

New Kent Elementary School

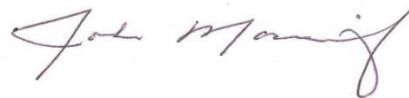
Fifth Grade

Family Life Education Curriculum

Your child will be taught the following Family Life objectives during the 2016-17 school year. You may opt out of any or all of these objectives. Parents may obtain, upon request, follow-up activities to do with your children to reinforce the objectives listed below. Teaching materials for Family Life Education will be on display in the gymnasium on November 8, 2016 from 4:00-6:00 p.m.

Objectives 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, and 5.14 will be taught during your child's P.E. time in the spring. These objectives will be taught in a gender separated classroom by Mr. Baum/Mr. Noctor and Mrs. Carreras/Mrs. Slate. If you have any concerns or questions about any of the objectives being taught to your child, please call the school at 966-9663. You may opt your child out of any or all of these objectives.

Sincerely,



John Moncrief
Principal

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.

5.5 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.

5.6 The student will identify reasons for avoiding sexual activity prior to marriage.

*(**this is a state objective but will not be introduced until 6th grade in conjunction with Family Life SOL 6.6; Individual parents may find it appropriate to discuss this topic with their children at this time)*

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 detrimental 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 and mental health.

5.7 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.

5.8 The student will recognize the importance of contributing to a constructive group activity.

Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of men and women are presented.

5.10 The student will examine the messages from mass media related to sexuality.

Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence. Students will understand how the media affects mental health issues related to sexuality.

5.11 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, violence, and premarital sexual relationships.

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

5.13 The student will explain the effects of substance abuse on the body.

Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

5.14 The student will become aware of the existence of sexually transmitted infection.

*(**this is a state objective but will not be introduced until 6th grade in conjunction with Family Life SOL 6.4; Individual parents may find it appropriate to discuss this topic with their children at this time)*

Descriptive Statement: Factual information regarding the nature of sexually transmitted infection, including human immune-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. HIV/AIDS is explained. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.