable, unsafe or uncatered for in split classes).
- Same-sex attracted young people are better catered for (students who are same-sex attracted may feel uncomfortable, unsafe or uncatered for in split classes).
- Students may act in a more mature manner (in gender-split classes students may feel the need to act in stereotypical gendered roles).

- Opportunities to learn about topics from different perspectives from different genders.
- Opportunities to develop empathy for the changes and challenges experienced by another gender.
- Opportunities to practice communicating with each other about sensitive topics (which is an important skill for developing respectful relationships with other genders - friendships, romantic relationships, and intimate relationships).
- Timetabling of gender-split classes can be difficult.

Reasons for splitting classes by gender:

- Young people may feel more comfortable asking questions (particularly on topics such as menstruation, erections, wet dreams, female genital modification, sex).
- It may be more culturally appropriate (e.g., in Aboriginal culture there are requirements for delivering 'men's business' and 'women's business'.)
- Lessons may be differentiated more easily to suit the needs and learning styles of all boy or all girl groups.
- Some parents may be more supportive of teaching boys and girls separately.
- Differing maturity levels of boys and girls can be accommodated for.

Considerations for gender-combined classes:

- offer opportunities for gender split groups (e.g. a 'girls' chat' or 'boys' chat' at lunch time; or small group work with the school nurse)
- offer instruction taught by both male and female educators to provide positive role models and reduce stigma (if culturally appropriate)
- allow students to ask questions they may not be comfortable asking in front of the class by using a [question box](https://gdhr.wa.gov.au/guides/what-to-teach/question-box) (https://gdhr.wa.gov.au/guides/what-to-teach/question-box)

Considerations for gender-split classes:

- do not just teach the 'girls' topics' to the girls and 'boys' topics' to the boys - both need to know all of the information
- ensure that both groups know that they are both receiving the same information
- offer instruction taught by both male and female educators to provide positive role models and reduce stigma (if culturally appropriate)
- think about ways to cater for gender diverse students (and be aware that gender diverse or intersex students may not be visible to you). It may be appropriate to ask students to choose which group they feel comfortable in, or this may cause more stress and discrimination for the student.
- share questions (and answers) from the [question box](#) with both groups so that everyone has the same information. (Collect questions from both groups to answer in the next session to help maintain anonymity and avoid questions being labeled as 'boys' questions' or 'girls' questions'.)

Chicago Public Schools Policy Manual

This manual addresses sexual health education. The sexual health education program is a comprehensive instructional program in pre-kindergarten through grade 12.

Developmentally appropriate and medically accurate sexual health education must be provided annually. “Students must be taught in the standard classroom environment

and must not be separated by gender or ability.” Students who are diverse learners receive medically accurate and developmentally appropriate sexual health instruction individualized based on each student’s disability and their IEP. See the [Chicago Public Schools Sexual Health Education Policy page](https://policy.cps.edu/download.aspx?ID=57) for more information (https://policy.cps.edu/download.aspx?ID=57).

Additional Resources Identified via Research

FLASH

[FLASH](#) is a sex education curriculum developed by Public Health – Seattle & King County, Washington and available to school divisions for free download (elementary and special education) or purchase (middle and high school). Beginning with the elementary curriculum for grades 4-6 gender-combined instruction is recommended. The [Implementation Toolkit](#) (PDF) states, “Teaching sexual health education in all-gender classrooms, instead of separating classes by gender, has many advantages. It ensures that all students are receiving the same information, in the same way, thus decreasing any sense of secrecy associated with these topics. The experience of respectful discussion cuts down on disrespectful communication between genders when students have less supervision, such as in hallways and at recess. It prepares all students to communicate about sexual health related topics with a future partner, regardless of their gender. It supports sexual violence prevention by not creating false distinctions between genders. And finally, it does not place an undue burden on nonbinary and transgender students to choose a classroom to affiliate themselves with.”

‘Say everything’: exploring young people’s suggestions for improving sexuality education. Allen, L. (2005).

‘Say everything’: exploring young people’s suggestions for improving sexuality education. *Sex Education*, 5(4), 389–404. <https://doi.org/10.1080/14681810500278493>

A New Zealand study with students aged 16-19 years old investigated what students believe makes an effective sex education program. The outcomes were in three main areas – structure of classroom activity, curriculum content, and teacher’s comfort and competency.

Within structure of classroom activity, a survey question addressing gender makeup in class found 65% of participants favored mixed-gender, 27% favored single-gender, and 8% preferred a combination.

Mixed-sex or Single-sex Sex Education: How would young people like their sex education and why?

Strange, V., Oakley, A., Forrest, S., & Study Team, T. R. (2003). Mixed-sex or Single-sex Sex Education: How would young people like their sex education and why? *Gender and Education*, 15(2), 201–214. <https://doi.org/10.1080/09540250303852>

Schools in central and southern England were part of a study that began in 1997 to examine the effectiveness of peer-led sex education. Two cohort groups participated in 1997 and 1998. As part of the study, focus groups were conducted which asked

students about single-sex and mixed-sex classes for sex education. Of students aged 13 and 14, girls who answered the question on preference for single-sex and mixed-sex sex education, 59% said they would prefer all or some sex education to be in single sex classes and 41% answered they prefer mixed sex classes. Among boys 38% preferred all or some single sex classes and 65% preferred mixed sex classes.

When girls described experiences in mixed-gender classes they tended to talk about boys being disruptive and may be disrespectful to girls. In single-sex classes girls identified the main advantage being that they felt they could talk more openly and focus on the issue they wanted to talk about.

Boys in mixed-gender classes also described feeling that they could not talk about some topics with girls. They also addressed the feeling that some content was not relevant to them.

Both boys and girls did also identify positive aspects of mixed-gender classes including the ability to share their views with the other sex and thereby learn and understand each other better. Boys also expressed frustration that they were not included with girls and girl's needs were prioritized above their own. Boys stated that mixed-gender classes would be more inclusive of them. Girls also felt that interacting with boys in the classroom helps them build confidence to communicate with boys.

Comparison with Other Virginia School Divisions

The Board requested comparison of the content included in FLE instruction in Virginia schools with gender combined instruction to content in the FCPS lessons.

Virginia school divisions known to have at least some gender combined instruction in grades 4-8 include Loudoun County, Arlington County, Alexandria City, Newport News, Williamsburg-James City. Some divisions provide a combination of gender separate and gender combined instruction.

- Loudoun County
 - Grades 4 and 5: gender separate
 - Grade 6: gender separate with one day of instruction in gender combined class
 - Grade 7: gender separate with two days of instruction in gender combined class
 - Grade 8: gender combined for all instruction (3 days)
- Alexandria City:
 - Gender combined beginning in grade 4 with gender separate post-lesson circle in grade 4

Virginia allows school divisions to implement the SOLs for Family Life Education as written or create a locally developed program. In divisions that use the SOLs, students begin to learn about human sexuality topics such as breast feeding and terminology for reproductive body parts beginning in grade one. In divisions that implement a locally

developed program, Human Growth and Development instruction typically begins in grade four or five with puberty and anatomy of the reproductive system.

The table below provides information on how several Virginia school divisions group students for instruction in human growth and development.

Division	Practice
Fairfax County	Gender separate in grades 4-8 and a portion of grade 10 lesson on breast self-awareness and testicular self-exam. Gender combined grades 9-12 except for the portion of grade 10 noted.
Loudoun County	Gender separate grades 4&5; gender combined grades 6-10 except for lesson in grades 6&7 on puberty/reproductive health
Prince William County	Gender separate through grade 8, gender combined grades 9&10
Arlington County	Gender combined in grades 4- 10;
Alexandria City	Gender combined at all grades except for a post-lesson gender separate circle following the puberty lesson in grade 4; Students self-select circle to participate in
Chesapeake City	Gender separate in grades 5-8; gender combined in grades 9-12
Falls Church City	Gender combined in grades 3-5 with some time in gender separate for questions; gender combined grades 6-10
Newport News	Gender separate in grades 4 and 5; gender combined in grades 6-10
Suffolk City	Gender separate in all grades
Virginia Beach City	Gender combined in grades 5 ,6, 7, 9, 10 except for one lesson each year on puberty/reproductive systems
Williamsburg-James City	Gender separate in grades 4 and 5; gender combined in grades 6-10
York County	Gender separate in grades 4-8; gender combined grades 9 and 10

The chart in [Appendix A](#) shows the topics that are instructed in several Virginia school divisions and whether the instruction is in a gender separate or gender combined class.

Practices in Divisions Outside of Virginia

The table below provides information on how human growth and development instruction is provided in a sampling of school divisions around the country.

Division	Practice
Montgomery County, Maryland	Gender combined grades 6 and up; grade 5 decided at the local school with over ½ keeping students in their regular class groups
Prince George's County, Maryland	Gender combined although some individual elementary schools may be gender separate
Gwinnett County, Georgia	Gender separate in grades 4 and 5; gender combined in grades 6 and up
Clark County, Nevada	Taught in grade 5, grade 8, and once in high school. Gender separate in grade 5. Individual schools may teach grade 8 gender separate based on their master schedule.

Division	Practice
Duval County, Florida	Gender combined grades 4-8 <ul style="list-style-type: none"> ● 4th grade puberty lesson new in SY21-22; schools were not given specific guidance to combine or separate ● 5th grade moved to gender combined approximately 3 years ago Due to recent legislation, cannot state that instruction must be in combined class and determination is at the principal's discretion
Jeffco (Jefferson County), Colorado	Gender combined for all puberty and sexual health education lessons (taught in grades 5, 7, 9)
Oakland Unified School District, California	Gender combined for all puberty and sexual health education lessons (taught grades 5-9)

Crosswalk: Virginia SOLs and FCPS Objectives

Family Life Education (FLE) includes two units of instruction, Emotional and Social Health (ESH) and Human Growth and Development (HGD). ESH is instructed in kindergarten through grade 9. HGD is instructed in grades 4-10. The grade 10 HGD unit includes instruction that is part of ESH at other grades. Grade 11 and 12 instruction includes topics from both ESH and HGD.

ESH instruction includes the following topics. Topics are instructed in grades when age appropriate and therefore not included at all grades.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Good touch, bad touch ● Self-image ● Family relationships and friendships ● Abuse | <ul style="list-style-type: none"> ● Dating violence/relationship abuse ● Consent ● Internet safety/sexting ● Pornography ● Teen sex trafficking |
|--|---|

HGD instruction includes the following topics. Topics are instructed in grades when age appropriate and therefore not included at all grades.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Puberty ● Reproductive systems ● Reproductive process ● Pregnancy, fetal development, and childbirth ● Sexually transmitted infections (STIs) ● Contraception ● Abstinence | <ul style="list-style-type: none"> ● Sexuality ● Options for unintended pregnancy ● Dating violence, teen sex trafficking (grade 10 only, included in ESH at other grade levels) ● Family in Virginia Law |
|--|---|

General health education is instructed in kindergarten through grade 10. The Virginia Standards of Learning for Health Education include the following broad topics of instruction for all grade levels.

- Body systems
- Nutrition
- Physical health
- Disease prevention/health promotion
- Substance abuse prevention
- Mental wellness/social and emotional skills
- Violence prevention
- Community/environmental health

The tables in **Appendix B** crosswalk the Virginia Standards of Learning for Family Life Education with FCPS instructional objectives and descriptive statements specific to the Human Growth and Development unit in FLE. Virginia Board of Education guidelines allow for divisions to implement a locally developed program for Family Life Education that is comprehensive and sequential. A locally developed program must utilize a community involvement team (FLECAC), provide for broad-based community involvement, allow annual review of curriculum and instructional materials by parents/guardians, use the Family Life Education Standards of Learning as a reference, and be in compliance with requirements in the Code of Virginia.

Implications for Teacher Training

Teacher training will be necessary if there is a program change to gender-combined instruction in grades 4-8. It is recommended that a training module be developed and delivered in MyPDE for all teachers with responsibility for Human Growth and Development including teachers of FLE in grades 11 and 12. The module would include:

- Explanation of the change being made
- Research and rationale to support gender-inclusive instruction
- Suggestions for classroom management during instruction
- Answers to anticipated questions teachers may have

The timeframe to develop the training is approximately 8 weeks which includes development of content, recording and editing narration, developing graphics, creating interactions in the course, IT testing, and communication of the requirement prior to launch.

The Health and Physical Education team would schedule and communicate office hours where staff will be available to answer questions and provide support.

Appendix A: Topics Instructed in Virginia Schools by Grade Level

Grade	Topic	Fairfax (gender separate grades 4- 8)	Arlington (Gender combin ed all grades)	Alexand ria (Gender combin ed all grades)	Falls Church City (gender combin ed with some separate in 3-5)	Loudoun (gender separate 4&5 and one lesson in 6&7)	Newport News (gender separate 4&5; combined 6-8)	Prince William (gender separate)	Williamsburg -James City (gender separate 4&5; combined 6-8)
4	Puberty	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
4	Reproductive Anatomy	No	No	No	Yes	Yes	No	Yes	Yes
4	Pregnancy	No	No	No	Yes	Yes	No	No	Yes
5	Puberty	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
5	Reproductive Anatomy	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
5	Reproductive Process	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
5	Abstinence	Yes	Yes	No	Yes	No	No	No	Yes
5	STIs	Yes	Yes	Yes	Yes	No	No	No	Yes
6	Puberty	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6	Reproductive Anatomy	Yes	No	No	No	Yes	Yes	Yes	No
6	Reproductive Process	Yes	Yes	No	Yes	Yes	No	Yes	Yes
6	Abstinence	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
6	STIs	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
7	Changes in adolescence/puberty	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	Reproductive Anatomy	Yes	No	Yes	No	Yes	Yes	No	No

Grade	Topic	Fairfax (gender separate grades 4- 8)	Arlington (Gender combin ed all grades)	Alexand ria (Gender combin ed all grades)	Falls Church City (gender combin ed with some separate in 3-5)	Loudoun (gender separate 4&5 and one lesson in 6&7)	Newport News (gender separate 4&5; combined 6-8)	Prince William (gender separate)	Williamsburg -James City (gender separate 4&5; combined 6-8)
7	Reproductive Process	No	No	No	No	Yes	Yes	Yes	No
7	Abstinence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	STIs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	Pregnancy	No	Yes	Yes	Yes	Yes	No	No	Yes
7	Family Planning	No	Yes	Yes	Yes	No	No	No	Yes
8	Anatomy & Reproduction	Yes	No	No	No	Yes	No	No	No
8	Pregnancy	Yes	Yes	No	Yes	Yes	No	Yes	Yes
8	STIs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8	Abstinence	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
8	Contraception	Yes	No	Yes	Yes	Yes	Yes	No	Yes
8	Stages of Development	No	Yes	No	Yes	No	No	Yes	Yes

Appendix B: Crosswalk VA SOLs and FCPS Objectives

Grade 1

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will realize that human beings and other mammals have babies and that the babies can be breast-fed. <u>Descriptive Statement:</u> Content associated with this objective can be found in books, magazines, films, videos, and other materials, as approved by the school division. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.</p>	No corresponding FCPS objective
<p>The student will use correct terminology when talking about body parts and functions. <u>Descriptive Statement:</u> Scientific terms such as urinate, bowel movement, penis, vulva, and breast will be introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.</p>	No corresponding FCPS objective

Grade 2

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will become aware that babies grow inside the mother's body in a special place called the uterus. <u>Descriptive Statement:</u> The purpose of this objective is to provide basic, age-appropriate, medically-accurate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.</p>	No corresponding FCPS objective

Grade 3

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will identify and use correct terms for external body parts associated with reproduction and elimination. <u>Descriptive Statement:</u> External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.</p>	No corresponding FCPS objective

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.</p> <p><u>Descriptive Statement:</u> The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Students are taught to be accepting of others' differences, including physical and mental differences</p>	<p>No corresponding FCPS objective</p>
<p>The student will become aware that both a male and a female are necessary to have a baby.</p> <p><u>Descriptive Statement:</u> The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age appropriate, medically-accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process</p>	<p>No corresponding FCPS objective</p>
<p>The student will comprehend that the baby grows inside the mother's body for nine months and then is born.</p> <p><u>Descriptive Statement:</u> The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Cesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise</p>	<p>No corresponding FCPS objective</p>

Grade 4

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will identify physical changes that begin to occur during puberty. <u>Descriptive Statement:</u> The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal. Students are helped on an individual basis to avoid anxiety if their development is ahead of or behind their peers. The importance of postponing sexual activity is discussed as is the importance of delaying childbearing. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.</p>	<p>Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene. <u>Descriptive Statement:</u> Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction for girls includes basic anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary products. Instruction for boys includes basic anatomy of the male reproductive system, erections, and nocturnal emissions. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences.</p>
<p>The student will be able to identify the human reproductive organs. <u>Descriptive Statement:</u> Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.</p>	<p><i>*Introduced in grade 5</i></p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will develop an awareness of human fertilization and prenatal development.</p> <p><u>Descriptive Statement:</u> Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.</p>	<p><i>*Introduced in grade 5</i></p>

Grade 5

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will define the structure and function of the endocrine system.</p> <p><u>Descriptive Statement:</u> The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced .</p>	<p>No corresponding FCPS objective</p>
<p>The student will identify the human reproductive organs in relation to the total anatomy.</p> <p><u>Descriptive Statement:</u> Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.</p>	<p>Students will identify the structures and functions of the male and female reproductive systems.</p> <p><u>Descriptive Statement:</u> Instruction includes the functions of the male and female reproductive organs, including the penis, testicles, vas deferens, scrotum, urethra, uterus, ovaries, vagina, cervix, and fallopian tubes. The reproductive organs are explained in relation to the total human anatomy.</p>
<p>The student will explain how human beings reproduce.</p> <p><u>Descriptive Statement:</u> Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.</p>	<p>Students will be introduced to the basic process of human reproduction.</p> <p><u>Descriptive Statement:</u> Instruction includes the uniting of the egg and the sperm through sexual intercourse and basic information about prenatal development and birth. The umbilical cord, placenta, and amniotic sac are introduced. Students learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical procedure called Cesarean section.</p>
<p>The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.</p> <p><u>Descriptive Statement:</u> Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and</p>	<p>Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</p> <p><u>Descriptive Statement:</u> Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes,</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.</p>	<p>mood swings, growth of pubic and underarm hair, increased shoulder width in boys and breast and hip development in girls, menstruation, erections, and nocturnal emissions. Although instruction for boys includes brief mention of personal hygiene products during instruction about menstruation, girls only are taught about the intended use and proper disposal of personal hygiene products. Focus is on the development of a positive attitude toward oneself during puberty, an appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty and the ability to conceive and bear children.</p>
<p>The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.</p> <p><u>Descriptive Statement:</u> The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health.</p>	<p>No corresponding FCPS objective</p>
<p>The student will identify reasons for avoiding sexual activity prior to marriage.</p> <p><u>Descriptive Statement:</u> The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health.</p>	<p>Students will explore the benefits of abstinence from sexual intercourse.</p> <p><u>Descriptive Statement:</u> The consequences of sexual intercourse on healthy physical, emotional, social, and intellectual development during adolescence are explored; and students review and practice refusal skills in situations related to adolescent development. The concept that physical changes which prepare a person to become a mother or father occur before a person is emotionally, intellectually, spiritually, financially, and socially mature enough to make a commitment to marriage and raising a family is emphasized.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will describe the effects of personal hygiene on one's self concept. <u>Descriptive Statement:</u> Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.</p>	<p><i>*Personal hygiene is included in the previous objective: Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</i></p>
<p>The student will become aware of the existence of sexually transmitted infection. <u>Descriptive Statement:</u> Factual information regarding the nature of sexually transmitted infection, including human immunodeficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, Genital Herpes, Gonorrhea, Human Papillomavirus (HPV), and Syphilis.</p>	<p>Students will be introduced to the most common sexually transmitted infections (STIs). <u>Descriptive Statement:</u> Instruction includes basic information about the most common bacterial STDs (curable - chlamydia, gonorrhea, syphilis) and viral STIs (incurable - genital herpes, human papillomavirus [HPV], HIV/AIDS). The term abstinence is defined, and abstinence from sexual intercourse and needle sharing is presented as the only 100% effective way of avoiding STIs.</p>

Grade 6

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will understand personal hygiene practices and the physical changes that occur during puberty. <u>Descriptive Statement:</u> Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.</p>	<p>Students will explore the physical, emotional, and social changes that occur during puberty and relate personal hygiene to these changes. <u>Descriptive Statement:</u> This includes a review of physiological changes introduced in fifth grade and a brief examination of psychological and social changes, including mood swings, changing family and peer relationships, and increasing interest in romantic relationships. Ways to cope with these changes are addressed, including proper diet, exercise, and talking with a trusted adult such as an adult family member, teacher, counselor, or member of the clergy. The relationship among bodily changes, good personal hygiene and positive interactions with others is emphasized. Girls only review the use and proper disposal of personal hygiene products.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will explain the effects of growth on development, attitudes and interests. <u>Descriptive Statement:</u> The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.</p>	<p>No corresponding FCPS objective</p>
<p>The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development. <u>Descriptive Statement:</u> The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.</p>	<p><i>*Included in the previous objective: Students will explore the physical, emotional, and social changes that occur during puberty and relate personal hygiene to these changes.</i></p>
<p>No corresponding VA SOL</p>	<p>Students will review the structures and functions of the male and female reproductive systems and how these change during puberty. <u>Descriptive Statement:</u> Instruction includes the structure and function of the reproductive organs, including the ovaries, fallopian tubes, uterus, cervix, and vagina in girls, and the testicles, vas deferens, urethra, penis, and scrotum in boys.</p>
<p>The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity. <u>Descriptive Statement:</u> This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted infections, unintended pregnancy, infant mortality, and psychological (reputation, self esteem, etc.), social, economic, mental and physical consequences.</p>	<p>Students will expand prior knowledge of the process of human reproduction. <u>Descriptive Statement:</u> This includes review and extension of information about fertilization, prenatal development, fetal support structures, prenatal care, and birth. The concept that physical readiness to become a mother or father precedes the psychological, emotional, intellectual, spiritual, financial, and social maturity needed to make a commitment to marriage and raising a family is emphasized.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will recall basic facts about sexually transmitted infections. <u>Descriptive Statement:</u> Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis.</p> <p>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.).</p>	<p>Students will study basic facts about sexually transmitted infections (STIs). <u>Descriptive Statement:</u> Viral (genital herpes, human papillomavirus [HPV], HIV/AIDS) and bacterial STIs (chlamydia, gonorrhea, syphilis) are reviewed, and consequences of STIs are presented. Prevention of STIs through sexual abstinence, fidelity within marriage, available vaccinations, and avoidance of needle sharing and intravenous drug use is stressed.</p>
<p>The student will be able to describe the etiology, effects, and transmission of HIV. <u>Descriptive Statement:</u> Instruction includes factual information regarding HIV 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.</p>	<p><i>*HIV is included in previous objective on sexually transmitted infections: Students will study basic facts about sexually transmitted infections (STIs).</i></p>
<p>Included in VA SOL above: The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.</p>	<p>Students will identify reasons for avoiding premarital sexual intercourse. <u>Descriptive Statement:</u> Instruction includes exploration of the physical, psychological, social, academic, spiritual, and financial consequences of premarital sexual intercourse. The benefits of sexual abstinence in supporting healthy adolescent development are emphasized and students review and practice using refusal skills in situations related to adolescent development.</p>

Grade 7

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth. <u>Descriptive Statement:</u> Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex response feelings. Instruction promotes self awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions,</p>	<p>Students will examine the physical and emotional changes that occur during adolescence. <u>Descriptive Statement:</u> Students are briefly introduced to the changes that occur during adolescence, including emotional and social changes addressed in the Emotional and Social Health unit. Instruction includes a review of the changes that occur during puberty in both the male and female (growth spurt, pubic and underarm hair, mood swings, skin changes, hygiene-related changes); the changes that occur to males only (including erections, ejaculation,</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>masturbation, and differences in growth rates and development.</p>	<p>broadening of shoulders, muscle development, nocturnal emission); and the changes that occur to females only (breast development, broadening of hips, menstrual cycle).</p>
<p>Portions of this objective are included in the SOL above: The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.</p>	<p>Students will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty. <u>Descriptive Statement:</u> In addition to identifying the parts of the male and female reproductive systems, the following topics will be discussed: ovulation, menstruation, erections, ejaculation, and nocturnal emissions. During instruction, menstruation, sexual intercourse, and fertilization will be reviewed and primary amenorrhea will be introduced. Primary amenorrhea is defined as not having the first menstrual period by age 16. Emphasis will be placed on there being a broad range of ages when it is normal for menstruation to begin.</p>
<p>The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV. <u>Descriptive Statement:</u> Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.</p>	<p>Students will list common sexually transmitted infections (STIs), and identify behaviors which eliminate an individual's risk of contracting STIs. <u>Descriptive Statement:</u> Instruction will focus on the most common STIs. This includes categorizing STIs as curable (bacterial - chlamydia, gonorrhea, syphilis or parasitic pubic lice) and incurable (viral - genital herpes, human papilloma virus [HPV], HIV/AIDS) and a general overview of transmission, signs and symptoms, treatments, short- and long-term consequences, and prevention. Abstinence from both sexual contact (including oral sex) and intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs.</p>
<p>The student will be aware of the consequences of preteen and teenage sexual intercourse. <u>Descriptive Statement:</u> Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and</p>	<p><i>*Included in objectives on sexually transmitted diseases and abstinence.</i></p>

VA SOL	FCPS Objective & Descriptive Statement
<p>anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.</p>	
<p>The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.</p> <p><u>Descriptive Statement:</u> Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.</p>	<p>No corresponding FCPS objective</p>
<p>The student will describe the signs and symptoms of pregnancy.</p> <p><u>Descriptive Statement:</u> 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.</p>	<p>No corresponding FCPS objective</p>
<p>The student will develop an understanding of and responsibility for family planning.</p> <p><u>Descriptive Statement:</u> Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.</p>	<p>No corresponding FCPS objective</p>
<p>The student will recognize that sexual behaviors are conscious decisions; that it</p>	<p>Students will list and discuss the benefits of abstaining from sexual activity until</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>is important to say "no" to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.</p> <p><u>Descriptive Statement:</u> Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Refusal skills are taught and practiced by students.</p> <p>Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse, inappropriate use of electronic devices such as phone or Internet are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity are discussed.</p>	<p>marriage.</p> <p><u>Descriptive Statement:</u> Instruction focuses on the reasons why sexual abstinence is a healthy choice, including its positive effects on relationships, academics, short- and long-term goals, and physical, emotional, social, financial, and spiritual health.</p>

Grade 8

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will relate stages of human development to his or her own developmental level.</p> <p><u>Descriptive Statement:</u> The student learns that people change as they age, according to their developmental level physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self understanding and self acceptance now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.</p>	<p>Students will review the physical, social, and emotional changes that occur during adolescence and identify and describe the anatomy and physiology of the reproductive systems.</p> <p><u>Descriptive Statement:</u> Instruction includes a brief review of the effects of hormonal changes on social and emotional development and focuses on the physical changes that occur during puberty. Topics include internal and external structures, erections, ejaculations, nocturnal emissions, and the menstrual cycle including review of primary amenorrhea and introduction of secondary amenorrhea (absence of menstruation after regular menstrual cycles have been established).</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>Including in VA SOLs in grade 9</p>	<p>Students will examine and describe the process of human reproduction. <u>Descriptive Statement:</u> Topics include ovulation, fertilization, implantation, prenatal development, and childbirth. Instruction includes the stages of labor and types of deliveries. It is emphasized that the physical ability to conceive a child comes before psychological, emotional, spiritual, financial, and social readiness.</p>
<p>The student will recall the ways in which the HIV virus is transmitted and prevented. <u>Descriptive Statement:</u> This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.</p>	<p>Students will describe causes, effects, modes of transmission, treatment, and prevention of sexually transmitted infections (STIs). <u>Descriptive Statement:</u> Instruction includes the curable (bacterial and parasitic) and incurable (viral) STIs. Bacterial STIs discussed include gonorrhea, chlamydia, and syphilis. Viral STIs include human papilloma virus (HPV), genital herpes, Hepatitis B and C, and HIV. Oral and anal sex are briefly defined and identified as risk factors for the transmission of STIs. Sexual abstinence and abstaining from intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs. Risk factors discussed will include the use of alcohol and drugs and their effect on decision making.</p>
<p>The student will describe strategies for saying "no" to premarital sexual relations. <u>Descriptive Statements:</u> The emphasis is on strengthening self confidence and reinforcing assertive skills and decision making skills. Students learn why and how to say "no" to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.</p>	<p>Students will describe the consequences of teen sexual activity and explore the benefits of abstaining from sexual activity until marriage. <u>Descriptive Statement:</u> Instruction includes exploring the reasons why some teenagers may become sexually active; discussing the physical, social, emotional, and financial impact of premarital sexual activity and teen pregnancy; and identifying positive alternatives to sexual activity. This includes making responsible decisions that are consistent with one's personal and family values and supportive of personal health and the wellbeing of others. Students will learn to set personal boundaries and respect the boundaries of others through means such as consent.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will analyze the issues related to teenage pregnancy.</p> <p><u>Descriptive Statement:</u> The 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 identified.</p>	<p>No corresponding FCPS objective</p>
<p>The student will review facts about pregnancy prevention and disease control.</p> <p><u>Descriptive Statement:</u> 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 percent effective in preventing pregnancy and sexually transmitted infections.</p>	<p>Students will identify reliable methods of pregnancy and disease prevention.</p> <p><u>Descriptive Statement:</u> Contraception will be defined. Instruction will include information about barrier and hormonal methods of contraception including specific examples of each method, how the methods work, how they are obtained, and their relationship to disease prevention. Abstinence will be emphasized as the only method that is 100 percent effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted infections.</p>
<p>The student will recognize the development of sexuality as an aspect of the total personality.</p> <p><u>Descriptive Statement:</u> The primary factor to be presented is the development of one's own sexual identity.</p>	<p><i>*Development of individual identity, sexual orientation, and gender identity are included in the Emotional and Social Health unit of FLE in middle school.</i></p>

Grade 9

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will be able to explain the process of reproduction.</p> <p><u>Descriptive Statement:</u> Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.</p>	<p>Students will review the structures and functions of the male and female reproductive systems and explain the process of fertilization.</p> <p><u>Descriptive Statement:</u> Instruction will include human reproductive anatomy, physiology, conception, ovulation, and fertilization.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will relate specific information on substance use and abuse to each stage of the life cycle. <u>Descriptive Statement:</u> Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.</p>	<p>Students will describe pregnancy and birth and analyze factors associated with a healthy pregnancy. <u>Descriptive Statement:</u> Instruction will include signs and symptoms of pregnancy, stages of pregnancy, fetal development, stages of childbirth, and birthing options. Topics will include preconception and prenatal care, and effects of substance use on pregnancy and fetal development. Instruction will include roles of the mother and father during pregnancy and birth. Community resources for pregnancy testing and further information are identified.</p>
<p>The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage. <u>Descriptive Statement:</u> The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior. Instruction includes discussion regarding the law and meaning of consent. Emphasis is placed on an increased awareness that consent is required before any kind of sexual activity.</p>	<p>Students will identify sexual abstinence as the appropriate choice for adolescents and identify appropriate methods for expressing feelings and affection. <u>Descriptive Statement:</u> Instruction will include benefits of choosing sexual abstinence, consequences of sexual activity, and appropriate methods for expressing feelings and affection. Students will learn that anyone who has been sexually active can make a new decision for premarital abstinence. Instruction will include effective strategies for promoting and maintaining self-worth and resisting peer pressure, such as communication, assertiveness, and refusal skills.</p>
<p>The student will demonstrate knowledge of pregnancy prevention and disease control. <u>Descriptive Statement:</u> Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception.</p> <p>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.</p>	<p>Students will examine methods of contraception. <u>Descriptive Statement:</u> Instruction will include barrier, hormonal, and surgical contraceptive methods; identification of 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 and disease.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will explain the transmission and prevention of HIV.</p> <p><u>Descriptive Statement:</u> This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.</p>	<p>Students will review information about bacterial, viral, and parasitic sexually transmitted infections to include prevention, transmission, diagnosis, and treatment.</p> <p><u>Descriptive Statement:</u> Instruction will include review of bacterial, viral, and parasitic STIs; and prevention, transmission, diagnosis, and treatment. Community resources for testing and treatment will be identified. Abstinence from sexual activity will be presented as the only 100% effective method for prevention of sexually transmitted infections.</p>
	<p>Students will recognize development of sexuality as a lifelong aspect of personality.</p> <p><u>Descriptive Statement:</u> Instruction will include that individuals are sexual beings from birth to death and that sexuality evolves from infancy to old age. Sexual orientation terms heterosexual, homosexual, and bisexual; and the gender identity term transgender will be defined. Students with questions or concerned about their sexual orientation or gender identity will be advised to talk with a parent, member of the clergy, trusted adult, health care provider, or counselor. Emphasis will be placed on tolerance and nondiscrimination of all people.</p>
<p>The student will understand the human growth and development cycle.</p> <p><u>Descriptive Statement:</u> Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly-is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.</p>	<p>No corresponding FCPS objective</p>
<p>The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.</p> <p><u>Descriptive Statement:</u> The focus is on factual information about menstruation,</p>	<p><i>*Instructed in grade 10</i></p>

VA SOL	FCPS Objective & Descriptive Statement
proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.	

Grade 10

VA SOL	FCPS Objective & Descriptive Statement
No corresponding VA SOL	<p>Students will discuss sex-specific health concerns. <u>Descriptive Statement:</u> Topics will include early detection strategies (self-examinations and medical examinations) and identification of warning signs of various gynecological disorders, breast cancer (female and male) and testicular cancer. Instruction will include testicular self-examination (boys only) and breast self-awareness (girls and boys separately).</p>
<p>The student will recognize the benefits of abstaining from premarital sexual intercourse. <u>Descriptive Statement:</u> Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy</p>	<p>Students will identify how contraceptive methods work and will identify the advantages of abstaining from sexual activity. <u>Descriptive Statement:</u> Instruction will include barrier, hormonal, behavioral and surgical methods. Reproductive anatomy and physiology will be reviewed as appropriate. Sexual abstinence will be identified as the appropriate choice for adolescents.</p> <p>Instruction will include effective strategies for resisting peer pressure, such as communication, assertiveness, and refusal skills.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will recognize alternatives to premarital sexual activity for expressing feelings and affection.</p> <p><u>Descriptive Statement:</u> Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures, and other positive mental health practices, rather than through premarital sexual activity.</p>	<p>No corresponding FCPS objective</p>
<p>VA SOL for grade 9 includes, "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."</p>	<p>Students will discuss abortion and the different opinions in society about abortion.</p> <p><u>Descriptive Statement:</u> This includes the concept that abortions can be spontaneous (i.e. miscarriage) or induced. Varying opinions concerning abortion will be discussed. Information on the physical, emotional, and psychological risks will be presented. Applicable local, state and federal laws will be discussed (e.g. Virginia Parental Notification, Safe Haven, and Roe v. Wade).</p>
<p>No corresponding VA SOL. Legislated requirement to include "benefits of adoption as a positive choice in the event of an unwanted pregnancy."</p>	<p>Students will discuss adoption as a positive choice in the event of an unintended pregnancy.</p> <p><u>Descriptive Statement:</u> Information will be provided about the benefits of adoption for parents, child, family, and community.</p> <p>Community resources for further information and support are identified.</p>
<p>STIs are included in VA SOL above: The student will recognize the benefits of abstaining from premarital sexual intercourse.</p>	<p>Students will examine the most common bacterial, viral, and parasitic sexually transmitted infections (STIs).</p> <p><u>Descriptive Statement:</u> Instruction will include review of bacterial, viral, and parasitic infections; and prevention, transmission, diagnosis, health consequences, and treatment of STIs. Abstinence from both sexual activity (including oral and anal sex) and intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs. Risk factors discussed will include the effects of alcohol and drug use on decision making. Community health resources for further information, assistance,</p>

VA SOL	FCPS Objective & Descriptive Statement
	and support will be identified.
<p>Grade 9 VA SOL:</p> <p>The student will recognize the development of sexuality as an aspect of the total personality.</p> <p><u>Descriptive Statement:</u> Discussion focuses on the development of one's sexual identity.</p> <p>Internal and external conflicts associated with problems of sexual identity are addressed.</p>	<p>Students will recognize development of sexuality as an aspect of one's total personality.</p> <p><u>Descriptive Statement:</u> Instruction will include how sexuality develops throughout a lifetime and how sexuality encompasses attitudes, values, and behaviors. Sexual orientation and gender identity terms will be discussed with focus on appreciation for individual differences.</p>
<p>The student will explain the factors to be considered in preparing for dating and marriage.</p> <p><u>Descriptive Statement:</u> Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction includes the meaning of consent for sexual activity, respecting others right to say no, the social and emotional impact of sexual activity, and identifying the characteristics of dating violence and abusive relationships. The importance of respecting privacy and boundaries for self and others is reviewed and tools are provided to ensure that the student respects the personal privacy and boundaries of others.</p>	<p>Students will examine teen dating relationships, teen dating violence, and human (teen sex) trafficking; and strategies for risk reduction, prevention, and available support services.</p> <p><u>Descriptive Statement:</u> Instruction will include elements of healthy dating relationships including affirmative consent. Instruction will include elements of unhealthy and abusive dating relationships to include verbal, physical, and emotional, and sexual abuse; Internet exploitation; and how coercive dating relationships may result in coerced sex and human (teen sex) trafficking. Instruction will include that abuse is never the fault of the victim and that responsibility for abuse lies with the person perpetrating abusive and coercive behaviors. Instruction will also include risk reduction strategies (establishing personal boundaries and being respectful of personal boundaries and the boundaries of others) and available resources for further information, assistance, and support.</p> <p>Instruction will include bystander awareness and intervention strategies.</p> <p><i>*These topics are in the Emotional and Social Health unit of FLE at other grade levels. Grade 10 does not include a separate Emotional and Social Health unit.</i></p>
<p>The student will describe the signs and</p>	<p><i>*Included in grade 9.</i></p>

VA SOL	FCPS Objective & Descriptive Statement
<p>symptoms of pregnancy.</p> <p><u>Descriptive Statement:</u> 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.</p>	
<p>The student will analyze the factors associated with a healthy pregnancy.</p> <p><u>Descriptive Statement:</u> Content focuses on causes of low birth weight such as smoking, poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.</p>	<p><i>*Included in grade 9.</i></p>
<p>The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.</p> <p><u>Descriptive Statement:</u> Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.</p>	<p><i>*Included in grade 9.</i></p>
<p>The student will describe available birthing options.</p> <p><u>Descriptive Statement:</u> Prepared materials on childbirth education are primary resources. Birthing alternatives are examined.</p>	<p><i>*Included in grade 9.</i></p>
<p>The student will identify the stages of the birthing process.</p> <p><u>Descriptive Statement:</u> 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 placenta.</p>	<p><i>Included in grades 8 and 9.</i></p>
<p>The student will analyze the skills and attitudes needed to become a competent parent.</p> <p><u>Descriptive Statement:</u> Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described</p>	<p>No corresponding FCPS objective</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. 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.</p>	
<p>The student will describe adjustments to be made after the birth of a child.</p> <p><u>Descriptive Statement:</u> The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.</p>	<p>No corresponding FCPS objective</p>

Grade 11

VA SOL	FCPS Objective & Descriptive Statement
<p>No corresponding VA SOL. STIs are included in SOLs for earlier grades.</p>	<p>Students will identify how sexually transmitted infections are contracted and how to prevent contraction.</p> <p><u>Descriptive Statement:</u> Topics include sexual and nonsexual high-risk behaviors that may cause contraction of bacterial STIs (gonorrhea, chlamydia, syphilis, trichomoniasis) and viral STIs (herpes, hepatitis, HPV, and HIV); signs and symptoms of infection; treatment methods; and prevention methods including abstinence from sexual activity, abstinence from intravenous drug use, and the use of condoms.</p>
<p>No corresponding VA SOL. Contraception is included in SOLs for earlier grades.</p>	<p>Students will identify methods of contraception.</p> <p><u>Descriptive Statement:</u> Instruction will include review of barrier, hormonal, and surgical methods; identification of effectiveness for prevention of pregnancy and disease; how to obtain various methods, and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective</p>

VA SOL	FCPS Objective & Descriptive Statement
	method for preventing pregnancy and disease.
<p>The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.</p> <p><u>Descriptive Statement:</u> The physical, emotional, social, psychological, and economic consequences of premarital sexual relations continue to be stressed, and students' progress in the development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior. Instruction includes an emphasis on the law and meaning of consent and an understanding that consent is required before sexual activity.</p>	<p><i>*Abstinence is included in the lessons on sexually transmitted infections and abstinence.</i></p>
<p>The student will relate major theories of human development to his or her own situation and/or developmental level.</p> <p><u>Descriptive Statement:</u> A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.</p>	No corresponding FCPS objective
<p>The student will express his or her own attitude toward parenting.</p> <p><u>Descriptive Statement:</u> This centers on the student's own opinions about parenthood. Possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s). Students will demonstrate the skills needed to utilize positive mental health practices in parenthood.</p>	No corresponding FCPS objective
<p>The student will develop skills in making parenting decisions.</p> <p><u>Descriptive Statement:</u> Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career</p>	No corresponding FCPS objective

VA SOL	FCPS Objective & Descriptive Statement
development, finances, marriage preparation and maturity.	
<p>The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.</p> <p><u>Descriptive Statement:</u> The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.</p>	No corresponding FCPS objective
<p>The student will identify parenthood options in terms of questions to be answered and decisions to be made.</p> <p><u>Descriptive Statement:</u> Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood.</p> <p>Discussion also includes the positive aspects of parenting for the individual and for society.</p>	No corresponding FCPS objective
<p>The student will describe characteristics of newborn infants.</p> <p><u>Descriptive Statement:</u> Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.</p>	No corresponding FCPS objective
<p>The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.</p> <p><u>Descriptive Statement:</u> The emphasis is on parent-child issues, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, apnea, medications, illness, postpartum depression, and breast and bottle feeding. Positive and negative effects of parenthood on mental health will be discussed.</p>	No corresponding FCPS objective
<p>The student will describe the adjustments family members face in the postnatal period.</p> <p><u>Descriptive Statement:</u> Adjustments to be considered include how the baby's needs affect other family members and their schedules.</p> <p>Consideration is given to the expectations of</p>	No corresponding FCPS objective

VA SOL	FCPS Objective & Descriptive Statement
<p>relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.</p>	
<p>The student will explain the stages of growth and development in children.</p> <p><u>Descriptive Statement:</u> Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.</p>	<p>No corresponding FCPS objective</p>
<p>The student will calculate the personal considerations and financial costs of childbearing.</p> <p><u>Descriptive Statement:</u> This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.</p>	<p>No corresponding FCPS objective</p>
<p>The student will identify criteria for selecting adequate child-care services.</p> <p><u>Descriptive Statement:</u> This is achieved by guiding the student in identifying child-care alternatives and in establishing guidelines for selecting appropriate care, considering pre-school education, after-school day care, the problems of children in self-care ("latchkey") situations, and the need for quality and quantity of time in maintaining the physical and mental well-being of the child.</p>	<p>No corresponding FCPS objective</p>
<p>The student will analyze community resources to meet specific needs.</p> <p><u>Descriptive Statement:</u> This analysis focuses on community healthcare resources, employee benefits and programs support agencies and services, sources of educational information about child care and parenting, and family planning resources.</p>	<p>No corresponding FCPS objective</p>

Grade 12

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will interpret state laws that affect family life. <u>Descriptive Statement:</u> Current laws in Virginia are reviewed, as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, mental health, child abuse, sexual abuse, sexual violence, assault, human trafficking, and legal responsibilities of parents.</p>	<p>Students will interpret laws that affect family life. <u>Descriptive Statement:</u> Current laws and case studies in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, human (teen sex) trafficking, sexual assault (includes consent), and legal responsibilities of parents. Instruction will include the impact of engaging in risky behaviors during high school, post-secondary education, and career. Instruction will include bystander awareness and intervention strategies.</p>
<p>No corresponding VA SOL. STIs are included in SOLs for earlier grades.</p>	<p>Students will explain prevention and transmission of sexually transmitted infections. Students will be able to describe the physical, emotional, and social impacts of sexually transmitted infections on self and others. <u>Descriptive Statement:</u> Topics will include local and national statistics, high risk behaviors, abstinence from sexual activity and intravenous drug use, use of condoms and pre-exposure prophylaxis, and the effects of substance use on decision making and the developing brain. Instruction will include considerations for current and future settings (high school, college, work environments).</p>
<p>No corresponding VA SOL. Contraception is included in SOLs for earlier grades.</p>	<p>Students will identify factors that influence use of contraceptives. <u>Descriptive Statement:</u> Instruction will include review of methods and effectiveness of contraceptives for pregnancy and minimizing risk of sexually transmitted infection. Students will explore considerations for choosing contraception to include how the method is used, partner's opinion, availability and cost, and personal values/beliefs. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and the most effective method for preventing sexually transmitted infection.</p>

VA SOL	FCPS Objective & Descriptive Statement
<p>The student will describe the benefits for saying "no" to premarital sexual activity. <u>Descriptive Statement:</u> The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, psychological and economic implications of premarital sexual relations. Instruction includes the law and meaning of consent and an increased awareness that consent is required before sexual activity.</p>	<p><i>*Consent is included in the lesson on Virginia laws that impact family life.</i></p>
<p>The student will explain how parental responsibilities change throughout the family life cycle. <u>Descriptive Statement:</u> The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.</p>	<p>No corresponding FCPS objective</p>