
Family Life
Education:
2nd Grade

Curriculum Guide

2016-17



Alexandria City Public Schools

2nd Grade Family Life Education

Introduction

Family Life Education in Alexandria City Public Schools

Program Goals: The APCS Family Life Education curriculum is designed to provide a comprehensive, sequential K-12 program that includes age-appropriate instruction in family living and community relationships, abstinence education, human sexuality and reproduction, and the value of postponing sexual activity and benefits of adoption as a positive choice in the event of an unwanted pregnancy. Instruction is designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. Parents have the right to review the complete family life curricula, including all supplemental materials used in any family life education program.

Program Sequence: As directed by the Virginia Department of Education, the Family Life Education Curriculum includes instruction in the following content areas:

1. Family living and community relationships;
2. The value of postponing sexual activity until marriage (abstinence education);
3. Human sexuality;
4. Human reproduction and contraception, including the benefits of adoption as a positive choice in the event of an unintended pregnancy;
5. The etiology, prevention, and effects of sexually transmitted infections;
6. Stress management and resistance to peer pressure;
6. Development of positive self-concepts and respect for others;
7. Parenting skills;
8. Substance use and abuse;
9. Child abuse;
10. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services;
11. Dating violence and the characteristics of abusive relationships including using electronic devices to convey inappropriate images and behaviors;
12. Education about and awareness of mental health issues; and
13. The benefits of marriage.

Additionally, the Virginia Department of Education requires the following:

1. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
2. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team or school health advisory board, and to assist in program implementation and evaluation.
3. Medical and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
4. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
5. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
6. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
7. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.
8. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.

9. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate, medically-accurate instruction in relation to students' developmental stages and abilities.
10. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life. This would include using any electronic devices to convey inappropriate behaviors and/or images. The information must be taught at least once during middle school and at least twice during high school.
11. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.
12. The curriculum shall include information on the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities.

Organization of the Curriculum: This curriculum guide reflects an [end-in-mind design process](#), with each unit following a three-stage structure: Stage One: Desired Results; Stage Two: Assessment Evidence; and Stage Three: Unit Learning Plan. Additionally, key [Family Life Education Curriculum Design and Learning Principles](#) guide the development of the ACPs Family Life Education program.

The curriculum is informed by the SIECUS Guidelines for Comprehensive Sexuality Education (Sexuality Information and Education Council of the United States, 2004) and the National Sexuality Education Standards (The Future of Sex Education Initiative, 2011) both of which provide a clear rationale for teaching sexuality education content and skills at different grade levels that is evidence-informed, age-appropriate and theory-driven. The Family Life Education curriculum supports schools in improving academic performance by addressing a content area that is both highly relevant to students and directly related to high school graduation rates. The curriculum presents sexual development as a normal, natural, healthy part of human development and offers clear, concise recommendations for school personnel on what is age-appropriate to teach students at different grade levels. The SIECUS Guidelines and National Sexuality Education Standards translate an emerging body of research related to school-based sexuality education so that it can be put into practice in the classroom.

Theoretical Framework:

In addition to knowledge and skills, the Family Life Education Curriculum is based on a theoretical framework that embodies social cognitive theory, the social ecological model of prevention, self-efficacy, social norms, and susceptibility. Its characteristics include increasing perception of personal risk; relevant and high student engagement; recognizing social pressures and influences; basic, accurate, and functional knowledge; understanding individual values and group norms; opportunities to reinforce skills and health behaviors; and opportunities to make connections with the community. The curriculum is age and developmentally appropriate with specific behavioral outcomes and culturally inclusive learning strategies. The curriculum is designed to be taught over the course of the school year to provide adequate time for instruction and learning.

Guiding Values and Principles:

The curriculum embodies the following guiding values and principles regarding comprehensive health education:

1. Academic achievement and student health are inextricably linked.
2. All students deserve the opportunity to achieve personal health and wellness.
3. Quality instruction and cooperative, active learning strategies are essential.
4. Accessibility to multiple valid sources of information is critical.
5. Effective health education can contribute to a healthy and productive citizenry.
6. Improvements in public health can contribute to lower health care costs.

It is the responsibility of the teacher to ensure that personal or privately-held beliefs and values are not part of family life education instruction. If students share or discuss what they have heard about a particular topic, the teacher is to remain non-judgmental and to explain that not all people believe the same things about a given issue. It is the teacher's role to encourage students to ask their parents or guardians to clarify the values and beliefs of their own family. Students need to be assured that their values and beliefs are personal and only to be shared at the discretion of the student.

NOTE: HELPING CHILDREN UNDERSTAND THEIR RIGHT TO PRIVACY:

Before instruction begins, the teacher needs to take the time to explain the idea of “passing” during discussions that include personal opinions. Students need to understand that they do not have to share personal opinions or beliefs if they so choose. Help students differentiate between fact and opinion. Be sure that students understand that the decision to share an opinion or belief during one class session does not mean they must continue to share during other lessons. Conversely, if a student opts to “pass” during a discussion, he or she can make the decision to share an opinion or belief during another class session.

Students must also understand that they should **not** share personal information about others during class discussions. Students’ families and friends have the right to privacy, too.

The curriculum is built around six [measurement topics](#), which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program.

1. Developing a sense of self
2. Developing healthy relationships
3. Maintaining personal health and wellness
4. Maintaining personal safety
5. Understanding anatomy and physiology
6. Analyzing influences

Transfer goals and performance assessments for each unit are aligned with these measurement topics.

Course Resources

Virginia Department of Education Resources

- http://www.doe.virginia.gov/instruction/family_life_education/index.shtml

National Health Education Resources

- <http://www.siecus.org/index.cfm?fuseaction=Page.viewPage&pageid=514&parentID=477>
- <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>
- <http://www.sexedlibrary.org/index.cfm>
- <http://www.communityactionkit.org/index.cfm?pageid=885>

ACPS Core and Supplemental Resources

- [Social Studies Curriculum](#)
- [English Language Arts Curriculum](#)

Differentiation Resources on the ACPS Curriculum Blackboard Site

- [Differentiation Framework](#)
- [ACPS Language Acquisition Framework](#) and [ELL Strategies](#)
- [Executive Function Research & Strategies](#)

Additional Resources

- [Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors](#)
- [School-wide Positive Behavioral Interventions and Support](#)
- [Responsive Classroom](#)

2nd Grade Family Life Education

Year-at-a-Glance

Quarter One	<p><u>Unit 1: Developing a Sense of Self</u></p> <p>During this unit, students continue to develop a sense of self, cultivate healthy relationships, and maintain their personal safety.</p>	<p>Standards of Learning: 2.1, 2.4, 2.5</p> <p>Suggested Time Frame: 1 week, September</p>
Quarter Two	<p><u>Unit 2: Adults Who Help Us</u></p> <p>In this unit, students will learn more about adults who provide care and support for children as well as “good touch” and “bad touch” and the concept of “No” in response to inappropriate approaches and expressions of affection.</p>	<p>Standards of Learning: 2.2, 2.6, 2.7</p> <p>Suggested Time Frame: 1 week, November</p>
Quarter Three	<p><u>Unit 3: The Incredible Human Body</u></p> <p>During this unit, students will become aware that babies grow inside the mother’s body in a place called the uterus.</p>	<p>Standards of Learning: 2.3</p> <p>Suggested Time Frame: 1 week, February</p>
Quarter Four	<p><u>Unit 4: Media Influences</u></p> <p>In this unit, students will understand media attempts to influence consumers and the resulting affect on mental health such as self-esteem and body issues</p>	<p>Standards of Learning: 2.8</p> <p>Suggested Time Frame: 3 days, May</p>
	<p>Spiraling Standards: (These standards spiral though the entire 2nd Grade FLE curriculum and should be addressed throughout the school year): 2.1, 2.4, 2.5, 2.6</p>	

Unit 1: Developing a Sense of Self

The Compelling “Why?” of This Unit:

Students need the tools to both understand and explore their own identities.

Suggested Time Frame: 1 week

Integrate this unit into the teaching of routines and classroom structures at the start of the school year.



Virginia Standards of Learning to be Emphasized in This Unit

- 2.1: The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.
- 2.4: The student will become aware of the need to take responsibility for the effects of his or her behavior on others.
- 2.5: The student will demonstrate appropriate ways of dealing with feelings.

Spiraling Standards: (These standards spiral through the entire 2nd Grade FLE curriculum and should be addressed throughout the school year): 2.1, 2.4, 2.5

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Understand that all human beings need to be accepted and appreciated as they are, become aware of the need to take responsibility for their actions, demonstrate appropriate ways of dealing with feelings.

Essential Questions:

- How do I learn to accept and appreciate all human beings?
- What does it mean to take responsibility for my actions and behavior?
- What is the appropriate behavior in response to pleasant and unpleasant feelings?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): strengths, weaknesses, empathy, feelings, emotions, responsibility
2. *How can I learn to accept and appreciate all human beings?*
3. *What does it mean to take responsibility for my actions and behavior?*
4. *What are some appropriate ways to deal with my feelings?*

Procedural Knowledge Objectives

Students will be able to:

1. Recognize that all human beings should be appreciated.
2. Recognize the many strengths of those with physical or mental disabilities.
3. Appreciate and recognize positive peer behavior.
4. Understand both appropriate and inappropriate behaviors involved with pleasant and unpleasant feelings.

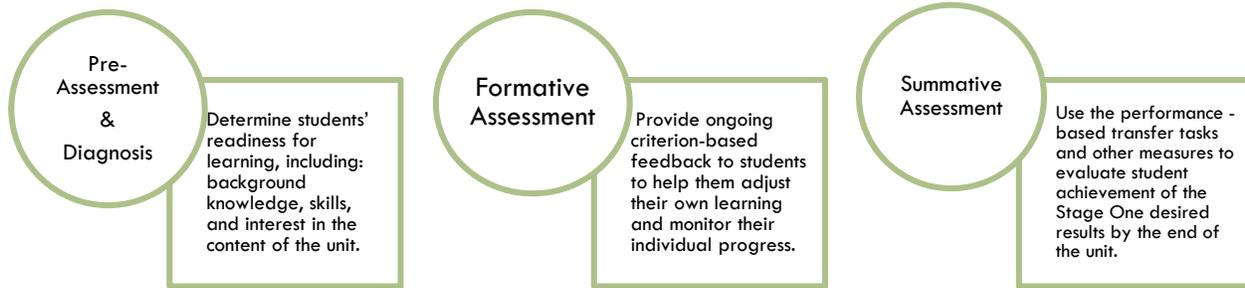
Suggested Resources:

Course Resources: Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

- [Virginia Standards of Learning Objectives: Family Life Education](#)
- [SIECUS Guidelines for Comprehensive Sexuality Education](#)
- [SexEd Library](#)
- [Teaching Tolerance](#)

Unit Resources: Find unit-specific suggested resources below. Also see lessons in the *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Draw a picture of you at school interacting with one or more classmates.

Formative Assessment:

- Monitor students' participation in class discussions and lessons about identity, respect, and personal safety.
- Provide students with multiple opportunities to self-assess their classroom and out-of-classroom behavior.

Summative Assessment:

Unit 1 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing or poster that shows how they take responsibility for the effects of their behavior on others.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click [here](#) for suggestions for preparing students for end-of-unit transfer tasks.

Comprehensive Task	This version is designed to be appropriate for most students. Students will draw a picture of themselves taking responsibility for their actions with others and explain how their behavior is respectful.
Guided/Scaffolded Task	This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 EL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings other members of the school community and how they may demonstrate respect for themselves and others.
Measurement Topic Rubrics	The measurement topics assessed by this transfer task are <u>Developing a Sense of Self</u> and <u>Developing Healthy Relationships</u> .

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results.

1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your 2nd grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

3. Administer pre-assessments to determine student strengths and needs.

Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Implement and systematically use explicit teaching and a gradual release of responsibility approach.
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation
- Support language development by immersing students in authentic texts and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills to independent reading and oral language scenarios.

For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

4. **Make the assessments transparent.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
 - *Making caring for self and others a part of everyday life.*
 - *Using school experiences to learn and grow.*
 - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess their daily behavior and then graph or discuss their assessment with a parent or guardian.
8. **Support students' efforts with a positive classroom climate that promotes positive mental health development and protects the child from physical and emotional infringements by others.** Use appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively.
9. **Conclude the learning with a celebration of student successes in developing a sense of self and building healthy relationships within the classroom community.** Connect students' learning and experiences in this unit to your school's PBIS program or Responsive Classroom components.

Instructional Practices to Support ELs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
4. To support differentiation for students at various WIDA levels, reference the [WIDA Speaking Rubric](#) and [Scoring Protocol](#) as a guide in assessing ELLs' oral language output.
5. Support students in transferring L1 literacy skills to their L2.

Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am making a positive contribution to our classroom community?*
- *How can I help others thrive in our classroom community?*

Unit 1, Lesson 1

How Do I Stand in Your Shoes?

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Begin to understand empathy and compassion for other people. 2. Begin to understand acceptance of all people. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I learn to accept and appreciate all human beings? 2. What does it mean to take responsibility for my actions and behavior? 3. What is the appropriate behavior in response to pleasant and unpleasant feelings?
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Framing the Learning:

Introduce the picture book, *How Do I Stand in Your Shoes*, to the students through an interactive read-aloud. Have students make connections, come up with their own questions, and react to the story.

- *Does Miranda seem friendly or mean to you? Why?*
- *How does Miranda treat the other students?*
- *Do you ever have the same feelings as Miranda? Do you ever feel how the other students must feel?*
- *How does Miranda solve her problem?*

Active Instruction:

1. Discuss with students the meaning of the word empathy and how Miranda overcame her “mean” feelings toward her classmates.
2. Engage in an activity where you make up some fictitious students and their everyday problems—like Miranda’s classmates in the book--and take turns calling on the students to share a time when they felt the same way as the student in question, giving them a pathway to empathy.

How Do I Stand in Your Shoes? (DeBell, 2006) tells the story of Amanda Peabody, a talented and intelligent young girl who has no patience for the other students in class that are not up to her level. After Ms. Klemp, her teacher, suggests that she try to understand other people by “standing in their shoes,” and with the help of a wise neighbor, she eventually learns the meaning of empathy.

Practice:

1. Explain to the class, “Once I taught a student whose name was Cory. And Cory, whenever the class did a writing assignment, used to mix up the letters “b” and “p.” Some of the other students teased him for his mistakes.” Then ask the class if anyone has ever made similar mistakes—mixing up letters when they write, or read, etc.—and then how did they feel afterward? Go through a few examples of this with different types of student behaviors asking each time how students can relate.
2. Then lead the students to the idea that since they know what it is like to “stand in someone else’s shoes,” they should react not with teasing and figure pointing, but with positive, friendly responses. Revisit some of the characters you used above and have students brainstorm possible positive responses. This might be a nice opportunity to have students practice writing their responses if you are working on a particular type of writing.

Summarizing/Anchoring the Learning:

1. Following the robust discussion, have students try to come up with a good definition of the word empathy – either individually or in groups or even a whole group.
“The ability to understand and share the feelings of another.”

Assessing the Learning:

- Provide students with an exit ticket with the four scenarios below written on them. Have them read each one and the circle the ones that are positive and friendly ways to react to someone else's problems or mistakes.
 - ✓ Juan has trouble tying his shoes in the morning before school. Some of the other students try to step on his laces to make him trip.
 - ✓ When Carla speaks, the letter "r" sounds more like the letter "w." Addis, who sits next to her, does not laugh at her but tells her that he used to have a hard time pronouncing the letter "r" also.
 - ✓ James, who is absent from school at least once a week, is teased by some of the other students who tell him that he is a "school skipper."
 - ✓ Whenever the teacher collects or checks homework, Candy's is not done. Alex, one of Candy's friends, offers to work with Candy on the bus to make sure she understands how to do the homework.

As a possible enhancement tool, show Body Talk 3: My Special Body to students (20 minutes). It has student focus groups discussing their feelings about not fitting in and how do react in those situations.

Unit 1, Lesson 2

Don't Call Me Special

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Begin to recognize that children with disabilities have many abilities and are children just like they are. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
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Framing the Learning:

The book featured in this lesson is about students with disabilities. If you have a student (or students) with a disability in your class, discuss the book with him or her prior to sharing it with the entire class. If the student is uncomfortable with the material in the book, seek alternate methods of delivering the Mastery Objective to students.

Read the picture book *Don't Call Me Special: A First Look at Disability* to the students. Have them make connections, come up with their own questions, and react to the story.

- *Tell the rest of us about a student you know who has a disability.*
- *What about you is the same as that student?*
- *What about you is different from that student?*

In *Don't Call Me Special: A First Look at Disability*, author Pat Thomas, a psychotherapist and counselor, explores questions and concerns about physical disabilities in a simple and reassuring way. Younger children can find out about individual disabilities, special equipment that is available to help the disabled, and how people of all ages can deal with disabilities and live happy full lives.

Active Instruction:

1. Explain to students that they are going to do an activity to learn about what it is like to have a disability through play acting.
2. Before you begin, speak candidly with the class that in a sensitive activity such as the one you are about to undertake, no silliness, teasing, or bullying will be tolerated. Select one student at a time to play the role of a student with a disability (e.g. headphones on one student in a chair up front and then asking him or her questions, asking another student to perform certain tasks with one hand behind their back, etc.).
3. Have the other students watch how the students play acting perform the various tasks that you give them (some will be difficult given their disability and some will be unaffected by it), and after each one have a class-wide discussion.

Practice:

1. Give the first student some type of blindfold and help him or her put it on so that it is comfortable yet their vision is impaired. Next, give him or her a series of tasks (obviously not compromising safety).
 - ✓ Hand them a watch and ask them to put it on.
 - ✓ Toss them a soft foam ball and ask them to try and catch it. (Explain at this point that the two tasks you've asked the student to engage in have both been challenging. Prepare them for tasks that might not be as challenging in consideration to their lack of sight.)
 - ✓ Ask them to spell the word "the."

- ✓ Ask them to tell you their favorite piece of candy. (Explain at this point that just like everyone else in the room, some things are handled with ease.)
- 2. Repeat this with another student or two making sure to offer a couple of tasks, responses, or assignments that are challenging due to their disability and a couple that have nothing to do with their disability.

Summarizing/Anchoring the Learning:

- Lead students to the understanding that people with disabilities, just like you and me, have some things they are good at and some things with which they need assistance. Keep this theme alive throughout the remainder of the year as current events, school policies or procedures, or anything else that reaches the general school audience involves students or adults with disabilities.

Assessing the Learning:

- Have students create a “T” chart with one column entitled “On their own” and one entitled “Needs help.” Then give them a couple of scenarios involving a fictitious student with a disability and accompanying tasks or responses like in the class-wide activity. Ask them to put a check in the appropriate column depending on the task or response you offer. Collect the sheets afterward and ensure a general student understanding. To get in more practice writing, you can ask students to describe one of the identified scenarios in a paragraph or two.

Unit 1, Lesson 3

Making Friends

Mastery Objective: *Students will:*

1. Understand qualities and actions that can help to make friends, as well as those that make it difficult to make friends.
2. Begin to understand individual differences.

Essential Questions:

1. How can I show respect for others in my school community?
2. In what ways can my behavior affect others?
3. In what ways can the behavior of others affect me?

Framing the Learning:

Explain to your students that today's lesson will be about friendship. Read *Making Friends is an Art* to your students stopping at the designated pages below to engage in discourse.

- At the end of page 8, ask students if all the pencils are the same. Discuss what is different about them.
- At the end of page 15, have students turn to their shoulder partner and take turns building and answering the prompt: "One thing that Brown was doing the other pencils didn't like is _____." Listen to some of the groups and ask a few to repeat their answers to the whole class.
- Finish reading the story, and then have students turn to a different shoulder partner and take turns building and answering the prompt: "After Brown talked to Black, one thing that he did that helped him make friends was _____." Again listen to some of the students and ask a few to share to the whole group.

In Julia Cook's *Making Friends is an Art!*, themes of friendship, jealousy, and acceptance are explored via a box of colored pencils. Brown, a not-so-often used color, is jealous of the other colors because they get more use and are well liked. Brown does not know how to be a friend, so it struggles with his relationships. However, after consulting with a few of the other colors and learning a couple of lessons, Brown eventually learns these important life lessons.

Active Instruction:

In an effort to identify positive traits and characteristics about the others in class, students will complete a "Color Chart" with the members of the class. Below are the different characteristics Brown learns about the other colored pencils in the story.

Pink listens to everyone.
 Red is popular and does fun things with everyone.
 Orange just likes to have fun.
 Yellow always does what's right.
 Light green is always honest.
 Dark green is very trustworthy.
 Blue gives hugs when you are down. He is compassionate.
 Purple has hopes and dreams.
 Black looks out for everyone
 White-won't let others fight.
 Brown is a combination of all the colors.

Practice:

Using the template below (you could simply cut and paste to a word document), have students circulate in the classroom getting a signature from the student they think has the qualities of each color. No student may sign another student's paper more than once.

_____ is like Pink because he/she listens to everyone.

_____ is like Red because he/she is popular and does fun things with everyone.

_____ is like Orange because he/she just likes to have fun!

_____ is like Yellow because he/she always does what's right.

_____ is like Light Green because he/she is always honest.

_____ is like Dark Green because he/she is very trustworthy.

_____ is like Blue because he/she gives hugs (or is extra friendly) when you are feeling down.

_____ is like Black because he/she looks out for everyone.

_____ is like White because he/she doesn't let others argue and fight.

Summarizing/Anchoring the Learning:

- After students have completed the activity, discuss with them what they have learned through the process. Draw out the idea that we all have different strengths and positive characteristics.

Assessing the Learning:

- Ask students to submit an exit slip with a one sentence summary or description of the point or main idea of today's lesson. Explain that this can be a few words or many words. Check in later that day or the next day with any student who needs additional support with what they write, and anonymously share a few exemplars.

Unit 1, Lesson 4

The Power of Feelings and Emotions

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Understand appropriate ways of handling both pleasant and unpleasant feelings. 2. Begin to understand how their behavior affects relationships. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I show respect for others in my school community? 2. In what ways can my behavior affect others? 3. In what ways can the behavior of others affect me?
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Framing the Learning:

- Explain to students that this lesson will focus on emotions, how we deal with them, and how they can help or hurt our relationships with friends.
- Begin by making sure all students understand the concept of feelings and emotions—it is not necessary to delineate too much between these two at this point, but if the class is ready for it, you can attempt it.
- Then read to the class Molly Bang’s *When Sophie Gets Angry---Really, Really, Really Angry . . .*

When Sophie Gets Angry---Really, Really Angry . . ., by Molly Bang, is a book about a child’s reaction to the emotion of anger. When Sophie is not ready to share a toy but she is forced to, she flees her house and runs and runs until she can run no more. Then she cries a little, takes some time alone, and then heads back home feeling much better. This book is a great discussion starter for young children and helping them identify and deal with their emotions.

Active Instruction:

- Following the reading, engage the students in a discussion using the following three questions:
 - ✓ What makes you really, really angry?
 - ✓ How do you know when you’re really, really angry (what happens to you, how do you feel)?
 - ✓ What do you do when you’re really, really angry?
- Circle back to the text and ask students what Sophie did when she became angry. Begin a conversation about if this was appropriate (didn’t hurt anyone) or inappropriate (no one knew where she was, could have been an unsafe area, etc.) behavior, and bring students to understand that there are both types for nearly all feelings—even going through a few examples if you feel like you must to ensure understanding. (A natural tie here is sportsmanship. If you’ve just won a kickball game during recess and are feeling very happy, is it OK to dance around and scream for 30 seconds? No, it is inappropriate as it will more than likely force players on the other team to feel sad.)

Practice:

1. Explain to the students that you will now be playing a few rounds of the Feelings Game to help them understand and share appropriate and inappropriate responses to feelings.
2. You will call out a feeling or emotion and then say “inappropriate response” or “appropriate response.” Then call on a student to give you an example of what you’ve asked for. (For example, if you said, “Sadness, inappropriate response,” a student might offer “locking yourself in your bedroom and crying for 2 days.”)
3. Following each student offering be sure to correct any misconceptions that might exist in students’ minds.

Summarizing/Anchoring the Learning:

1. After you've played several rounds of the Feelings Game, begin a discussion with the students on how behaviors you exhibit might affect relationships. Begin with a simple example like, "If someone starts hitting and punching anyone standing nearby when they become angry, do you think you would like to be a friend to that person?" Or, "If someone is always using kind words and smiling, do you think it would be easy to be friends with that person?"

Assessing the Learning:

- Have students fill out a 3-2-1 exit card. Ask them to list 3 appropriate responses to feeling angry, 2 inappropriate responses to feeling angry, and 1 feeling or emotion they would like to "work on" more appropriate responses for.

End of Unit Transfer Task:

As this unit comes to a close, engage students in the transfer task below.

[Unit 1 Transfer Task](#): In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing or poster that shows how they take responsibility for the effects of their behavior on others. Or if you have students for whom you'd like more work within the writing process, you can ask them to describe a scenario in a short paragraph or two.

Following a brief summary discussion of the themes in this unit, explain to students the task. It is a natural extension of recognizing how their feelings and behaviors can affect others. Choose your own parameters for detail, color, length of time allowed, etc.

Unit 2: Adults Who Help Us

The Compelling “Why?” of This Unit:

Oftentimes, adults other than parents provide care for children
“Good touch,” “bad touch,” and how to say “No!”

Suggested Time Frame:

1 week



Virginia Standards of Learning to be Emphasized in This Unit:

- 2.2: The student will realize that adults other than parents also provide care and support for children.
- 2.6: The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- 2.7: The student will advance in readiness to say “no” and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.

Spiraling Standards: (These standards spiral though the entire year FLE curriculum and should be addressed throughout the school year): 2.6

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Understand and recognize adults in their lives other than their parents that deliver care and assistance to them.
2. Apply understanding of personal safety in terms of “good touch,” “bad touch” and inappropriate approaches and touches.

Essential Questions:

1. Which adults can I trust other than my mom or dad or immediate caregiver?
2. What is the difference between a “good touch” and a “bad touch”?
3. How do I prepare myself to say “no” to inappropriate approaches and touches?

Declarative Knowledge Objectives (from the [VDOE Curriculum Framework](#)):

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): caregiver, appropriate, inappropriate, trusted adult
2. *Who can I trust outside of my own home?* **Caregiver, teacher, religious leader, etc.**
3. *What is the difference between “good touch” and “bad touch”?* **hug, high-five, pat on the back vs. hit, punch, slap, bite**
4. *How do I protect myself from unwanted touching from others?* **Learn to recognize Red Flags, say “no,” and tell a trusted adult.**

Procedural Knowledge Objectives

Students will be able to

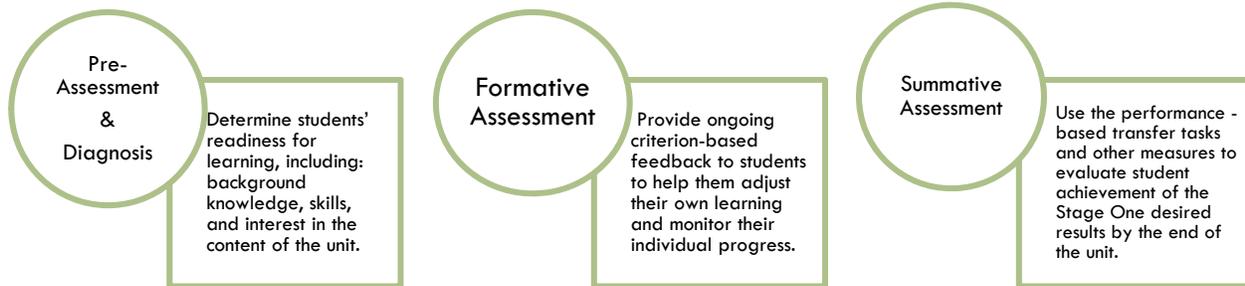
1. **Identify adults in their lives other than their immediate family that provide care and support.**
2. **Develop an awareness of “good touch” and “bad touch” and will begin to understand how to both recognize and respond to inappropriate approaches and touches, including saying “no” and finding and reporting to a trusted adult.**

Suggested Resources:

Course Resources: Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

Unit Resources: Find unit-specific suggested resources below. Also see *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Students will draw a picture of two people interacting with the presence of positive, or “good” touching taking place.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- **Monitor students' participation in class discussions about family, similarities, and differences.**
- **Provide students with multiple opportunities to self-assess the ways in which they use their actions to express what they are feeling.**

Summative Assessment:

<p>Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing or poster that shows someone following the correct steps in order to protect himself or herself from a situation where there is an inappropriate offer or approach. The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.</p>	
Comprehensive Task	This version designed to be appropriate for most students. Students will draw a picture of someone correctly following the steps involved with remaining safe in the presence of an inappropriate situation.
Guided/Scaffolded Task	This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings multiple solutions to the problems; different options for protecting oneself.
Measurement Topic Rubrics	The measurement topics assessed by this transfer task are <u>Developing Healthy Relationships</u> and <u>Maintaining Personal Safety</u> .

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit summative assessment and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Systematically use [explicit teaching and a gradual release of responsibility approach](#).
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.
- Support language development by prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills in their daily lives.

For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

3. **Administer pre-assessments to determine student strengths and needs.** Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.
4. **Make the assessments transparent and meaningful to everyday experiences.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
 - *Making caring for self and others a part of everyday life.*
 - *Using life experiences to learn and grow.*
 - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess the ways in which they use appropriate words and actions to show respect for others and to graph or discuss their assessment with a parent or guardian.
8. **Support students' efforts to develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.** Focus on using appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, helping, and playing, the child will understand that rules are made for safety and protection.
9. **Conclude the learning with a celebration of student successes in developing a sense of self, building healthy relationships, and understanding of similarities and differences in families.** Connect students' learning and experiences in this unit to your school's PBIS program components.

Instructional Practices to Support ELLs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.

Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am showing respect for others' differences?*
- *How can I use my words and actions to show how I am feeling?*

Unit 2, Lesson 1 (mini-lesson) Adults I can Trust

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify adults in their lives, in addition to direct family members, that provide care and support for them. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Which adults provide care and support to me? 2. What are appropriate and inappropriate forms of affection? 3. How do I say “No!” to an adult or peer in response to an inappropriate approach or affection?
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Framing the Learning:

This lesson seeks to orient students to the fact that many different adults, in addition to their own family members, provide both care and support to them in their lives.

Active Instruction:

Students will brainstorm—first by themselves, then with a partner or small group—a list of adults in their lives that offer them care and support in some way (first with family members, then with non-family members).

Practice:

- Equip students with a piece of paper and a writing utensil and tell them that they are going to be producing a couple of lists. First, ask them to think about the adults in their family (distinguishing between immediate and extended family is not important here) and to write down their names—or what they call them—on a sheet of paper. List examples (mother, father, brother, sister, aunt, uncle, grandparent, cousin, etc.) if needed. Invite a couple of students to share their lists informing the class both the name of the adult and his or her relation to the student (this may provide a nice opportunity to clear up any misconceptions about “family members” should they come up).
- Next, ask students to think of those adults that provide care to them in some way that are not part of their families. This may need to be accompanied by a brief discussion of what it means to provide care or support for someone. They should be given 2 minutes to brainstorm a list on their own, and then with either a partner or a small group—depending on classroom set-up or dynamics—give them another 2 minutes to expand their lists.

Summarizing/Anchoring the Learning:

- As students begin to share a name or two off of their list, begin to categorize responses for all to see (for example, if someone says, “Father Tim,” write down a heading of “Religious Organizations.” Explain to students—either as responses come or following the entire list—other adults that might come under this heading (Sister _____, Rabbi _____, etc.).
- Sample categories you might want to list (or have at the ready) ahead of time:
 - ✓ Religious organization
 - ✓ School-based
 - ✓ Child-care provider
 - ✓ Neighbors/Friends
 - ✓ Community support agencies
 - ✓ Civic organizations
 - ✓ Foster Parent

Assessing the Learning:

- Collect the lists and check-in with any students who seem to have not understood the activity (VERY few names listed, names identical to other students', etc.).

Unit 2, Lesson 2

Good Touch, Bad Touch

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Understand the differences between a “good touch” and a “bad touch.” 2. Begin to demonstrate skills to correct inappropriate expressions. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How am I a member of a family? 2. How do I show love, affection, respect, and appreciation for the members of my family? 3. In what ways do I show physical affection to express my feelings?
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Framing the Learning:

1. Discuss with the students that the next few Family Life lessons will introduce topics that are extremely important and might be a little uncomfortable. Remind them that it is ALWAYS a good idea to discuss confusing or startling parts of these lessons with the teacher privately or at home with a trusted adult.
2. Explain that today’s lesson is about good touch and bad touch and that you are going to use a great book to help the students in their understanding.

Active Instruction:

1. Begin by telling the students that they are going to perform what is called a pre- and post-test. You can tell them that this is the same idea as when they do a pre-assessment before a unit of, say, math, and then a test at the end of the unit. A pre- and post-test is a little bit different because both the pre-test and the post-test will occur on the same day.
2. How the students “take” the tests will be up to you. You could copy and paste the questions to a worksheet and hand them out, you could read them to the group question by question, or you could post them on the (SMART) board and go through them that way—or some combination of these; whatever best fits the ability level of your students.
3. Have students “take” the pre-test but do not do anything directly with their answers.

In Robert Kahn’s *Bobby and Mande’s Good Touch/Bad Touch*, “good touches” (hugs and kisses from family members, a pat on the back, a handshake or a high 5) and “bad touches” (a hit, slap, punch, kick, bite, shove, grab, tug, trip, etc.) are discussed along with how to recognize and respond to each. The book covers inappropriate touching in the private areas, but only minimally, introducing this topic for the next critical lesson.

Practice:

- Prior to reading the book, *Bobby and Mande’s Good Touch/Bad Touch*, to students, you can decide how you want to do the post-test portion of the activity: You could have the students do their best to remember the answers as they come out of the book and then let them write them down; you could allow them to fill answers in as you go, or you could go through them as a class and work together. The activity is simply designed to spotlight the material within the questions.
- Read the book to the students and have them “take” the post-test in what you feel is the most appropriate way for your level of learners.

Summarizing/Anchoring the Learning:

- As you read the book and are covering the answers to the questions, allow the students’ curiosity and questions to guide the discussion. The questions on the “test” cover most of the important material, so any other discussion points you bring up or respond to are up to you.

Assessing the Learning:

- Collect what the students wrote down—even if you’ve gone over the answers together as a class—to ensure there are no misunderstandings. Be sure to hand these back to the students and reference them

throughout the remainder of the year as classroom matters involving good and bad touch present themselves.

Questions for the Pre- and Post-Test

1. Name as many types of “Good Touches” as you can. (answer on page 3)
2. Name as many types of “Bad Touches” as you can. (answer on page 4)
3. If someone touches you in a bad way, what should you do? (answer on pages 5-6)
4. Why are certain parts of our bodies called “Privates”? (answer on page 8)
5. If someone touches you in your privates, what should you do? (answer on page 11)

Unit 2, Lesson 3

How to Say “No!”

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Advance in their readiness and understanding of saying “no” to inappropriate approaches and forms of touch. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How am I a member of a family? 2. How do I show love, affection, respect, and appreciation for the members of my family? 3. In what ways do I show physical affection to express my feelings?
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Framing the Learning:

(Given the weight and sensitive nature of this topic and the length and thoroughness of the recommended book, it might be easier to break the lesson into two parts. Language exists below to develop a logical stopping point should you choose to do it that way.)

1. Remind the students of the prior lesson on good touch/bad touch. Through some brief introduction, explain that today’s lesson will expand on the end of the previous lesson where inappropriate forms of touching were covered.

Active Instruction:

1. Using the interactive read-aloud strategy, read *I Said No!* (for day 1 this should be pages 1-18; day 2 pages 19-32).
2. The book jumps right into a shortened version of Zack’s story—with a longer version toward the end—and a discussion of “private” areas and some special rules governing those. Read through these sections answering questions as they arise and ensuring listeners are along with the messages.
3. As you get to the Red and Green Flags section, explain that a little later students will be doing some work with the examples given of different Red and Green Flags, so they should do their best to remember them.
4. Continue reading the story—remaining sensitive to question and student understanding/discomfort—through to page 18 (or in its entirety if you have a large enough time block and so desire). You will read examples of both Green Flags (few) and Red Flags (many).

I Said No!: A Kid-to-Kid Guide to Keeping Private Parts Private, written by the mother/son team of Kimberly and Zack King, offers some very helpful and appropriate strategies and is a nice jumping off point for a discussion about recognizing and responding to inappropriate approaches and touching. Born from an actual event in the Zack’s life, the story is written mostly from the young boy’s perspective and clearly and thoroughly covers this important topic.

Practice:

- After you have reached page 18 (or the end of the book if you choose to do it in one sitting), send students back to their desks and tell them that they are going to further explore the themes of the book using a “T” Chart.
- Have them set up a “T” Chart on their paper with “Green Flags” as one heading and “Red Flags” as the other.
- Now work back through the story beginning on page 12 and begin discussing again the specific Green and Red Flags that the students should copy onto their papers. You could first ask them if they remember any, or you could systematically go back through the book for them. When you are done, your list might look something like this:

Green Flag	Red Flag
-Lollipop from teacher -Neighbor being friendly **ask students to contribute here	General bribes -“If you keep this secret” bribes -Someone asks to look at or touch privates -Touching privates in the bathroom -“Pull down underwear” bribe with \$\$ -“Show and Tell” with private parts General threats -“If you tell someone they won’t believe you” -“If you tell I won’t be your friend”

- As you finish the book, be sure to give adequate air time to the section about “Telling Someone you Trust.” This is the other very important part of the book and is a necessary step in growing comfortable with saying “no.”

Summarizing/Anchoring the Learning:

- Once the charts are finished you could ask students for more examples of either Red or Green Flags that might appear on the chart. They should ultimately keep these so that they can be discussed and referenced later in the presence of various teachable moments.

Assessing the Learning:

- Through visual watchfulness and proximity ensure that all students are creating charts to the best of their ability.

Hint for Reaching All Students

Create a nearly complete “T” chart ahead of time with a few of the key words missing (a cloze-like activity) and ask those students that might struggle to keep up with the full writing portion to use it.

End of Unit Transfer Task:

As this unit comes to a close, engage students in the transfer task below.

Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a drawing, poster, or original short story that shows someone following the correct steps in order to protect himself or herself from a situation where there is an inappropriate offer or approach.

Explain to students that artistic details in the picture are not as important as demonstrating the accurate steps. One option to support/prompt their understanding would be to ask them directly to insert the three steps (raise the Red Flag, say “no,” and tell a trusted adult) or to create a template with room for the 3 steps and then handing them out.

Unit 3: The Incredible Human Body

The Compelling “Why?” of This Unit:

Students become aware that babies grow inside the mother’s body in a place called the uterus

Suggested Time Frame:

1-2 days



Virginia Standards of Learning to be Emphasized in This Unit:

2.3: The student will become aware that babies grow inside the mother’s body in a special place called the uterus.

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Demonstrate understanding of basic anatomy associated with human pregnancy and gestation.

Essential Questions:

1. In what part of a mother's body does a human baby grow and develop?

Declarative Knowledge Objectives (from the [VDOE Curriculum Framework](#)):

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): embryo, uterus, pregnancy, umbilical cord
2. *In what part of a mother's body does a human baby grow and develop?*

Procedural Knowledge Objectives

How can I use my words and actions to stay safe and healthy?

Students will:

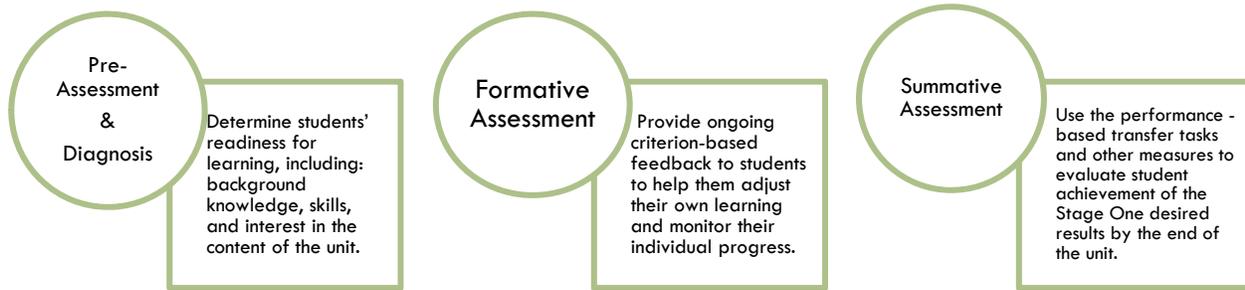
1. Demonstrate an understanding of basic anatomy associated with pregnancy and gestation.

Suggested Resources:

[Course Resources](#): Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

[Unit Resources](#): Find unit-specific suggested resources below. Also see *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Students will engage in a conversation about storks and related “alternative” forms of child delivery.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- Provide students with multiple opportunities to self-assess the ways in which they use their words and actions to express what they are feeling.

Summative Assessment:

<p>Unit 3 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by engaging in an informal anatomical quiz.</p> <p>The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.</p>	
Comprehensive Task	This version designed to be appropriate for most students.
Guided/Scaffolded Task	This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor.
Measurement Topic Rubrics	The measurement topic assessed by this transfer task is <u><i>Understanding Anatomy and Physiology</i></u> .

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit summative assessment and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

1. Prepare and plan for the unit.

- Collaborate and co-plan with your colleagues and school counselor or nurse to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS or Responsive Classroom.
- Plan how you will monitor progress.
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out scenarios in which they practice saying “no.”
- Model exemplary ways to develop a sense of self and confidence with refusal skills
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

3. Administer pre-assessments to determine student strengths and needs.

Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and other.

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students’ background knowledge, interests, and skills.
- Make the assessments transparent.
- Systematically use [explicit teaching and a gradual release of responsibility approach](#).
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.
- Support language development by immersing students in real-life experiences and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills everyday life.

For assistance in reaching students with special needs, please consult the Virginia Department of Education’s information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

4. **Make the assessments transparent and meaningful to everyday experiences.**

5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**

- *Making caring for self and others a part of everyday life.*
- *Using life experiences to learn and grow.*
- *Listening and sharing stories helps us understand one another.*

6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**

7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.**

Encourage students to self-assess the ways in which they use appropriate words and actions as others for help and to graph or discuss their assessment with a parent or guardian.

8. **Support students' efforts to develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.** Focus on using appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, helping, and playing, the child will understand that rules are made for safety and protection.

9. **Conclude the learning with a celebration of student successes in developing a sense of self, building healthy relationships, and understanding of similarities and differences in families.** Connect students' learning and experiences in this unit to your school's PBIS program components.

Instructional Practices to Support ELLs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
4. Support students in transferring L1 literacy skills to their L2.

Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am showing respect for others' differences?*
- *How can I use my words and actions to show how I am feeling?*

Unit 3, Lesson 1

Not the Stork, but the Uterus

Mastery Objective: Students will:

1. Understand that babies grow inside the mother's body in an organ called the uterus.

Essential Questions:

1. Where do human babies originate and grow inside a mother's body?

Framing the Learning:

This unit is comprised of just one lesson. It is meant to serve as a brief introduction into the anatomy lessons students will experience in greater detail and volume as they move on in school. It is also meant to erase any misconceptions students might possess regarding the genesis and growth of human babies.

1. Explain to students that they are going to be learning a little bit about human babies and where exactly they grow inside a mother's body. Discuss with the students other, more in-depth topics about babies and anatomy will be covered in upper grades in elementary and middle school.

Active Instruction:

1. Begin the actual lesson in one of two ways. One option is to describe or show a picture of a stork traveling with a baby wrapped in a white sack in its mouth and ask someone to explain what you are discussing or showing. Another option would be to show the first 55 or so seconds of this Monster ad on youtube which beautifully shows a stork delivering a child:

<https://www.youtube.com/watch?v=IDnBu0ILb5M>

However you choose to begin the lesson, have a discussion about the popular myth that babies are dropped off by a stork. The paragraph below (summarized from information retrieved from <http://www.todayifoundout.com/index.php/2013/05/why-storks-are-associated-with-delivering-babies/>) could be read to the students as an explanation for why storks originally became associated with delivering babies.

Storks, like many other types of birds, fly south in the winter months when the weather gets too cold. Many years ago, in Europe, the return of these beautiful white birds could be seen nearly every March and April as they returned to their northern homes. At this time, many babies were being born each year in these same months, and people began to notice, as a coincidence, that as soon as they began seeing the storks, the babies were being born. So they began to joke, "here come the storks bringing the babies." And through the years this association stuck!

2. Bring students to the understanding that the stork is one of many explanations designed to explain childbirth to young children, and that today they will learn some of the actual anatomy associated with carrying a baby.
3. This lesson will be a vocabulary driven with a short story of explanation. The terms students write down and discuss will form the foundation for an anatomical understanding of childbirth.

Practice:

1. Have the students copy down - - either in a vocabulary journal, if you keep one, or on a sheet of paper that can remain with their other FLE resources - - the following four vocabulary words and definitions:

Embryo – a human in the early stages of development before it is born.

Uterus – the organ near a mother’s stomach in which babies develop before birth.

Pregnancy – the time period when a baby is growing inside the mother’s uterus.

Umbilical Cord - a bendable tube connecting mother and baby that delivers food and oxygen to the baby.

2. As they are writing them down, feel free to enhance understanding with pictures. But please note, few other parts of childbirth (vocabulary and process) are appropriate at this age, so ensure pictures or whatever supplements you provide enhance only these terms.

Summarizing/Anchoring the Learning:

- Once the students have finished writing down the terms and their definitions, connect them to each other with one fluid explanation (e.g., “so to put all of this together, the little tiny embryo begins to grow inside of the mother’s uterus. For 40 weeks, roughly the length of the average pregnancy, the baby receives food, oxygen, and other nutrients through the umbilical cord until it is ready to be born).

Assessing the Learning:

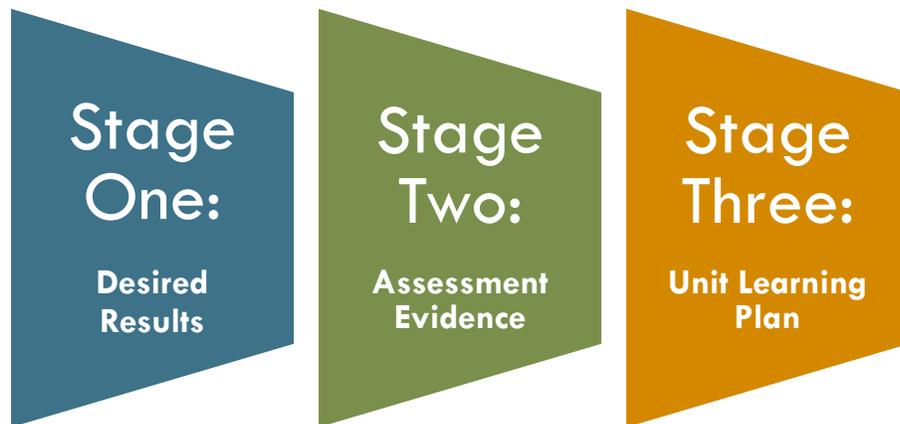
- Circulate as the students are copying down the definitions to ensure accuracy.
- End with a “quiz” type activity where you ask students to turn their papers over and participate in a group narration. This serves as the Transfer Task for the unit as understanding that babies grow in a mother’s belly doesn’t lend itself to transfer. For example, begin the explanation again, but when you get to the term “embryo,” call on one of the students to offer the term. This is a nice chance to ask students not to raise their hands for the answers but instead answer only if they are called on. This ensures all students are at least attempting to prepare an answer. If someone struggles for a few seconds, call on another students to assist them, but always return to the original student to hear the correct answer.

Unit 4: Commercials and our Emotions

The Compelling “Why?” of This Unit:

Students begin to understand that television commercials and other forms of media seek to appeal to their emotions to make them want products.

Suggested Time Frame: 1 - 2 days



Virginia Standards of Learning to be Emphasized in This Unit

2.8: The student will be conscious of how commercials use our emotions to make us want products.

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Begin to understand that commercials hope to appeal to our emotions and make us want their products.

Essential Questions:

- How do commercials and other forms of media seek to influence the consumer?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): commercial, advertisement, media, influence, tactic
5. *How do commercials and other forms of media seek to influence consumers?*

Procedural Knowledge Objectives

Students will be able to:

5. Understand that commercials and other forms of media seek to influence consumers.
6. Recognize several tactics advertisers use to influence consumers.
7. Begin to understand how media might affect mental health and self-esteem

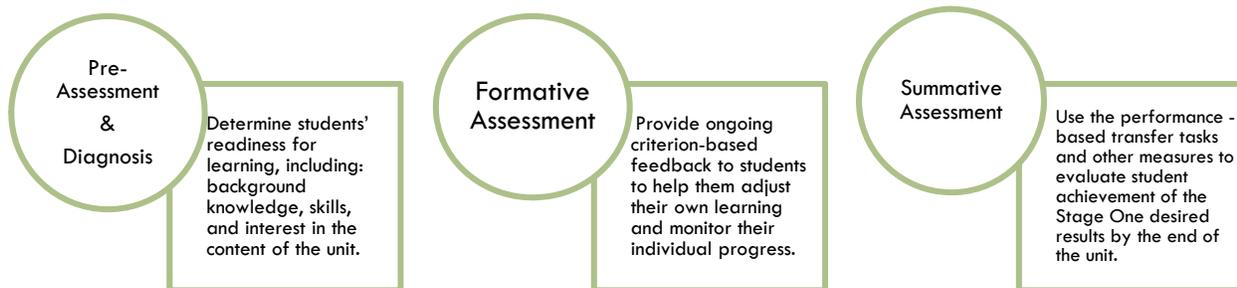
Suggested Resources:

Course Resources: Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

- [Virginia Standards of Learning Objectives: Family Life Education](#)
- [SIECUS Guidelines for Comprehensive Sexuality Education](#)
- [SexEd Library](#)
- [Teaching Tolerance](#)

Unit Resources: Find unit-specific suggested resources below. Also see lessons in the *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Have a discussion about commercials; some of their favorites, their purpose, etc.

Formative Assessment:

- Monitor students' participation in class discussions and lessons about identity, respect, and personal safety.
- Provide students with multiple opportunities to self-assess their classroom and out-of-classroom behavior.

Summative Assessment:

Unit 1 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by creating a one-page advertisement for a new gum company.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click [here](#) for suggestions for preparing students for end-of-unit transfer tasks.

Comprehensive Task

This version is designed to be appropriate for most students. Students will draw a picture of themselves taking responsibility for their actions with others and explain how their behavior is respectful.

Guided/Scaffolded Task

This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 EL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.

Accelerated/Enhanced Task

This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings at least two elements meant to influence consumers.

Measurement Topic Rubrics

The measurement topics assessed by this transfer task are *Developing a Sense of Self* and *Developing Healthy Relationships*.

Stage Three: Unit Learning Plan

Introduction: Stage Three Learning Plans present a set of teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results.

1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your 2nd grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

3. **Administer pre-assessments to determine student strengths and needs.** Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.

Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Implement and systematically use explicit teaching and a gradual release of responsibility approach.
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation
- Support language development by immersing students in authentic texts and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills to independent reading and oral language scenarios.

For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:

http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf

4. Make the assessments transparent.

5. Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:

- *Making caring for self and others a part of everyday life.*
- *Using school experiences to learn and grow.*
- *Listening and sharing stories helps us understand one another.*

6. Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.

7. Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation. Encourage students to self-assess their daily behavior and then graph or discuss their assessment with a parent or guardian.

8. Support students' efforts with a positive classroom climate that promotes positive mental health development and protects the child from physical and emotional infringements by others. Use appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively.

9. Conclude the learning with a celebration of student successes in developing a sense of self and building healthy relationships within the classroom community.

Connect students' learning and experiences in this unit to your school's PBIS program or Responsive Classroom components.

Instructional Practices to Support ELs:

6. Incorporate [specific language goals](#) into every lesson.
7. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
8. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
9. To support differentiation for students at various WIDA levels, reference the [WIDA Speaking Rubric](#) and [Scoring Protocol](#) as a guide in assessing ELLs' oral language output.
10. Support students in transferring L1 literacy skills to their L2.

Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am making a positive contribution to our classroom community?*
- *How can I help others thrive in our classroom community?*

Unit 4, Lesson 1

Commercials and Our Emotions?

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Understand that commercials and other forms of media seek to influence consumers. 2. Begin to understand how media affects mental health and self-esteem. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do commercials and other forms of media seek to influence the consumer?
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Framing the Learning:

Much like the previous unit, this unit is comprised of only one lesson. It is intended to serve as an introductory lesson into advertising and media for our students, so it is a good idea to express that to them prior to embarking on the lesson.

This lesson will be run off of a PowerPoint presentation. When appropriate, notes have been added below the slides to assist in the implementation of the lesson.

Active Instruction:

1. Prior to launching the PowerPoint presentation, discuss the topic of commercials with the students. Ask students to give you their favorite commercials as a hook, and then discuss what their intention is and (perhaps) how they fit into the landscape of television - - the money maker.
2. Begin the PowerPoint presentation with the students ([found here](#)). Please see below each slide for notes that might assist you with the implementation of the lesson.

Practice:

- This will come entirely from the PowerPoint presentation.

Summarizing/Anchoring the Learning:

- This will also come from the PowerPoint presentation.

Assessing the Learning:

- This is also located inside the PowerPoint presentation, and will serve as the Transfer Task to be collected, and students who fail to demonstrate an understanding of the main idea should be worked with individually for further explanation.

*Please email curriculum comments
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