

INTRODUCTION

Our Family Life Curriculum is a comprehensive, progressive program, which is planned and executed to produce socially desirable attitudes, practices and personal behavior. The Family Life Curriculum involves bringing to every students ideals that will enable them to function optimally and develop life skills for future living. The growth and development process should be accompanied by the knowledge that self-discipline and social responsibility are essential components of mature human relationships.

The school is a powerful agency in the development of healthy habits of living. Therefore, the Family Life Curriculum should challenge, inspire and provide pupils with the tools to weigh alternatives and to make responsible decisions within the wide range of options that exist in modern society.

Ideally, the Family Life Curriculum should fit into the whole plan of study with enough time allotted to the subject. Care and discrimination must be use in the choice of subject matter so that each pupil will receive an education program consistent with the high ideals of our community.

PHILOSOPHY

This course is developed with the premise that each child is a unique personality. Happiness and a successful life are desired for each child. The problem arises as to how to prepare the child to cope with disappointment, crises, basic needs, sexuality and values. Each individual will encounter many crises and disappointments during a lifetime. It is an impossible task to protect a person from all such situations.

The maxim "Know Yourself" seems to provide direction. This family Life Curriculum has been planned to provide a firm foundation of knowledge with the goal of enabling each individual to become a responsible, independent and self-reliant member of society.

FAMILY LIFE/AIDS EDUCATION GOALS

KINDERGARTEN

1. Recognize that all living things come from other living things.
2. State what a germ is and how they are passed.

FIRST GRADE

1. Explain that there are different kinds of germs.
2. Identify at least one factor relating to the growth of animals, plants or humans.
3. Describe different kinds of families.

SECOND GRADE

1. Identify diseases that are communicable and noncommunicable.
2. State two ways germs are passed.
3. Identify specific roles performed by family members.

THIRD GRADE

1. Describe different kinds of families.
2. Identify appropriate ways to demonstrate affection and caring.
3. Identify changes that may occur within a family.

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FOURTH GRADE

Goal 1: All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

HIV/AIDS

- 1.10 Define the acronyms, AIDS and HIV.
- 1.11 Identify diseases caused by viruses and bacteria.
- 1.12 List the ways viruses are spread.
- 1.13 Explain the role of the immune system in preventing disease.
- 1.14 Compare and contrast age appropriate risk and non-risk behaviors.
- 1.15 Indicate awareness of AIDS issues – medical/scientific and social.

Goal 4: All students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Human Growth and Development

- 4.1. Identify the stages of human development from conception to death.
- 4.2. Identify the parts and functions of the reproductive system.
- 4.3. Describe the physical and emotional changes associated with puberty.
- 4.4. Indicate awareness that individuals mature at different rates.
- 4.5. Identify and fulfill age appropriate hygienic needs.

Family Life

- 4.6. Identify ways to show affection and caring that are appropriate for children.
- 4.7. Describe how family and friends are important throughout life.
- 4.8. Demonstrate understanding that relationships require mutual respect.
- 4.9. Describe different types of families: traditional, single parent, blended, etc.
- 4.10. Describe the rights, privileges and responsibilities of family members.
- 4.11. Indicate awareness of gender roles and stereotypes.
- 4.12. Describe the effects of anger, depression, jealousy, etc. on families.

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FIFTH GRADE

Goal 1: All students will learn health promotion and disease prevention concepts and health enhancing behaviors.

HIV/AIDS

- 1.11 Define the acronym, AIDS and HIV.
- 1.12 Identify diseases caused by viruses and bacteria.
- 1.13 List the ways viruses are spread.
- 1.14 Explain the role of the immune system in preventing disease.
- 1.15 Compare and contrast age appropriate risk and non-risk behaviors.
- 1.16 Indicate awareness of AIDS issues – medical/scientific and social.

Goal 4: All students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Human Sexuality, Growth and Development

- 4.1 Describe significant/age appropriate stages of human development including:
 - a. physical
 - b. emotional
 - c. social
- 4.2 Describe the parts and functions of the human reproductive system.
- 4.3 Describe the physical and emotional changes that occur at 10-11.
- 4.4 Demonstrate awareness of sanitary and hygienic needs and products.

Family Life

- 4.5 Describe appropriate feelings of affection, love and commitment.
- 4.6 Describe behaviors and institutions which support and sustain relationships such as friendship and family.

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SIXTH GRADE

Goal 1: All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

HIV/AIDS

- 1.21 Demonstrate prior knowledge of the immune system.
- 1.22 Distinguish between HIV and AIDS.
- 1.23 Analyze the impact of HIV/AIDS on the immune system.
- 1.24 Identify ways in which HIV/AIDS/HBV can and cannot be spread:
 - a. casual contact and association
 - b. contact with or exchange of body fluids
 - c. intimate sexual contact
 - d. infected needles
 - e. mother to child
 - f. tattoos
 - g. body-piercing
- 1.25 Explain how to prevent HIV/AIDS/HBV infection through avoidance of blood and sexual abstinence.
- 1.26 Describe the effects of HIV/AIDS on children.
- 1.27 Distinguish popular myths from facts about HIV/AIDS.
- 1.28 Indicate awareness of other sexually transmitted diseases.

Goal 4: All students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Human Sexuality, Growth and Development

- 4.1 Describe significant/age appropriate stages of human development including:
 - a. physical
 - b. emotional
 - c. social

- 4.2 Describe the parts and functions of the human reproductive system including:
 - a. internal/external male/female reproductive organs
 - b. process of conception
 - c. appropriateness of intercourse in the contexts of mature adult relationships and marriage
 - d. birth/delivery
 - e. genetics
- 4.3 Describe the physical and emotional changes that occur at 11-12.
- 4.4 Describe affection, love, commitment and sexual attraction.
- 4.5 Compare and contrast sexual *feelings* and personal *behaviors*.

Family Life/Sexual Abstinence

- 4.6 Describe behaviors and cultural institutions which support and sustain relationships such as friendship and family.
- 4.7 Analyze the negative impact of early sexual activity of physical, emotional and social health.
- 4.8 Describe strategies to support sexual abstinence.
- 4.9 Compare and contrast media message, images and stereotypes presented in the media.
- 4.10 Identify and practice assertive techniques to resist pressures including:
 - a. affirmation of self-worth/self esteem
 - b. negotiation skills to support abstinence and safe-behavior

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SEVENTH GRADE

Goal 1: All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

HIV/AIDS/HBV

- 1.16 Distinguish between HIV/AIDS/HBV.
- 1.17 Demonstrate prior knowledge of the immune system.
- 1.18 Explain how HIV/AIDS/HBV can and cannot be spread.
- 1.19 Compare and contrast personal choices available to HIV/AIDS infected people and those not at risk.
- 1.20 Indicate awareness that sexual abstinence is the surest way to avoid sexually-contracted HIV/AIDS.
- 1.21 Indicate awareness that refusal to use intravenous drugs is the surest way to avoid needle-contracted HIV/AIDS/HBV.
- 1.22 Indicate awareness that the surest way to avoid body-fluid-borne HIV/AIDS/HBV is to avoid contact with fluids and/or to wear protective gloves.
- 1.23 Identify economic and social problems caused by HIV/AIDS.
- 1.24 Describe and discuss medical and social assistance to HIV/AIDS victims.

Goal 4: All students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Human Sexuality, Growth and Development

- 4.1 Describe significant/age appropriate stages of human development including:
 - a. physical
 - b. emotional
 - c. social
- 4.2 Describe the parts and functions of the male/female reproductive systems.
- 4.3 Describe the physical and emotional and social changes that occur at 11-12.
- 4.4 Describe affection, love, commitment and sexual attraction.
- 4.5 Compare and contrast sexual *feelings* and personal *behaviors*.
- 4.6 Explain common sexually transmitted diseases, symptoms, treatments and health risks:
 - a. population (s) prone to infection

- b. transmission, symptoms, effects, diagnosis, treatment
- 4.7 Distinguish between viral, bacterial, protozoan and parasitic sexually transmitted diseases:
 - a. chlamydia
 - b. nongonococcal urethritis
 - c. gonorrhea
 - d. syphilis
 - e. herpes
 - f. genital warts
 - g. pubic lice
 - h. scabies
- 4.8 Compare and contrast methods of contraception used to reduce:
 - a. sexually transmitted diseases
 - b. HIV
 - c. unintended pregnancy
- 4.9 Demonstrate understanding that abstinence is the only certain way to prevent STD's and pregnancy.

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EIGHTH GRADE

Goal 1: All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

HIV/AIDS/HBV

- 1.19 Demonstrate prior knowledge of the immune system.
- 1.20 Identify attitudes and sexual behaviors that would expose one to HIV/AIDS infection.
- 1.21 Identify stages of HIV/AIDS, demonstrating awareness that symptoms are not always present.
- 1.22 Explain the impact and controversy of these stages on health insurance for HIV/AIDS/HBV victims.
- 1.23 Collect and organize information into a presentation addressing such issues as:
 - a. economics
 - b. health care
 - c. isolation
 - d. the legal system
 - e. medical research and treatment.
- 1.24 Identify and practice decision-making skills.
- 1.25 Identify and practice assertive techniques to resist pressures.
- 1.26 Collect and interpret data on research, vaccines and treatments
- 1.27 Indicate awareness of the limitations of HIV/AIDS/HBV testing.

Goal 4: Students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Human Sexuality, Growth and Development

- 4.1 Describe significant/age appropriate stages of human development including:
 - a. physical
 - b. emotional
 - c. social
- 4.2 Describe the physical and emotional changes that occur at 13-14.
- 4.3 Describe affection, love, commitment and sexual attraction.

- 4.4 Compare and contrast sexual *feelings* and personal *behaviors*.
- 4.5 Describe the function and characteristics of male and female anatomical structures.
- 4.6 Explain common sexually transmitted diseases, symptoms, treatment and health risks.

Family Life

- 4.7 Describe behaviors and cultural institutions that support and sustain relationships such as friendship and family.
- 4.8 Describe the responsibilities of parenthood and teen parenthood.
- 4.9 Describe the impact of parenthood on parents, family and child.
- 4.10 Analyze the impact of early sexual activity of physical, emotional and social health.
- 4.11 Describe strategies to support sexual abstinence.
- 4.12 Compare and contrast methods of contraception used to reduce:
 - a. sexually transmitted diseases
 - b. HIV
 - c. unintended pregnancy
- 4.13 Describe the development of the embryo and fetus.
- 4.14 Describe good prenatal care.
- 4.15 Identify the three stages of birth.
- 4.16 Indicate awareness of family planning and various birth control methods and sources:
 - a. condoms
 - b. diaphragm
 - c. birth control pills
 - d. depo provera
 - e. Norplant
 - f. natural family planning
 - g. IUD
 - h. tubal ligation
 - i. vasectomy
- 4.17 Identify and practice assertive techniques to resist pressures including:
 - a. affirmation of self-worth/self esteem
 - b. negotiation skills to support abstinence and safe-behavior