
Family Life
Education:
5th Grade

Curriculum Guide

2016-17



Alexandria City Public Schools

5th 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 detracting 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

- [Kindergarten Social Studies Curriculum](#)
- [Kindergarten 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](#)

5th Grade Family Life Education At a Glance

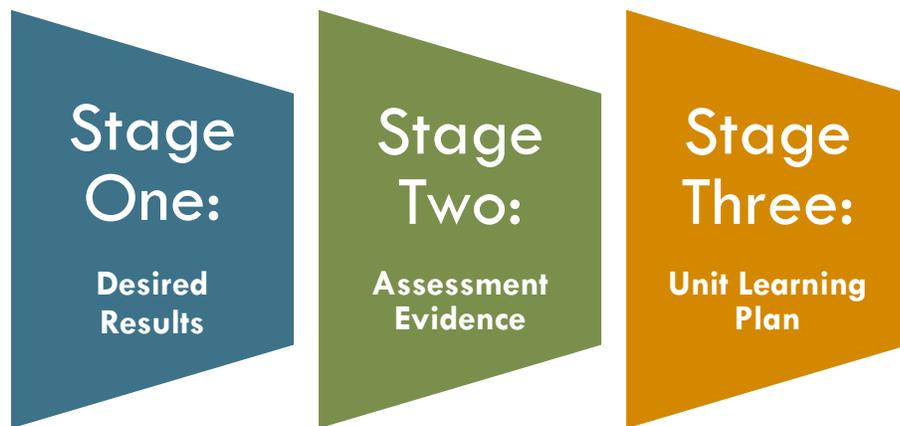
Quarter One	<p><u>Unit 1: Doing My Part!</u></p> <p>Students will understand and discuss effective constructive group activity as well as an increased understanding of roles, duties, and responsibilities within the family.</p>	<p>Standards of Learning: 5.8, 5.9</p> <p>Suggested Time Frame: 4 Lessons</p>
Quarter Two	<p><u>Unit 2: Keeping my Changing Body Healthy and Safe</u></p> <p>During this unit, students will discuss hygiene needs, alternatives to unhealthy and uncomfortable situations, and the importance of nutrition, hygiene, and the dangers of substance use.</p>	<p>Standards of Learning: 5.5, 5.11, 5.12, 5.13</p>
Quarter Three	<p><u>Unit 3: Reproduction and the Incredible Human Body</u></p> <p>During this unit student will study both the endocrine and reproductive systems, and they will explore physical changes that occur during puberty.</p>	<p>Standards of Learning: 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.14</p> <p>Suggested Time Frame: 3 Lessons</p>
Quarter Four	<p><u>Unit 4: Mass Media and Stereotyping</u></p> <p>This unit offers students the chance to explore, among other things, gender stereotyping in the media, and its effects on young people.</p>	<p>Standards of Learning: 5.10</p> <p>Suggested Time Frame: 3 lessons</p>
<p>Spiraling Standards: (These standards spiral though the entire 5th Grade FLE curriculum and should be addressed throughout the school year): 5.8, 5.11, 5.12,</p>		

Unit 1: Doing My Part!

The Compelling “Why?” of This Unit:

Students learn and practice effective group activity and discuss roles and responsibilities inside of a family.

Suggested Time Frame: 1st Quarter



Virginia Standards of Learning to be Emphasized in This Unit

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

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

Spiraling Standards: (These standards spiral through the entire 5th Grade FLE curriculum and should be addressed throughout the school year): 5.8

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Students will understand and discuss effective group activity as well as build an increased understanding of roles, duties and responsibilities within the family.

Essential Questions:

- How can I effectively work within a group context to solve problems?
- How do roles, duties, and responsibilities vary between families?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

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

1. [Key unit academic vocabulary](#): peer evaluation, role, responsibility
2. *How can I most effectively work within a group toward a common goal?*
3. *What various roles, duties, and responsibilities am I responsible for in my family? How about my other family members?*

Procedural Knowledge Objectives

Students will be able to:

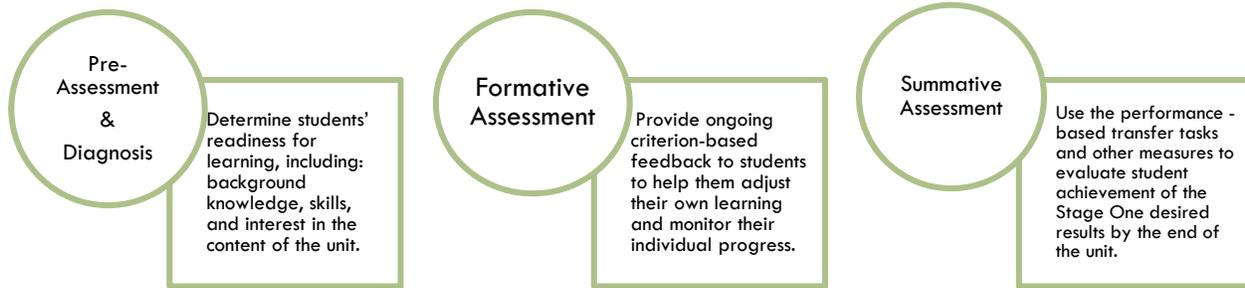
1. Identify characteristics of successful and appropriate group behavior.
2. Identify roles they each play within their own family structures.

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](#)

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- A discussion with students to learn the various roles they each play within their family.

Formative Assessment:

- Monitor students' participation in class discussions about community, respect, and privacy.
- 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 writing a paragraph that describes their roles, duties, and responsibilities within their own families. They are asked to include how those roles might change for them in 5 years.

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. 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 how their roles might change in 20 years; how might things be different when they and their siblings are full-grown and their parents begin to need more care?
Measurement Topic Rubrics	The measurement topics assessed by this transfer task are <i>Developing a Sense of Self</i> and <i>Developing Healthy Relationships</i> .

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 5th 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.

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 kindergarten 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

Group Success

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe and examine how his/her input in a group can lead to success or failure of the group's goal. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can a group be successful? 2. What can cause a group to fail? 3. Why is important to know how to work in a group?
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Lesson Materials:

Paper, pencils, *Stone Soup* by Jon Muth

Framing the Learning:

This lesson focuses on students gaining an understanding of the roles and responsibilities of the groups and these impact the group success or failure.

Active Instruction:

Students will brainstorm—first by themselves, then with a partner or small group—how to have a successful group be able to reach a goal.

Practice:

- Provide 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 list characteristics that help to be successful in reaching a goal. Second, have them work with a partner to discuss their responses and create a final list of characteristics that a successful group needs to reach a goal. Third, have a class discussion about the lists and create a final list that the class agrees upon as characteristics that a group needs to succeed.
- Next, read the book *Stone Soup* by Jon Muth. This book tells a story about three soldiers who visit a village but are initially turned away by its inhabitants. The strangers suggest making soup from stones and the villagers comes together to create a huge meal for the entire village.

Summarizing/Anchoring the Learning:

- After reading the story have students discuss what happened for the meal to be created, as well as what the visitors were trying to teach the villagers. Why did take the entire village to create the meal? Take the concepts from the story and relate them to how a group helps solve a problem or a reach goal faster than by themselves.

Assessing the Learning:

- Using an exit slip have students explain why a successful group is able to reach a goal or solve a problem faster than doing something on an individual basis.

Unit 1, Lesson 2

Group Dynamics

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Demonstrate how to be a part of a successful group. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why are leaders important in a group? 2. What roles do people play in a group? 3. How does a group come to a consensus?
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Lesson Materials:

Paper, pencils, Activity #28 from *101 Ways to Teach Social Skills to Children* from The Bureau from At-Risk Youth (provided)

Framing the Learning:

This lesson provides students the opportunity to figure out how to work in a group, solve a problem, and come to a group agreement.

Active Instruction:

Students will review the previous lesson which discussed characteristics that a group must have to be successful.

Practice:

Break students into groups of three or four. Choose a spokesperson and note taker for each group. Read the following scenario to the class (and distribute it in print so students can revisit it):

Your group has just been given \$100,000 to use for any purpose it chooses. You could donate it to a charity, you could go on a shopping spree, you could use it for school supplies—you can decide to do anything you want with it, but you must come to the decision together.

Give the groups 15-minutes to brainstorm ideas, which the note-taker writes down. Each person should try to persuade the group by telling why they feel their idea is the most sensible, fun, altruistic, and so on.

Summarizing/Anchoring the Learning:

- At the end of the 15-minute period, the group must decide on one idea. If they don't succeed in deciding, they will "lose" the money. Each group's spokesperson then tells the larger group of their decision, and each group member must say why he/she thinks it's a good idea, even if it wasn't his/her idea originally.

Assessing the Learning:

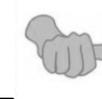
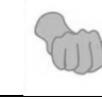
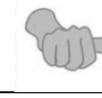
- Using the peer and self-checklist have students rate each group member on how well others contributed to the group (not necessarily for public eyes; more of a self-rating exercise—unless you speak with students beforehand and explain the importance of being able to ground their "ratings" in actual instances of observed behavior). Following this, discuss with the class the various group dynamics and actions they learned. Ask them, "If you had to do this activity again, would you act differently?"

Peer Evaluation of Group Work

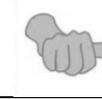
Your Name _____

Directions: Rate each group member for each of the below statements. “Thumbs Up” for someone who did that statement all the time, “Sideways Thumb” for someone who sometimes did the statement, and “Thumbs Down” when you didn’t see your group member do that statement at all. The last evaluation is for yourself.

Group Member Name #1 _____

Gave ideas to the group				
Was positive and helpful				
Used a quiet voice when communicating with others				
Listened to other people				

Group Member Name #2 _____

Gave ideas to the group				
Was positive and helpful				
Used a quiet voice when communicating with others				
Listened to other people				

Group Member Name #3 _____

Gave ideas to the group			
Was positive and helpful			
Used a quiet voice when communicating with others			
Listened to other people			

Self-Evaluation

Gave ideas to the group			
Was positive and helpful			
Used a quiet voice when communicating with others			
Listened to other people			

Unit 1, Lesson 3

Roles and Responsibilities Within Families

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> Investigate the various roles that family members play inside each family. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> Who is involved in a family? How do different family members contribute to the family?
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Lesson Materials:

Paper, pencils, *The Herd Boy* by Niki Daly

Framing the Learning:

This lesson offers students the opportunity to discuss the different roles and responsibilities of family members.

Active Instruction:

Students will review and brainstorm--first individually than as a large group--the different types of families and people who can be classified as "family."

Practice:

- Examine the different family groupings and types of families. Identify that each family is different and unique and that one type of family is not better or worse than another.
- Extend the discussion to focus on what types of roles and responsibilities each family member can or does have.
- Read the book *The Herd Boy*, by Niki Daly. This book is about a boy in Africa who has many responsibilities.

Summarizing/Anchoring the Learning:

Engage the class in a discussion about the types of responsibilities/roles the boy had in the book. Ask each student to create a Venn Diagram comparing and contrasting their own roles/responsibilities to those of the boy in the book. Have students work independently.

Assessing the Learning:

- Collect the Venn Diagrams and allow students to share some of the differences and/or similarities they wrote down. Examine for understanding of differing family roles/responsibilities, and check-in with those students who fail to show understanding of the content.

Unit 1, Lesson 4 Changing Family Roles

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Understand his/her changing roles and responsibilities as he/she grows older. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why do roles and responsibilities change as you get older? 2. What roles are the same across all family members?
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Lesson Materials:

Construction paper, pencils, scissors, glue sticks, Roles Sorts Packet (one packet per student)

Framing the Learning:

This lesson allows students to explore how roles in the family can change and how “traditional” roles for males and females can be altered based on each individual family.

Active Instruction:

Individually students will sort the roles based on where they believe they fall under “Mother,” “Father,” “Parents,” “Child,” and “Other Relatives.” Using the piece of construction paper students should create 5 different categories and place the roles under the family member the student sees in their own home or which they think it belongs under.

Practice:

Have students partner with another student and compare and contrast how they sorted their roles. Students should be able to explain why they put a role in a specific category.

Summarizing/Anchoring the Learning:

Extend to a class discussion about why would some roles might be different (e.g., cultural reasons, different family dynamics, etc.). As the student becomes older how will their roles in the family change?

Assessing the Learning:

- **Transfer Task:** Ask students to write a paragraph about the roles and responsibilities in their own homes. Students should explain and describe who does which roles and how this helps the family. Students can also describe what happens when someone in their house doesn’t perform a role or shirks a responsibility. Have them include two-three sentences at the end of the description that include what they believe their roles or responsibilities will be in 5 years from now when they are 15 years old.
- Once students have completed this task, ask for volunteers to read their work aloud. As time permits, allow the class to hear other examples of family roles and field questions as they are posed. Be careful to ensure the environment is safe for students who wish to share this personal information.

Roles In A Family Sort

Cleaning the house	Taking out the garbage
Making meals	Shopping at the grocery store
Taking care of children	Washing the dishes
Making money for the family	Providing support and guidance
Making decisions	Disciplining children
Providing clothing for family members (shopping or making clothes)	Taking care of pets
Working in the yard/outdoors (raking leaves, mowing the lawn)	Doing the laundry
Providing shelter	Taking care of younger children

Unit 2: We Are Different and the Same

The Compelling “Why?” of This Unit:

Students will develop skills for acting appropriately in socially difficult situations, will recognize threatening situations and how to react to them, and will better understand the dangers of substance use and abuse.

Suggested Time Frame:
2nd Quarter



Virginia Standards of Learning to be Emphasized in This Unit:

- 5.1.1: 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.
- 5.1.2: The student will recognize threatening or uncomfortable situations and how to react to them.
- 5.1.3: The student will explain the effects of substance use and abuse on the body.

Spiraling Standards: (These standards spiral though the entire kindergarten FLE curriculum and should be addressed throughout the school year): 5.1.1, 5.1.2

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Develop the skills in saying “no” in uncomfortable or unwanted social situations.
2. Recognize threatening or uncomfortable situations and how to react to them.
3. Explain the effects of substances use and abuse on the body.

Essential Questions:

1. How do I say “no” in social situations without isolating myself from my peers?
2. How do I act responsibly and avoid Danger Zone situations?
3. What effects to various substances have on my body and mind?

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

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

1. [Key unit academic vocabulary](#): drugs, illegal drugs, cigarettes, alcohol, “good” touch, “bad” touch
2. *How do I say “no” in uncomfortable situations?*
3. *How do I safely react to threatening or dangerous situations?*
4. *How do various substances affect my body and mind?*

Procedural Knowledge Objectives

Students will be able to

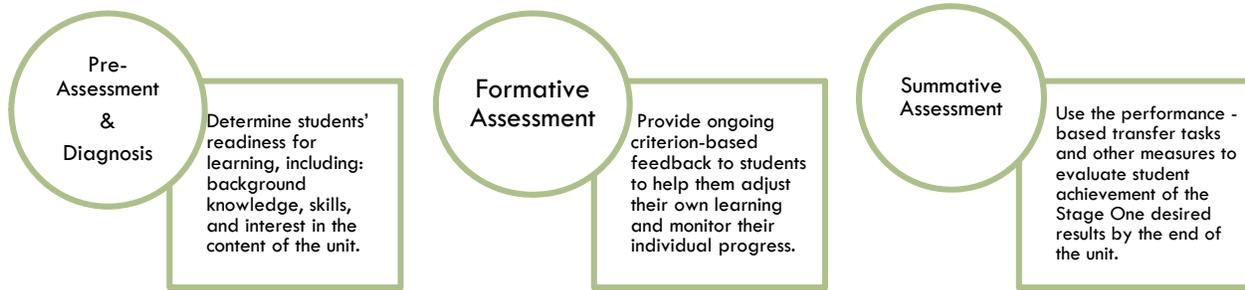
1. **Successfully remove themselves from both uncomfortable and threatening situations.**
2. **Identify the dangers involved with substance use and abuse.**

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 discuss information they have learned in past years relating to saying “no” and reacting to uncomfortable situations.

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:

Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by filling out a **Sexual Safety Worksheet**.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit.

Comprehensive Task	This version designed to be appropriate for most students. Students will draw a picture of their family enjoying an activity together.
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.
Measurement Topic Rubrics	The measurement topic assessed by this transfer task is <i>Developing a Sense of Self</i> , <i>Developing Healthy Relationships</i> , and <i>Maintaining Personal Safety</i> .

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 5th 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.

- ## 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 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.*

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.

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.

to

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 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.

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?*

as

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

Unit 2, Lesson 1

How to Say “No”

Mastery Objective: Students will: <ol style="list-style-type: none">2. Develop the ability to say “no” in3.4. unwanted situations and to undesirable acquaintances.	Essential Questions: <ol style="list-style-type: none">1. How do you effectively say “no” in a situation where you feel uncomfortable?2. Why is it important to know how to say “no”?
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Lesson Materials: (45 minutes)

Pencils, paper, *Choose to Refuse: Saying No and Keeping Your Friends* Video,

Framing the Learning:

This lesson delivers to students the skills to say “no” to friends or other people when they are in an uncomfortable situation.

Active Instruction:

Individually have students brainstorm situations where they may feel uncomfortable and will need to say “no” to keep themselves safe. After a few minutes of individual brainstorming, have students think-pair-share ideas and write them down on a scrap piece of paper. Have groups share out some situations they discussed.

Practice:

- Discuss with students that as they get older they will encounter situations that contain possible “Danger Zones.” For instance, they might get asked over to a friend’s house when no parents will be there, they might receive obscene telephone calls or text messages, they might have to walk home alone or have to answer the door to a stranger. Explain to students how important it is to say “no” in situations in which they feel discomfort. Emphasize that friends, family members, or other people should respect you saying “no.” If they don’t respect your response, talk to a trusted adult (teacher, counselor, police officer, parent).
- Watch the video *Choose to Refuse: Saying No and Keeping Your Friends*. Discuss with students that this video will provide examples of different ways to say “no” in uncomfortable situations.

Summarizing/Anchoring the Learning:

- After the video, discuss with students the 5 ways to say “no.” Ask students if they have other ways they could say “no” to situations or behavior with which they don’t feel comfortable.

Assessing the Learning:

- On an exit slip ask students to list at least three ways to say “no.”

Saying “No” Exit Slip

Name _____

List at least three ways to say “no.”

- 1.
- 2.
- 3.
- 4.

Saying “No” Exit Slip

Name _____

List at least three ways to say “no.”

- 1.
- 2.
- 3.
- 4.

Saying “No” Exit Slip

Name _____

List at least three ways to say “no.”

- 1.
- 2.
- 3.
- 4.

Unit 2, Lesson 2

Effects of Substances on the Body

Mastery Objective: <i>Students will:</i> <ol style="list-style-type: none">1. Explain how different substances can have adverse effects on the body.	Essential Questions: <ol style="list-style-type: none">1. What are some substances that are not healthy for your body?2. Why is it important to say “no” to certain substances?
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Lesson Materials: (45-60 minutes)

Printed questions on page 4 and quiz on page 6.

<https://kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf>

Printed out article from KidsHealth

<http://kidshealth.org/en/kids/know-drugs.html#>

construction paper, markers, scissors, glue sticks, magazine pictures

Framing the Learning:

This lesson provides students with information about what drugs are and how they affect the body. Students will create posters to encourage others to be drug free.

Active Instruction:

Follow the lesson plan found at <https://kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf>. Only do the activities under “Show What you Know About Drugs” section.

Practice:

- Students read with a partner about drugs and their effects on the body and complete the included worksheet--see at the end of the lesson packet. Students should fill out the worksheet on page 4 with a partner while reading, and if time permits students can complete the quiz on page 6.
- After reading students will discuss why it is important to be drug free, and they will create a poster to encourage others to be “drug free.”

Summarizing/Anchoring the Learning:

- Students share out their posters they created and explain why it is important to be drug free.

Assessing the Learning:

Asses the poster students created with a partner to ensure it includes information about how drugs affect the body, or have students complete the quiz on drugs.

Unit 2, Lesson 3

Sexual Safety-“Good” Touches & “Bad” Touches

Mastery Objective: Students will: <ol style="list-style-type: none">1. Explain the differences between “good” and “bad” touches and identify when it is appropriate to talk to a trusted adult.	Essential Questions: <ol style="list-style-type: none">1. What is the difference between “good” touches and “bad” touches?
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Lesson Materials: (30-45 minutes)

Sexual Abuse Video, Sexual Safety Worksheet (following)

Framing the Learning:

The student will review safety rules about protecting himself/herself against sexual assault.

Active Instruction:

Class discussion about sexual safety and about “good” and “bad” touching. Review concepts learned in previous years:

Sexual Safety:

1. Our bodies are our own and we have the right not to be touched in bad ways.
2. We have the right to say “no” to any adult or teenager who touches the private parts of our bodies, i.e. penis, vulva, breasts, buttocks, etc.
3. We should get away and tell a trusted adult about the bad touching.

Good and Bad Touching:

1. Remind students that there exist both “good” touches and “bad” touches.
2. Using overlapping circles on the board, brainstorm types of touches placing them into either the “good” circle, the “bad” circle, or the overlapped space. Ask students to tell you about some good types of touching they know about (hugging, kissing, holding hands, a pat on the head, shaking hands, tickling, etc.). Tell students that most touching done by adults is “good” touching and that people show that they care for one another with this “good” touching. Explain that there are some adults in this world who are not nice and it is these people we need to worry about and learn to be careful around. Remind them some touches can be both “good” and “bad” depending on who is delivering the touch. For example, a kiss from a parent is wanted, but one from a stranger is not.
3. We all **need** “good” touches (hugs, kisses, pats on the back) on a regular basis to keep us mentally healthy and happy.
4. “Good” touching between children and adults does not involve sexual parts, is never secret, and makes us feel good.
5. “Bad” touching may be done by an adult, a teenager, or someone even younger. It includes touching the body with unwanted force or strength, or touching the sexual parts of the body.

Three Rules:

Students should be aware of the following three rules that will help them break free of Danger Zones.

1. Tell the person who is doing the bad touching “no” very firmly.
2. Get away from this person if you can.
3. Tell someone (a trusted adult) about the incident (family member, teacher, counselor, nurse).

Note to Teacher: Remember to place these safety rules in the context of other safety rules. We learn fire safety rules so we will know what to do if we are ever in a burning building, even though most of us will never be in such a situation. Sexual safety is the same: most of us will never meet an adult or teenager who touches us in a bad way, but we need to know what to do in case we do. Our purpose is to empower children so they are not easily victimized, but at the same time we don't want to frighten or worry them.

Practice:

- Watch the video *Sexual Abuse*.
- Have students talk with a partner about the situations on the video. What did the kids do when they felt uncomfortable or had that “uh-oh” feeling? Students will share out to the class for a classroom discussion.

Summarizing/Anchoring the Learning:

Transfer Task: Have students fill out the Sexual Safety Worksheet.

Assessing the Learning:

Review answers from the Sexual Safety Worksheet. Once the majority of the sheets are in, go through the questions with the students discussing appropriate answers. Check-in with those students who indicate misinformation or an extreme lack of understanding.

Sexual Safety

Name _____

Directions: Read the prompts in #1 and #2 below and answer the questions that follow. If you are having trouble, ask a trusted adult at home to help you figure out the best answer.

1. Your friend tells you that her uncle often comes over to baby-sit. When he is at her house, he asks her to take off her clothes so that he can look at her. Sometimes he tries to touch her private parts, too. This makes her feel very uncomfortable, and she doesn't know what to do.

What would you tell your friend to do? _____

Do you think that most uncles behave like this? _____

Is this an example of "good" or "bad" touching? _____

2. Your friend tells you that his mother comes into his bedroom every night before he goes to sleep and gives him a big hug and kiss, and then she pats him on the tummy and tells him to sleep well. Sometimes she does this in front of his father. Your friend tells you that this makes him feel good and that his mom loves him.

What would you tell your friend about this touching? _____

Is this an example of "good" or "bad" touching? _____

3. Who are some of the people you might tell about bad touching that has happened to you or to a friend?

4. If you do not know a trusted adult to tell about "bad" touching, what is the telephone number you can call to get some help?

Unit 3: Reproduction and the Incredible Human Body

The Compelling “Why?” of This Unit:

Students will continue exploration and understanding of understand human reproduction, fetal growth and development, and the existence of sexually transmitted infections (STIs).

Suggested Time Frame:

3rd Quarter



Virginia Standards of Learning to be Emphasized in This Unit:

- 5.1: The student will define the structure and function of the endocrine system.
- 5.2: The student will identify the human reproductive organs in relation to the total anatomy.
- 5.3: The student will explain how human beings reproduce.
- 5.4: The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
- 5.6: The student will identify reasons for avoiding sexual activity prior to marriage.
- 5.7: The student will describe the effects of personal hygiene on one's self-concept.
- 5.14: The student will become aware of the existence of sexually transmitted infection.

Spiraling Standards: (These standards spiral though the entire kindergarten FLE curriculum and should be addressed throughout the school year): 5.7

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Identify the major changes associated with puberty in both males and females
2. Identify the organs in both males and females that are associated with reproduction.
3. Understand the importance of hygiene and body care in general lifetime activities.

Essential Questions:

1. How do males and females experience puberty differently?
2. Which major organs are associated with reproduction for both males and females?
3. Why is personal hygiene important as I get older?

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

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

1. [Key unit academic vocabulary](#): endocrine system, pituitary gland, adrenal gland, hormones, puberty, erection, nocturnal emission, menstruation, uterus, vagina, ovaries, fallopian tubes, penis, testicles, scrotum, vas deferens, sexually transmitted infections (STIs), HIV, AIDS
2. The processes involved with puberty for both males and females.
3. The major organs associated with reproduction for both males and females.
4. An awareness of Sexually Transmitted Infections (STIs).

Procedural Knowledge Objectives

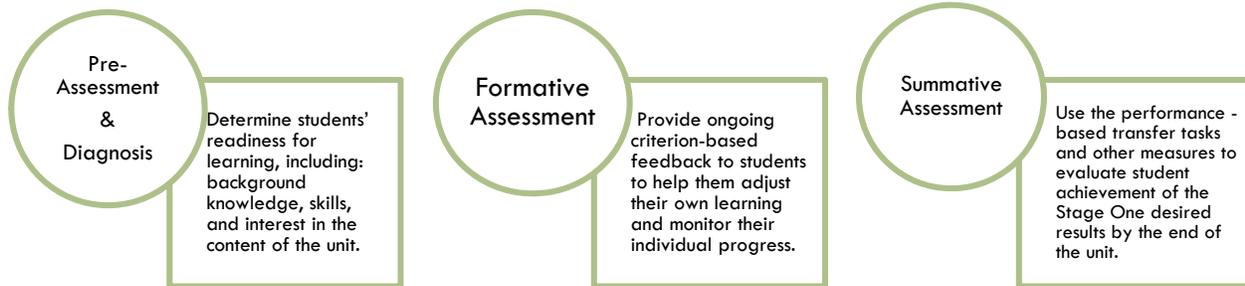
Students will be able to:

1. **Discern puberty-related differences between the experiences of males and females.**
2. **Understand the growth and development of a fetus following fertilization.**
3. **Understand the various elements involved in human reproduction.**
4. **Understand the dangers of Sexually Transmitted Infections (STIs).**

Suggested Resources:

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 informally discuss what they have learned in FLE lessons in previous years to assist the teacher in understanding the current levels of understanding related to these topics that exist in the classroom.

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 3 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by answering the question, “What is puberty?” for an imagined, uninformed audience. The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit.</p>	
Comprehensive Task	This version designed to be appropriate for most students. Students will draw a picture of their family enjoying an activity together.
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. This can be done in terms of expectations of depth and development in the stories created by the students.
Measurement Topic Rubrics	The measurement topic assessed by this transfer task is <u>Developing a Sense of Self</u> , <u>Maintaining Personal Health and Wellness</u> , <u>Developing Healthy Relationships</u> , and <u>Understanding Anatomy and Physiology</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 5th 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.

10. 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.

11. 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.

12. Make the assessments transparent and meaningful to everyday experiences.

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.

Instructional Practices to Support ELLs:

- Incorporate [specific language goals](#) into every lesson.
- 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.
- Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.

13. **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.*
14. **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.**
15. **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.
16. **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.
17. **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.

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?*

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

Unit 3, Lesson 1

Puberty and All That Comes With it

<p>Mastery Objective: Students will:</p> <ol style="list-style-type: none">1. Discuss and research several physical changes and processes involved with puberty and the human reproductive organs.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What physical changes take place during puberty?2. Do boys and girls experience different growth or development?3. What is the best way to take care of myself during this time to ensure proper and hygiene and cleanliness?
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Lesson Materials: (60 minutes – this could be broken into two lessons)

Pencils, Paper, Document Camera, *You, Your Body and Puberty* video, Pages 51 and 75 from *The Puberty Workshop and Curriculum* binder

Framing the Learning:

Discuss with students that they will be spending some time talking about some of the changes that might occur in their bodies during puberty. Explain that much of what they will cover this year will be a review from what they learned last year, with a few new terms and processes folded in. It's important here to set the stage correctly ensuring a safe environment for students to learn/review these concepts. However you control your individual classroom is fine, but know that the content gets sensitive, and you want to create an atmosphere of trust and respect.

Active Instruction:

Tell students that you will be watching a video to assist with instruction. It is an age appropriate film that introduces and reinforces many important elements involved with puberty through discussions and role-playing with students their own age.

Divide students into three groups to watch the movie. This is most efficiently done by going around the room and giving each child a "1," "2," or "3" designation in their current seat. Explain that each group will be responsible for getting different bits of information from the video:

Group 1 – The Endocrine System (pituitary gland and adrenal glands). "Please jot down a few of the functions of these two important types of glands."

*(Answer: Pituitary gland releases chemicals called "hormones" that produce growth in many areas. In **boys**, testes begin creating testosterone, the larynx is enlarged, and muscles develop. In **girls**, ovaries begin secreting chemicals, eggs begin being released, and breasts begin to develop. In **both**, the adrenal glands release androgens, which are responsible for increased facial, body and pubic hair.)*

Group 2 – The physical changes that occur during puberty. "Please write down some of the physical changes that occur in both boys and girls as they experience puberty."

(Answer: Each person experiences the changes at a different rate and time, typically girls develop before boys. Growth spurts, mood swings, enlarging of genitals, acne, pubic/underarm hair, perspiration, erections and nocturnal emissions [boys], and menstruation [girls].)

Group 3 – Bodily changes associated with cleanliness and hygiene. “Please write down some of the new concerns someone going through puberty might have toward hygiene and staying clean and feeling fresh.”

(Answer: During puberty the body is producing new smells and a new type of sweat. This is due to the production of hormones that affect the skin and the small glands underneath. The face should be cleaned twice a day with a mild soap, students should aim to shower once a day if possible, and change clothes each day if they can. They should be regularly using products like shampoo, soap, and deodorant.)

Practice:

Play the movie *You, Your Body and Puberty* (24-minutes), and ask kids to record as much as they can for their target area. Instruct kids that it is OK if they do not get ALL of the information associated with their topic, just do the best they can.

Summarizing/Anchoring the Learning:

When the video is completed, ask each group (one volunteer at a time) to share what they were able to learn. Answers are included above to ensure students are getting the correct information.

Once all three areas have been discussed, place pages 51 and then 75 from *The Puberty Workshop and Curriculum* binder underneath the document camera. Quickly review with students the various reproductive anatomy covered in the movie—focus on: uterus, ovaries, vagina, and fallopian tubes (females), and penis, testicles, scrotum, and urethra (males).

Assessing the Learning:

Transfer Task: Ask students to imagine that a spacecraft has recently landed in their backyard, and the small, green alien that stumbled out of the ship asked them, “What is puberty?”

Tell them to think about the various films, worksheets, and class discussions they’ve had as they prepare what they want to write (if you’ve recently covered outlining, this would be a great chance to practice the skill). They should then put together an answer at least a half-page in length with as much detail as they are able to recall. More important than specific names of glands, for instance, are the general and larger processes that are involved. Inform them that no one will be forced to share their work with anyone other than the teacher.

Give students what you feel to be an adequate amount of time and then ask for volunteers to read what they produced. Once you’ve collected and read all of them, check-in with those students who show a tremendous lack of understanding.

Unit 3, Lesson 2

Human Reproduction

Mastery Objective: <i>Students will:</i> <ol style="list-style-type: none">1. Understand the major organs associated with reproduction in both males and females.2. Understand human reproduction.	Essential Questions: <ol style="list-style-type: none">1. Which organs are associated with reproduction for both males and females?2. What processes are involved with reproduction?
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Lesson Materials:

The Reproductive System (Discovery Education), writing utensil, paper, blackboard/chart paper

Framing the Learning:

Explain to students that they will be watching a short video on human reproduction and working within a small group to complete a related writing assignment. Discuss with students that much of the video will be a review of concepts learned earlier this year and in years past, but some of the material will be new. Mention the importance of revisiting material to ensure a strong understanding.

Active Instruction:

Write the following ten words on the board (or on a chart where all students can see them): *fertilization, sperm, egg, fetus, pregnancy, amniotic sac, umbilical cord, placenta, blastocyst, embryo.*

Inform students that following the video, they will be asked to use at least 5 of the identified words in describing the process of human reproduction, and that they should take notes on the terms as they are introduced in the video (allow them a few minutes to write down each of the words on a sheet of paper to ease the process of taking notes). You might want to pause the movie at certain times in order for students to have enough time to write down information, or at least prompt them at around the 10:00 minute mark when the section From Fertilization to Birth begins. Explain that it is OK if they do not capture the function of all of the words listed; they will be working with a group and will be able to rely on the assistance of others.

Practice:

Play for the students *The Reproductive System*, from Discovery Education (discoveryeducation.com): <https://app.discoveryeducation.com/player/view/assetGuid/15b1fa60-5067-4148-b221-a82c6930b037>

Following the video, divide students into groups of three (or perhaps more depending on the writing/comprehension level of the students with whom you're working).

Summarizing/Anchoring the Learning:

Each group will be asked to select five of the words to write a description of human reproduction. Explain that they should attempt to tell a story. They are not just listing facts, but instead are using transition and other literary tools to create one or two well-written paragraphs. If individual groups are struggling, you might have a few generic "starters" ready for dissemination (e.g., "The process of human reproduction is very complicated. First . . .").

Once students have completed their work, ask for volunteers to read their papers aloud. Save clearing up misconceptions (unless they are egregious) for written feedback on the paragraphs themselves. Have students hand in one copy per group, and ask them to keep their notes from the video for a follow-up activity in the near future.

Assessing the Learning:

Read each group's paragraph and comment on both the writing style as well as content. Reassemble the students in their groups at a later date and disseminate the paragraphs with your comments. Allow students to rewrite or adjust any portion of the paragraph upon which you commented. Explain that "revision" is a critical step in the writing process, and ask groups to complete a new paragraph. Continue this cycle for as long as you have time and interest.

Unit 3, Lesson 3

STIs, HIV and AIDS Awareness

Mastery Objective: Students will: 1. Become aware of the existence of sexually transmitted infections (STI) like human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), and others.	Essential Questions: 1. How do I remain safe from STIs like HIV/AIDS and others?
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Lesson Materials: (30 minutes)

Pencils, Document Camera, *The Puberty Workshop and Curriculum (PWC) DVD*, HIV & AIDS packet pages

Framing the Learning:

This lesson provides students with an overview of STIs, HIV and AIDS awareness.

Active Instruction:

Start by reminding students of the last Family Life lesson where you discussed new feelings and choices that students have in relationships as they enter puberty. Remind students that toward the end of the DVD and during the class discussion, they talked about how pregnancy could be a result of having sex. Tell students that you are going to talk about another consequence that can happen from sex that is very serious.

Write on the board “STI.” Ask students, “Do any of you know what this stands for? Or what it means? Then ask students if they’ve heard of AIDS or HIV. Explain that these are types of STI. Save deeper conversation for after the video.

- Watch Video #5 HIV and AIDS from *The Puberty Workshop and Curriculum DVD*

Practice:

Following the video, check-in with the students for their initial reactions. Discuss and clarify any content from the video about which they didn’t understand. Then go back to the “STI” that you had written on the board and discuss how HIV and AIDS falls under that category. If there’s time, you might mention, or write on the board some of the other popular STIs: Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. You can tell students that they will be learning more about these in middle school.

Summarizing/Anchoring the Learning:

Distribute page 101 from the PWC. Ask students to complete the sheet in small groups or individually. Once they have finished, go over the answers to ensure understanding.

Assessing the Learning:

Collect the sheets from the students, and if there is evidence of a student struggling mightily with the assignment (most or all of the answers were clearly erased and replaced), check-in privately and discuss the material further.

Unit 4: Mass Media and Stereotyping

The Compelling “Why?” of This Unit:

This unit offers students the chance to explore, among other things, gender stereotyping and sexual exploitation in the media, and its effects on mental health issues related to sexuality.

Suggested Time Frame:
4th Quarter



Virginia Standards of Learning to be Emphasized in This Unit:

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

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Understand “stereotyping” in the media and how it applies to both diverse groups and gender.

Essential Questions:

1. What does “stereotype” mean?
2. How are diverse groups—including men and women—portrayed by the mass media?
3. How can young people maintain a positive outlook on their health and life in the face of stereotyped advertisement and other media presentations?

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

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

1. [Key unit academic vocabulary](#): media, stereotype, portray, exploit
2. *What does it mean to stereotype someone or something?*
3. *How are men and women portrayed differently in the mass media?*

Procedural Knowledge Objectives

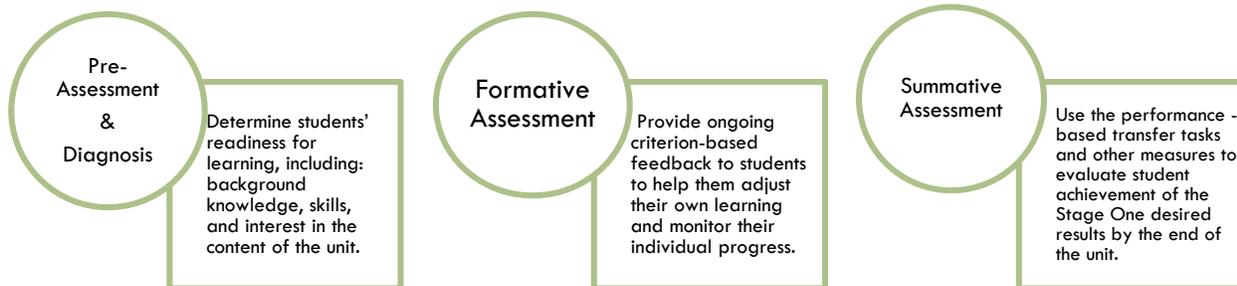
Students will be able to

1. Identify how diverse groups are treated differently in the media.
2. Identify how men and women are depicted in different roles in the media, specifically in TV and radio advertising.
3. Develop strategies for maintaining a positive attitude about themselves and their appearance.

Suggested Resources:

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 discuss information they have learned in past years relating to how stereotyping in the mass media can have a negative effect on the lives of young people.

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:

Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the main ideas of this unit by writing a letter to a television channel, movie producer, or website host discussing either the positive or negative stereotypes put forth in their products.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit.

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. Teachers may provide more one-on-one assistance to help students complete each step of the task. In addition, sentence starters can be generated for students, or the task can be switched to an oral presentation of the information.
Accelerated/Enhanced Task	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. These students should focus on a deeper analysis of the positive or negative comments associated with the targeted letter.

**Measurement Topic
Rubrics**

The measurement topics assessed by this transfer task are Developing a Sense of Self, and Maintaining Personal Safety.

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 5th 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.

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.

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.

Instructional Practices to Support ELLs:

4. Incorporate [specific language goals](#) into every lesson.
5. 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.
6. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.

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.

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?*

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

Unit 4, Lesson 1

Media Stereotyping – Part 1

Mastery Objective: Students will: 1. Begin to understand the stereotyping that occurs in the mass media.	Essential Questions: 1. What does it mean to stereotype a group of people?
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Lesson Materials: (20 minutes) *Stereotyping in the Media* capture sheet, utensil, chart paper/blackboard

Framing the Learning:

Explain to students briefly that in the next few lessons they are going to discuss how the media (TV, radio, internet, magazines, etc.) stereotype certain groups of people. Before this can happen, students must come to understand the word “stereotype.” Ask for student definitions, and end with an accepted definition written on the board or a large piece of chart paper: *a widely held and oversimplified image of a particular type of person or thing*. For example, saying or thinking all women are good care givers is stereotyping, as is saying or thinking that all men are handy with tools. Be sure students understand that while stereotyping can be “positive” (Everyone from England is kind), it is more often used in a negative way, and it the result of uninformed knowledge and can be hurtful (all people from Ireland behave in this negative way . . .). Proceed with this until they have a good idea of what stereotyping is—include examples as you feel comfortable, being sure to explain in each case that the stereotyping is incorrect.

Active Instruction:

Ask students who some of their favorite characters are from either TV or the movies. Probe a bit further and ask students what the qualities are of those characters. After you’ve done this a few times, explain that students are going to be engaging in an assignment where they investigate how the mass media (another term that might have to be explained) portrays certain groups of people.

Write on the board (or chart paper) the following three groups of people: elderly people, people with disabilities, people who are obese (extremely overweight). Then hand out [this capture sheet](#) which will allow students to record information from various media sources, and ask students to write down ONLY their own name in the upper-right corner of the sheet. Then explain how they will use the sheet (recording the information about their experience with the type of media they interacted with, and circling characteristics of how their target group was portrayed. Feel free to walk through a random example from a TV show you recently watched). This should include a quick tour through the descriptors they are to circle. Invite them to write synonyms or helpful reminders next to words/concepts they have trouble understanding.

Once students have an understanding of how the capture sheet works, go back to the list on the board of the groups of people you wrote down earlier. Explain to the class that all of the groups represent “diversity,” and their mission is to see how these diverse groups are portrayed by the media. Next, assign each student to one of the three groups, and instruct them to write that group on the top of their paper (you could do this by rows, or community grouping/table, or you could go around the room and simply give the first person “elderly people,” the second “people with disabilities,” and so on until everyone has one).

Practice:

Give students a definitive length of time to complete the capture sheet (one week, perhaps). Please set your own expectations for completion (entire sheet, 3 of the 4 categories, etc.). Invite them to check-in with you during the week in case they are having difficulty completing or understanding the assignment **(to this point, you might want to send an email/note to parents about the assignment so that there is no miscommunication between parent and child at home).**

Summarizing/Anchoring the Learning:

The closure in this introductory lesson should be a quick review of the term “stereotyping.” Give the students the due date for the sheet and inform them that on that day they will further pursue the topic.

Assessing the Learning:

Assist any students who still struggle with the term “stereotyping.” Assessment in the form of a Transfer Task will come with Part 2 of the lesson when you review the students’ work on the capture sheet.

Unit 4, Lesson 2

Media Stereotyping – Part 2

Mastery Objective: <i>Students will:</i> 1. Discuss and understand the various types of stereotyping that exists in the mass media.	Essential Questions: 1. What type of stereotyping does the media engage in with certain groups of people?
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Lesson Materials: (40 minutes) completed *Stereotyping in the Media* capture sheet, utensil, chart paper/blackboard

Framing the Learning:

Once a majority of the class has been able to complete the *Stereotyping in the Media* capture sheet, explain that you will be discussing their findings.

Active Instruction:

Group students according to the target group they researched. Give them a few minutes to discuss their findings with each other and come to some general conclusions. Explain ahead of time that due to the very small sample size with which they are working (one or two TV shows, movies, or trips to a website), they might get some conflicting results, which is OK. And remind them that these groups are just a random sampling of “diversity.” Other groups could have been selected which would more than likely have different representations.

Teacher Choice: Following are two different formats for presenting the information the students captured. Please choose the one that best fits the needs of your classroom:

1. *Whole Group Summation*

The teacher makes space on the board for each of the 5 target groups, allowing each group—one at a time—to read off some of the descriptors they found, which should be copied on the board. Once the group has finished, the class together comes to a consensus of how that group seems to have been portrayed by the media (positively, negatively, etc.).

2. *Individual Group Report*

Groups are afforded 5 or 10 additional minutes in the intra-discussion phase to choose a speaker and come up with a brief presentation on the descriptors (in general) that most of the group selected, and a few sentences on how the group was portrayed by the media.

Practice:

Move forward with one of the two methods for relaying information about each group’s research. Stay vigilant in the process to point out instances where stereotyping seems to have taken place on behalf of the media source.

Summarizing/Anchoring the Learning:

End the lesson by asking the whole group the following questions:

1. *Which media source does the best job of portraying diversity positively? Negatively? Feel free to offer examples in your research.*
2. *In your research, was there another group that seemed to be portrayed particularly positively or negatively?*
3. *What TV show would you encourage a younger sibling to watch for a positive experience with diversity and why?*

As you discuss answers to these questions, allow students to expand on their thoughts and demonstrate personal insights they may have gained from the assignment. As closure, discuss the power the media has in shaping what people believe. For instance, if you grew up in a very small town in a rural part of the country and you had no experience with some type of diversity, your only knowledge of it might come from a TV show. Are you to believe that ALL people from that particular group behave exactly how they were represented in that show? No, that's stereotyping.

Mention to students that the next lesson in which they engage will continue to look at the power the media has but through the lens of sexuality.

Assessing the Learning:

Transfer Task: Ask students to write a letter (you can determine length and other details, or even format if you are working on a particular piece of writing) to a TV channel, movie producer, or website host telling them about their portrayal of a particular group. You could write a congratulatory letter if you think the media source did a good job of representing the group, or you could write a letter to express your disappointment if you feel the media source represented the group poorly. In either case, the student should include at least two examples from his or her (or the group's) research.

This could be an in-class write or something you send home. Once all are completed, ask for volunteers to share their work aloud, and check-in privately with any students whose work showed many missteps.

Unit 4, Lesson 3

Gender Stereotyping in the Media

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none">1. Begin to understand the way males and females are stereotyped in media.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. How are both males and females typically portrayed in advertising media?2. How is that portrayal possibly damaging to young people, and how can it be combatted?
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Lesson Materials: (40 minutes) *Media Stereotypes and Magazines*, black/white board or chart paper

Framing the Learning:

Ask students to recall the most recent FLE lesson on media stereotyping of diverse groups. Ask a student to summarize the project that was completed and/or the main “takeaways” from the 2-part lesson. Then explain to students that they are going to continue studying the way the media portrays certain groups, but this time it will be in terms of gender. You will look at a video and some statistics of how men and women are portrayed differently in the mass media, specifically in advertisements.

Active Instruction:

Inform students that they will watching a short video once through, and then they will watch it again but the second time you will be stopping the video in several different places to pose questions and get their reactions.

Practice:

Show students the Discovery Education video, *Media Stereotypes and Magazines*:
<https://app.discoveryeducation.com/player/view/assetGuid/8c1152ed-1fe6-4dd3-b888-9e82ca23faed>

Play the video through one time, and then tell students that you are going to look a bit more carefully at some of the points. Begin the video a second time, stopping at the below times and asking the accompanying questions. Also tell students that after the discussion you will present to them some statistics from an enormous study on males and females on TV.

Stop the film at the **24-second mark** (right after the female host says, “Reality programming at its finest.”) and ask the class the following question:

Does the portrayal of the girl in the movie the female host describes seem to agree with or contradict (go against) the “typical” portrayal of women in advertising roles?
Accept student answers here, hoping to get at the idea that this strong, independent girl is an atypical portrayal in the media. Ask the students (time permitting) for more examples of either media like this or media we often see where the male is the strong and powerful force.

Stop the film at the **50-second mark** after the girl asks, “Am I really supposed to act like that?”, and ask the class the following question:

Does the behavior of the woman on the TV the two girls are working seem like a common way women are represented on television? *This will more than likely get some kind of “yes” response from the class. You can lead them to the idea that women are too-often and historically “exploited” (using something or someone in an unfair way; taking advantage of them) in advertising, as is perfectly represented on the TV in the background.*

Stop the video at the **1:30 mark** and ask the class:

What “choice” did the girl make to help her be free of the influences of the media (in this case, magazines)? *She didn’t renew her subscription, therefore she would not be constantly looking at the various pictures of “touched-up” models.*

Stop the video at the **1:50 mark** and ask the class:

What “choice” did this girl make?
She talked to a parent, and eventually focused more on her health than on her appearance.

Finally, stop the video at the **2:23 mark** and ask the final two questions:

What problem might young men struggle with in relation to their appearance and the media?
Emulating the muscular bodies of those on magazines. Explain that males are not immune from feeling down and depressed in relation to magazines and advertisements?

How does the concept of a picture in a magazine getting “touched up” contribute to negative feelings of young people? *The beauty, slenderness, muscle-builds, etc. often portrayed in magazines is simply not real. Students must remember that fact as they are bombarded with beautiful faces and bodies in all forms of media.*

Next, share the below findings from a 2010 meta-analysis of more than 60 studies investigating television and radio advertising (Eisend, M. *Journal of the Academy of Marketing Science* (2010) 38: 418. doi:10.1007/s11747-009-0181-x). You could have them written on a piece of chart paper ahead of time or somewhere else they are easily accessed and visible.

(Set the stage for students by explaining that in 2010 more than 60 different in-depth reports (or studies) were looked at to try to draw some conclusions about how men and women are portrayed in advertising media on television and on the radio.)

- Women were 4 times more likely than men to **not have a speaking role**
- Women were 3 times more likely than men to be **presented as a product user rather than an authority**
- Women were 3.5 times more likely than men to be **presented at home or in a domestic environment (vs. at work)**
- Women were 2 times more likely than men to be **associated with domestic products like body care and home goods**

Summarizing/Anchoring the Learning:

Ask students how seeing those statistics makes them feel. Take responses and discuss the “stereotyping” of gender in the media.

Ensure students understand these three major points stemming from this entire unit:

1. Media representation of gender and diversity is not an accurate picture of reality.
2. Trying to compare ourselves to the images we see on TV is nearly impossible (e.g., “touch ups,” illegal drugs to build muscle, etc.) and can lead to illness and depression.
3. Always seek the advice or opinion of a trusted adult if you are confused, scared, or simply have a question about something you’ve seen online or on TV.

Assessing the Learning:

Have students select one of the above major points and write a few sentences about what it means and how it might impact the life of a 5th grader. Feel free to suit the assignment toward any type of writing style you are currently undertaking.

Once they have completed the assignment, ask for volunteers to share before collecting them. Once you’ve read them, check-in privately with those students that demonstrated a complete lack of understanding.

Please email curriculum comments and suggestions to Mike Humphreys, Instructional Specialist for Health/PE & Family Life Education, at Michael.humphreys@acps.k12.va.us