
PRINCE GEORGE COUNTY
FAMILY LIFE EDUCATION
STANDARDS OF LEARNING

FIRST GRADE

Opt Out

_____ **1.1 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.**

Descriptive Statement: 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.

_____ **1.2 The student will use correct terminology when talking about body parts and functions.**

Descriptive Statement: 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.

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SECOND GRADE

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_____ **2.1 The student will become aware that babies grow inside the mother's body in a special place called the uterus.**

Descriptive Statement: 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.

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THIRD GRADE

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- _____ **3.1 The student will and use correct term for external body parts associated with reproduction and elimination.**
Descriptive Statement: External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.
- _____ **3.2 The student will become aware that both a male and a female are necessary to have a baby.**
Descriptive Statement: 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.
- _____ **3.3 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.**
Descriptive Statement: 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 Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

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FOURTH GRADE

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- _____ **4.1 The student will be able to identify the human reproductive organs.**
Descriptive Statement: 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.
- _____ **4.2 The student will identify physical changes that begin to occur during puberty.**
Descriptive Statement: 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 auxiliary 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 auxiliary 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. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. 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.
- _____ **4.3 The student will develop an awareness of human fertilization and prenatal development.**
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

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Revised August, 2014

FIFTH GRADE

Opt Out

- _____ **5.1 The student will define the structure and function of the endocrine system.**
Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.
- _____ **5.2 The student will identify the human reproductive organs in relation to the total anatomy.**
Descriptive Statement: 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.
- _____ **5.3 The student will explain how human beings reproduce.**
Descriptive Statement: 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.
- _____ **5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**
Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and 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.
- 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.**
Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.
- _____ **5.5 The student will identify reasons for avoiding sexual activity prior to marriage.**
Descriptive Statement: 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 diseases, are emphasized, as well as the impact on one's reputation and self-esteem.
- _____ **5.6 The student will describe the effects of personal hygiene on one's self-concept.**
Descriptive Statement: 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.

Opt Out

- _____ **5.7 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.**
Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, and premarital sexual relationships
- _____ **5.8 The student will become aware of the existence of sexually transmitted diseases.**
Descriptive Statement: Factual information regarding the nature of sexually transmitted diseases, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis.

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SIXTH GRADE

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- _____ **6.1 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.**
Descriptive Statement: 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.
- _____ **6.2 The student will recall basic facts about sexually transmitted infections.**
Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including Chlamydia, Genital Herpes, Gonorrhea, HPV and Syphilis. Diseases of the genitalia common to adolescents who are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).
- The student will be able to describe the etiology, effects, and transmission of HIV.**
Descriptive Statement: 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.
- _____ **6.3 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.**
Descriptive Statement: 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.

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SEVENTH GRADE

Opt Out

- _____ 7.1 **The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.**
Descriptive Statement: 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, masturbation, and differences in growth rates and development.
- _____ 7.2 **The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.**
Descriptive Statement: 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. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or 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 until marriage are discussed.
- _____ 7.3 **The student will be aware of the consequences of preteen and teenage sexual intercourse.**
Descriptive Statement: Instruction focuses on updated, factual information regarding sexuality transmitted diseases, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes also 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 abstinence during the preteen and teenage years.
- _____ 7.4 **The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.**
Descriptive Statement: 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.

The student will describe the signs and symptoms of pregnancy.

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.

Opt Out

_____ **7.5 The student will develop an understanding of and responsibility for family planning.**

Descriptive Statement: 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.

_____ **7.6 The student will explain techniques for preventing and reporting sexual assault and molestation.**

Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.

_____ **7.7 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including HIV.**

Descriptive Statement: Topics include the nature, 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.

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EIGHTH GRADE

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- _____ **8.1 The student will describe strategies for saying "no" to premarital sexual relations.**
Descriptive Statement: 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.
- _____ **8.2 The student will analyze the issues related to teenage pregnancy.**
Descriptive Statement: 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.
- _____ **8.3 The student will review facts about pregnancy prevention and disease control.**
Descriptive Statement: 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.
- _____ **8.4 The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no". Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided.
- _____ **8.5 The student will recall the ways in which the HIV virus is transmitted, and prevented.**
Descriptive Statement: 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 is discussed.

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NINTH GRADE

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- _____ **9.1 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.**
Descriptive Statement: 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.
- _____ **9.2 The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices.
- _____ **9.3 The student will be able to explain the process of reproduction.**
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.
- _____ **9.4 The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.**
Descriptive Statement: The focus is on factual information about menstruation, 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.
- _____ **9.5 The student will demonstrate knowledge of pregnancy prevention and disease control.**
Descriptive Statement: 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. 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.

_____ **9.6 The student will explain the transmission and prevention of HIV.**
Descriptive Statement: This is a review of the ways in which the HIV is transmitted and the techniques for preventing this disease.

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TENTH GRADE

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- _____ **10.1 The student will recognize the need to abstain from premarital sexual intercourse.**
Descriptive Statement: Content focuses on the need to consider life-long 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.
- _____ **10.2 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.**
Descriptive Statement: 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 and caring gestures, and other positive mental health practices, rather than through premarital sexual intercourse.
- _____ **10.3 The student will describe the signs and symptoms of pregnancy.**
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.
- _____ **10.4 The student will analyze the factors associated with a healthy pregnancy.**
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs, as well as the effects of sexually transmitted diseases, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.
- _____ **10.5 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.**
Descriptive Statement: 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.
- _____ **10.6 The student will describe available birthing options.**
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth, are examined.

_____ **10.7 The student will identify the stages of the birthing process.**

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 placenta.

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