
Family Life
Education:
6th Grade

Curriculum Guide

2016-17



Alexandria City Public Schools

6th 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. Maintaining Personal Health and Wellness (Puberty)
2. Human Reproduction
3. Personal safety
4. 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

- Draw The Line Curriculum
- [Kidshealth.org \(English and Spanish resource\)](#)
- [FLASH curriculum](#)
- [BrainPOP](#)
- [Discovery Education](#)

Differentiation Resources on the ACPS Curriculum Blackboard Site

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

Additional Resources

- [School-wide Positive Behavioral Interventions and Support](#)
- [Responsive Classroom](#)

6th Grade Family Life Education

Year-at-a-Glance

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| <p><u>Unit 1: Changes of Puberty</u></p> <p>During this unit, students will explore the physical, social, and emotional changes that take place during puberty. Students will understand the increased need for personal hygiene practices during this time. The differences in male and female changes will be discussed.</p> | <p>Standards of Learning: 6.1, 6.2, 6.3</p> <p>Suggested Time Frame: (2) 45 minute lessons</p> |
| <p><u>Unit 2: Human Reproduction</u></p> <p>In this unit, students will summarize the process of male and female reproduction. Students will describe the risks of engaging in sexual activity. Students will recall basic facts about STDS and the transmission of HIV.</p> | <p>Standards of Learning: 6.4, 6.5, 6.6, 6.9</p> <p>Suggested Time Frame: (3) 45 minute lessons</p> |
| <p><u>Unit 3: Personal Safety</u></p> <p>During this unit, students gain an understanding of the different types of abuse, signs of abuse and the importance of reporting abuse to a trusted adult. Resources for reporting and treatment of child abuse will be identified.</p> | <p>Standards of Learning: 6.8</p> <p>Suggested Time Frame: (1) 45 minute lesson</p> |
| <p><u>Unit 4: Analyzing Influences</u></p> <p>This unit allows students to explore how mass media messages that impact their ideas of sexuality and gender stereotyping. Students will understand the effect that substance abuse has on decision making. Students will practice problem solving and communication skills.</p> | <p>Standards of Learning: 6.10, 6.11, 6.12</p> <p>Suggested Time Frame: (5) 45 minute lessons</p> |
| <p>Spiraling Standards: (These standards spiral though the entire 6th Grade FLE curriculum and should be addressed throughout the school year): 6.7</p> | |

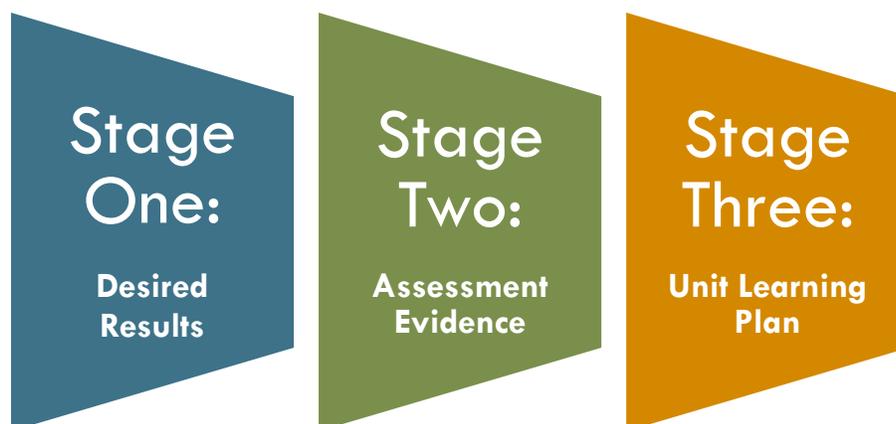
Unit 1: Changes of Puberty

The Compelling “Why?” of This Unit:

Students will understand the changes that occur in their mind and bodies during their transition to adulthood. They will compare and contrast male and female puberty. The need for increased hygiene practices during puberty is emphasized.

Suggested Time Frame:

(2) 45 minute lessons



Virginia Standards of Learning to be Emphasized in This Unit

- 6.1: The student will understand personal hygiene practices and the physical changes that occur during puberty.
- 6.2: The student will explain the effects of growth on development, attitudes, and interests.
- 6.3: The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Spiraling Standards: (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year): 6.7

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Analyze the physical, emotional, and hygiene changes that occur during puberty.

Essential Questions:

- How can I take care of my body?
- To what extent can the changes during puberty affect my emotions?

Enabling Knowledge Objectives (Know/Do):

Declarative Knowledge Objectives

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

1. **Key unit academic vocabulary:** female and male reproductive system, puberty, masturbation, reproductive organs, hormones, ejaculate, wet dream, menstrual period, feminine hygiene products, discharge, sperm, erection, hygiene, sweat gland, pubic and underarm hair, privacy, body odor and perspiration.
2. **How can I take care of my body? Practice regular hygiene such as bathing, washing hands, brushing teeth, washing hair, wearing deodorant, and wearing clean clothes and socks. Females need to take extra care during their menstrual period by regularly changing their pad or tampon based on the flow of their cycle.**
3. **To what extent can the changes during puberty affect my emotions? Puberty can affect many aspects of your life, including emotions. It is common to desire more privacy and independence from your parents. Hormones can increase mood swings. There is often an increased desire to be accepted and approved by peers. You may experience increased sexual feelings.**

Procedural Knowledge Objectives

Students will be able to:

1. Analyze physical, emotional, and hygiene changes in males and females during puberty.
2. Analyze their emotional response to personal and peer changes during puberty.
3. Explain necessary procedures for maintaining hygiene and personal care.

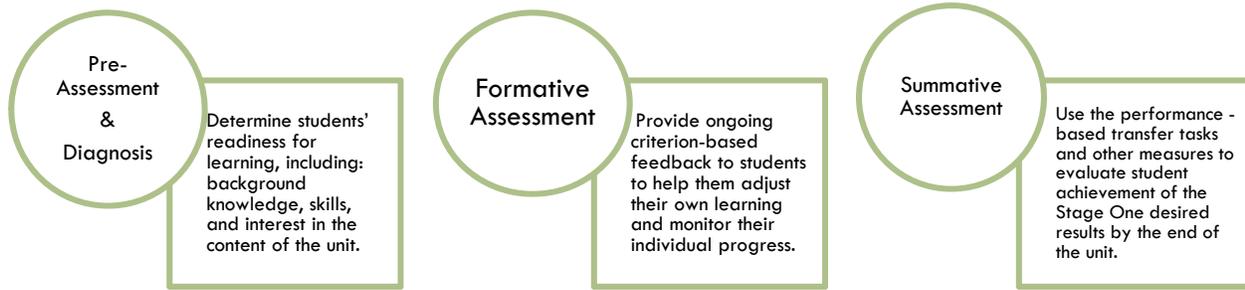
Suggested Resources:

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](#)

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

Stage Two: Assessment Evidence



Assessment Tools for This Unit

Pre-Assessment/Diagnosis:

- Brainstorm what you know or have heard about puberty.

Formative Assessment:

- Monitor students' participation in class discussions about personal hygiene and the male and female changes that occur during puberty.

Summative Assessment:

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| <p>Unit 1 Transfer Task: In the transfer task, students will respond to a younger student's request for advice on the physical, emotional, and hygiene changes during puberty. The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit. Click here for suggestions for preparing students for end-of-unit transfer tasks.</p> | |
| Comprehensive Task | This version designed to be appropriate for most students. Students will choose which prompt to respond to, male or female, and demonstrate their knowledge of the changes during puberty through their written response. |
| 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. Students will draw pictures or use images to display their knowledge on the changes during puberty. |
| 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 apply their knowledge as an expert on male and female puberty by creating a poster or brochure for a 5 th grade class. |
| Measurement Topic Rubrics | The measurement topics assessed by this transfer task are <u>Changes During Puberty</u> . Task-specific rubrics for these measurement topics are provided. |

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 classroom routines.
- Collaborate and co-plan with your 6th grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with science curriculum and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Obtain access to Discovery Education for viewing media
- Obtain BrainPop Login in

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

- Have student's role-play scenarios.
- Create a safe and comfortable learning environment where students are encouraged to share ideas and ask questions.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

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

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. 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 ELs' 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:

- *How can I keep my growing body healthy?*
- *How can I cope with the changes of puberty?*

Unit 1, Lesson 1

Our Changing Bodies

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| <p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify the physical, emotional, and hygiene changes that occur during puberty. | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I take care of my body during puberty? 2. How can puberty affect my emotions and relationships? |
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Framing the Learning:

Open the lesson by engaging the students in a discussion about puberty. Display the word PUBERTY on the board. In small groups, have students brainstorm everything they already know about puberty. Use this discussion as a time to assess prior knowledge as well as to dispel any myths about puberty.

Active Instruction:

1. Show the DVD “*You, Your Body and Puberty*” (24 minutes)
2. Pose the following discussion questions:
 - What physical changes were discussed?
 - What emotional changes were discussed?
 - How did you see the friendships change?
 - How did all the changes make the kids in the video feel?
 - Why is important to focus on hygiene during puberty?

Practice:

1. In pairs or small groups, have students create a chart with three headings: PHYSICAL, PERSONAL HYGIENE, and EMOTIONAL.
2. Students will categorize the phrases about puberty from the [Physical, Emotional and Hygiene Worksheet](#), into one of the three categories on their chart.

Summarizing/Anchoring the Learning:

1. Once the charts are complete, have students share their findings.
2. Discuss with the students how all of these changes might impact their lives at home or at school.

Assessing the Learning:

Assess student understanding through student responses and observation. Revisit any topics or concepts that seemed especially troublesome for the students.

Unit 1, Lesson 2

Male vs. Female Changes

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| <p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Differentiate between the changes that occur in males and females during puberty. | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How is puberty different for males and females? 2. How is puberty similar for males and females? |
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Framing the Learning:

Hook students into today's lesson by posing the question below:

“Do boys and girls go through the same changes during puberty?”

Allow students to discuss with a partner first and then allow time for the class to discuss their thoughts aloud.

Active Instruction:

1. Explain to students that puberty is very different for every person. While males and females go through very different changes, they also share some of the same changes.
2. Show the following BrainPop clip on male and female puberty:
<https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/>
3. Following the video, answer any questions that students may have about the video content.
4. Utilize BrainPop activities such as the quiz to review video content.

Practice:

1. Using the [Male and Female Sort Cards](#), have students sort the changes of puberty into male, female, or both (in partners or small groups).
2. As a class, compare their findings and allow for Q & A session on these changes.

Summarizing/Anchoring the Learning:

- Re address the question posed at the beginning of class: “Do boys and girls go through the same changes during puberty?”
- Encourage students to share how they are different.

Assessing the Learning:

- Assess student understanding through student responses and observation. Revisit any topics or concepts that seemed especially troublesome for the students.

End of Unit Transfer Task:

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

In the transfer task, students will demonstrate their understanding of the main ideas of this unit by responding to a fifth grader's request for advice on the changes during puberty.

Students will choose a writing prompt (male or female) and respond accordingly. Students are required to include at least three physical changes, two emotional changes, and explain the need for increased hygiene practices in their responses.

[Transfer Task Link Found Here](#)

Unit 2: Human Reproduction

The Compelling “Why?” of This Unit:

Students begin to understand the function of the male and female reproductive systems. Students will recognize the risk factors of engaging in premarital sexual activity, including sexually transmitted infections, HIV/AIDS, and unplanned pregnancy.

**Suggested Time Frame:
(3) 45 minute lessons**



Virginia Standards of Learning to be Emphasized in This Unit:

- 6.4 The student will recall basic facts about sexually transmitted infections.
- 6.5 The student will be able to describe the etiology, effects, and transmission of HIV.
- 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.
- 6.9 The student will become aware of community healthcare and safety agencies and their functions.

Spiraling Standards: (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year): 6.7

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Identify the parts and functions of the male and female reproductive systems.
2. Recall basic facts about sexually transmitted infections.
3. Recognize the risks of engaging in premarital sexual activity.
4. Describe the etiology, effects and transmission of HIV.

Essential Questions:

1. Why is it important to understand human reproduction?
2. How do I protect my body from sexually transmitted infections and HIV?
3. How can engaging in premarital sex affect my future goals?

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

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

1. **Key unit academic vocabulary:** abstinence, sexual intercourse, male condom, female condom, birth control, unplanned pregnancy, emotional and psychological consequences, symptoms, curable, not curable, virus, bacteria, pathogen, parasite, HIV, AIDS, Syphilis, HPV, Chlamydia, Gonorrhea, PID, Genital Herpes.
2. **How can I protect my body from sexually transmitted infections and HIV?** Abstinence is the only 100% effective way. Condoms are 82-98% effective. Hormonal birth control methods (pill, shot, IUD, patch etc.) do not protect against these infections.
3. **How can engaging in premarital sex affect my future goals?** An unplanned pregnancy will affect your current and future lifestyle. Raising a child requires adult responsibilities and financial support that can be challenging for a teenager to acquire. Becoming sexually active is a mature decision with real and mature consequences. There are emotional and psychological consequences that can cause stress to your daily life. If you contract a sexually transmitted infection or virus it will require medical attention now and potentially for the rest of your life, costing you time, money, and your health.

Procedural Knowledge Objectives

Students will be able to

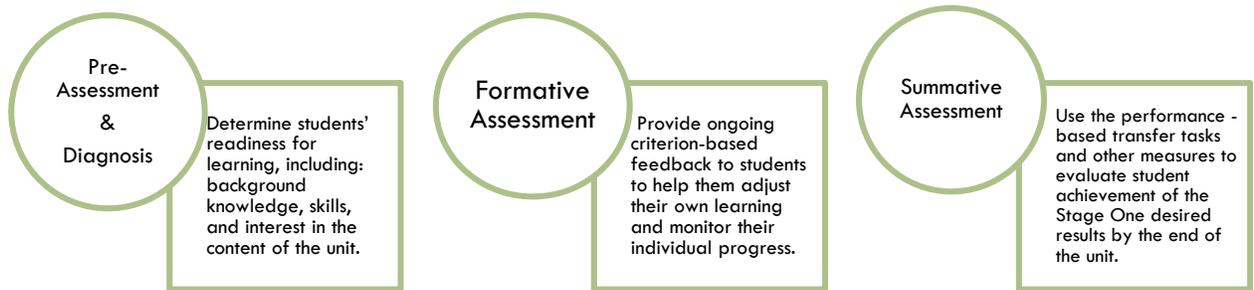
1. **Explain the process of human reproduction.**
2. **Explain the risk factors of engaging in premarital sexual activity.**

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:

- Compare and contrast the male and female reproductive systems.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- **Monitor students' participation in class discussions about human reproduction.**
- **Provide students with multiple opportunities to check for understanding on key vocabulary and function of body systems.**

Summative Assessment:

Unit 2 Transfer Task: In the transfer task, students will create a presentation for the Teen Wellness Center that summarizes the process of reproduction and explains the risks of engaging in sexual activity.

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

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| Comprehensive Task | This version designed to be appropriate for most students. Students will create a presentation of their choice (brochure, poster, PowerPoint etc.) to be used by the Teen Wellness Center to educate the community. |
| 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. Teachers may also provide guided templates for students to use. |
| 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 do additional research to provide resources that exist for teens in Alexandria City. |

**Measurement Topic
Rubrics**

The measurement topic assessed by this transfer task is Human Reproduction

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 6th grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with science and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- [Obtain access to Discovery Education](#) for viewing media

- Obtain BrainPop Login

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

- **Create a safe and comfortable learning environment where students will ask questions and share ideas.**
- **Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.**

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

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

5. Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach.

6. Encourage students to have open dialogue with parents/guardians at home to discuss family values and beliefs regarding FLE topics.

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.

Using Higher Order Thinking Prompts and Questions

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

- *How can I make healthy choices to protect my body?*
- *How can my community contribute to my health?*

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.

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

Male and Female Reproduction

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| <p>Mastery Objective: <i>Students will:</i></p> <p>1. Identify and describe the parts and functions of the male and female reproductive system.</p> | <p>Essential Questions:</p> <p>1. Why is it important to understand human reproduction?</p> |
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Framing the Learning:

- Using a [Venn diagram](#) for the male and female reproductive system, have the students use prior knowledge to compare and contrast the male and female reproductive systems. This can be done in small groups or as an entire class. Help students fill in the gaps with information they might have missed ([Venn Diagram Answer Key](#))
- Explain that, today, you will be exploring the male and female reproductive systems. Does anyone know why it is important to understand the process of human reproduction?

(It is your body; you have the right to know how it works and how to keep it healthy. Someday you may become a parent or want to become a parent and need this information).

Active Instruction:

- Login into Discovery Education.
- View “The Reproductive System” (running time: 16:49)
- Allow students to ask questions about the film. Discuss the following:
 - What is the purpose of the reproductive system?
 - Explain the process of ovulation, fertilization and implantation
 - If the egg is not fertilized, what happens?
 - How can you keep your reproductive system healthy?

Practice:

- Students will label the parts on the [male and female diagrams](#) using their [vocabulary worksheets](#) as a word bank.
- Students will also identify the processes of ovulation, fertilization, implantation, and menstruation.

Summarizing/Anchoring the Learning:

- Once students have gone as far as they can on their own, fill in the remaining blanks as a class.
- Check for understanding through class discussion.

Assessing the Learning:

- [Human Reproduction Exit Ticket](#)

Unit 2, Lesson 2

Sexually Transmitted Diseases

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| <p>Mastery Objective: Students will:</p> <ol style="list-style-type: none"> 1. Explain the risks of engaging in sexual activity. 2. Explain ways to prevent the spread of sexually transmitted diseases and unplanned pregnancies. | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I protect my body? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

Framing the Learning:

1. Before class starts, print out STD Fact sheets from the CDC (can also be printed in Spanish from CDC website). Post them around the room in preparation for a gallery walk. It might be helpful to print several copies of each depending on the class size. Enlarging the printouts to poster size might also be helpful.

FACT SHEETS:

<https://www.hhs.gov/opa/pdfs/hiv-fact-sheet.pdf>
<http://www.cdc.gov/std/herpes/herpes-factsheet-july-2014.pdf>
<http://www.cdc.gov/std/syphilis/syphilis-factsheet-july-2014.pdf>
<http://www.cdc.gov/std/gonorrhea/gon-factsheet-july-2014.pdf>
<http://www.cdc.gov/std/chlamydia/chlamydia-factsheet-june-2014.pdf>
<http://www.cdc.gov/std/hpv/hpv-factsheet-march-2014.pdf>
<http://www.cdc.gov/std/pid/pid-fact-sheet-july-2014.pdf>

Students could also use the [STD CHART](#) as a resource.

1. Today we will learn about the risks of engaging in sexual activity. Can anyone tell me one risk of engaging in sexual activity? (unplanned pregnancy and sexually transmitted diseases, social or emotional consequences)
2. The risk that we are focusing on today is sexually transmitted diseases. Can someone define what a sexually transmitted disease is? (an infection spread through sexual contact)
3. Hand out the [STD KWL chart](#). Have students fill out the “K” and the “W”
4. Discuss their answers in small groups or as a whole

Active Instruction:

1. Instruct students that they will participate in a gallery walk to learn about the 7 STD's on their KWL chart. They must report 3 facts on each STD in the “L” column. 3 facts should include the symptoms, the dangers of the disease and how to treat/cure the disease.
2. Give students ample time to read the handouts and record 3 facts each.

Practice:

1. Once students have returned to their seats, have them share their findings with a partner or small group.
2. Instruct the students to record any additional facts that they learn through their discussions, or fill in any blanks that they missed.

Summarizing/Anchoring the Learning:

Lead the class in a discussion about how they can protect themselves from STD's:

- Abstinence (the only 100% way to be protected)
- Use a condom
- Take birth control
- You and your partner can get tested

Assessing the Learning:

- Assess student understanding through student responses and observation. Revisit any topics or concepts that seemed especially troublesome for the students.

Unit 2, Lesson 3

HIV/AIDS

Mastery Objective: Students will:

1. Explain how HIV is transmitted.

Essential Questions:

1. How can I keep my body healthy?

Framing the Learning:

Before Class: Login into BrainPop

Find “AIDS” video. Click on “activity” and print activity worksheet

1. [STD Web warm up](#)
2. Discuss: How did this activity make you feel? How can you protect yourself from contracting an STD?

Active Instruction:

Explain to the class that you will focus on one STD in particular today; HIV/AIDS. You will focus on how it is transmitted and how to protect your body from HIV.

Handout [AIDS Activity Worksheet](#)

1. View “AIDS” video on BrainPop
2. Have students complete the AIDS Activity questions.
3. Discuss answers as a class. Utilize other BrainPop materials such as the quiz or vocabulary words as you see fit.

Practice:

To gain further perspective, students will get a first-hand look at teens living with HIV in a Discovery Education Video.

Log into Discovery Education.

- View “HIV AIDS: It’s Still a Big Deal” (18:08)

Summarizing/Anchoring the Learning:

Lead the class in a discussion:

- How do you think it would feel to live with HIV?
- What is society’s perception of people with HIV?
- How did it make you feel hearing these stories?
- What is the only 100% effective way to protect you from HIV and other STDs?
- How can you help someone that has HIV? (include them, be their friend, treat them the same)

Assessing the Learning:

- Have students complete the [SAFE and UNSAFE](#) behavior checklist as an exit ticket.

End of Unit Transfer Task:

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

In the transfer task, students demonstrate their understanding of the process of human reproduction and the risks of engaging in sexual activity by creating an informative presentation to be used by the T.C William's Teen Wellness Center.

Upon completion of the assignment, create time for students to share their work. Eventually collect each student's assignment and ensure they are on target for representing Check-in individually with those students that fail to make the connections between the unit material and the assignment.

[Transfer Task Found Here](#)

Unit 3: Personal Safety

The Compelling “Why?” of This Unit:

Students begin to understand the different kinds of abuse and how to report it.

Suggested Time Frame:

(1) 45 minute lesson



Virginia Standards of Learning to be Emphasized in This Unit:

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Spiraling Standards: (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year): 6.7

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Define the 6 different kinds of abuse.
2. Explain how to report abuse.

Essential Questions:

1. How can I keep myself and others safe?

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

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

1. [Key unit academic vocabulary](#): physical abuse, emotional abuse, verbal abuse, sexual abuse, electronic harassment, neglect, assertive, passive, aggressive, mandated reporter.
2. *How can I get help for someone that is being abused?*
 - *Tell a trusted adult.*
 - *Call an Alexandria Safe Place*
(<https://www.alexandriava.gov/recreation/info/default.aspx?id=51726>), Call 9-11.
 - *Call a 24-hour crises line in Alexandria*
(<https://www.alexandriava.gov/dchs/info/default.aspx?id=92029>)

Procedural Knowledge Objectives

Students will:

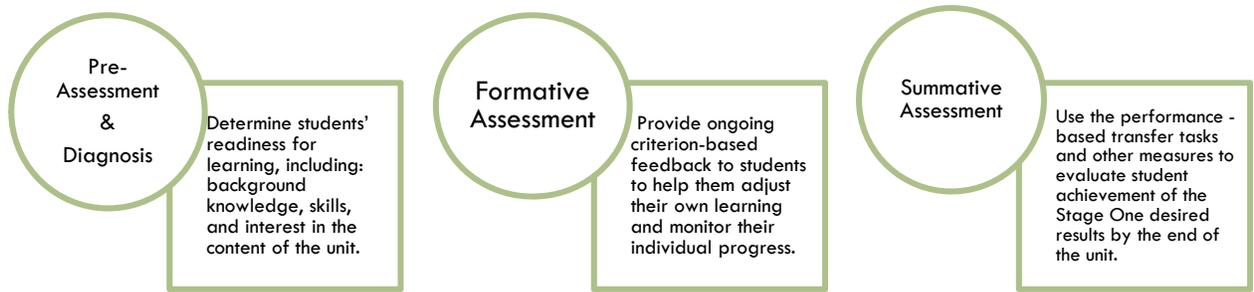
1. Demonstrate knowledge of the different types of abuse.
2. Demonstrate knowledge on how to report abuse.

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:

- Ask students to list different types of abuse.

Formative Assessment:

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

Summative Assessment:

Unit 3 Transfer Task: There is only one lesson in this unit; therefore the assessment will be used as the transfer task. The students will demonstrate their understanding of how to report abuse by completing the My Resources worksheet.

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

| | |
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| Comprehensive Task | This version designed to be appropriate for most students. Students will create a list of resources to be used to report abuse. |
| 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 can do their own research to add to the community resources list. |
| Measurement Topic Rubrics | N/A Students will create a list of resources that they can use as a reference. Teacher will observe the completion of this worksheet and use classroom discussions to check for understanding. |

Stage Three: Unit Learning Plan

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

1. Prepare and plan for the unit.

- Collaborate and co-plan with your 6th grade colleagues, social workers, and school counselors to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with PBIS or Responsive Classroom.
- Plan how you will monitor progress
- Obtain access to Discovery Education for viewing media
- Obtain BrainPop Login

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

- Have student's role-play scenarios.
- Create a safe and comfortable learning environment where students are encouraged to share ideas and ask questions.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions

Key Components of Unit Instructional Sequence:

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

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

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

3. Encourage students to have further discussion about this content with family or other trusted adults.

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

5. Implement a daily lesson plan and systematically use explicit teaching and a gradual release of responsibility approach.

Instructional Practices to Support ELLs:

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

Unit 3, Lesson 1

Personal Safety and Abuse

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| Mastery Objective: Students will: <ol style="list-style-type: none">1. Identify the 6 types of abuse.2. Understand how to report abuse. | Essential Questions: <ol style="list-style-type: none">1. How can I protect myself and others from abuse? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|

Framing the Learning:

1. Have students list any types of abuse that they can recall from previous FLE lessons. Make a list of each type of abuse (Physical, Verbal, Emotional, Sexual, Neglect, and Electronic/Social Media).
2. Hand out the [Examples of Abuse](#) sort cards in partners or small groups and have students categorize each example under one of the 6 types of abuse.
3. Have partners or groups share their findings and explain what makes each example fall into that category.
4. Do some examples fall into more than one category? Discuss this.

Active Instruction:

1. Log in to Discovery Education
2. Search for “Standard Deviants Guidance Systems: Sexual Abuse: It’s Not Your Fault” (11:35)
3. Explain to students that you will be viewing a video focusing on sexual abuse. Take note, that other types of abuse can be recognized as well. The video pauses with discussion questions at the end of each scenario, take advantage of pausing the film to have these discussions with your class.

Practice:

- Lead Students in a discussion about the video.
- What types of abuse did you recognize in this video?
- How were electronics involved?
- How did each child get help?
- How could you help them if you were friends with them?

Summarizing/Anchoring the Learning:

1. Hand out [My Resources](#) worksheet
2. Have students brainstorm the names of trusted adults in their life. Discuss who they could talk to at school. (Social worker, teacher, counselors, administrators)
3. Discuss the role of a mandated reporter in school and in the community.
4. At the bottom of the worksheet are additional community resources. Have students take their worksheets home with them as a resource.

5. Assessing the Learning:

- Utilize class discussion to check for understanding.

Unit 4: Analyzing Influences

The Compelling “Why?” of This Unit:

Students are able to examine the various messages in society containing gender stereotypes and sexuality. Students will discuss the negative influence that drugs and alcohol can have on their health and decision making. Students will practice decision making and communication skills in order to resist negative influences that may impact their health.

Suggested Time Frame:

(2) 45-minute lessons
and

Draw the Line, Respect the Line: (5) 45 minute lessons



Virginia Standards of Learning to be Emphasized in This Unit:

- 6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.
- 6.11 The student will evaluate messages from mass media related to sexuality and gender stereotyping.

Spiraling Standards: (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year): 6.7

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Identify of the various messages in society related to sexuality and gender stereotyping.
2. Discuss the impact that substance use and abuse has on an individual.
3. Apply decision making, refusal, and communication skills through Draw the Line, Respect the Line.

Essential Questions:

1. How do messages in society effect how I feel about myself?
2. How can I resist negative influences that can impact my health?

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, gender, stereotype, sexuality, gender roles, substance abuse, addiction, drugs, alcohol, refusal skills, setting boundaries.
2. ***How do messages in society make you feel?*** Messages in society can affect everyone differently. Some people may feel bad about themselves because they do not fit the mold that society says they need to.
3. ***How can I set boundaries and resist negative influences on my health?*** Understand your values and limits. When you set boundaries; practice your refusal skills and resisting negative influences.

Procedural Knowledge Objectives

Students will be able to

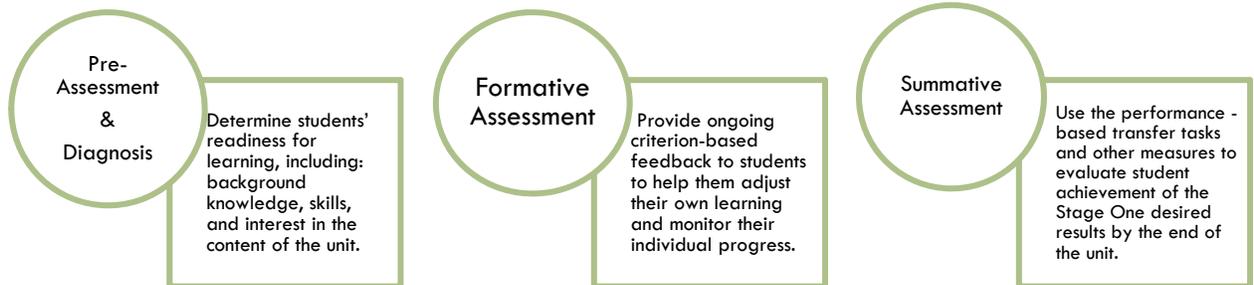
1. **Demonstrate an understanding of how gender stereotypes and sexuality are represented in society.**
2. **Begin to understand how messages in the media about sexuality can affect your self-image or self-esteem.**
3. **Apply effective communication, decision making, and refusal skills to resist negative influences.**

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 the messages about sexuality that they receive from various influences in their lives.

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- Monitor students' participation in class discussions to check for understanding.

Summative Assessment:

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| Unit 4 Transfer Task: For this unit, the skills application pieces of <u>Draw the Line, Respect the Line</u> will take place of a traditional transfer task. | |
| 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. |
| Measurement Topic Rubrics | N/A |

Stage Three: Unit Learning Plan

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

1. Prepare and plan for the unit.

- Collaborate and co-plan with your 6th grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Create a safe and comfortable learning environment where students want to ask questions and share opinions.
- Obtain access to Discovery Education for viewing media
- Obtain BrainPop Login

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.

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

- Provide relevant real life examples that students can relate to.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

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

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

5. Implement a daily schedule and systematically use explicit teaching and a gradual release of responsibility approach.

Instructional Practices to Support ELLs:

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

Using Higher Order Thinking Prompts and Questions

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

- *How can I filter through the messages in society about sexuality and gender?*
- *Who do I trust to give me accurate information about sexuality?*
- *How can I resist negative influences?*

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

Society and Sexuality

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| <p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify of the various messages in society related to sexuality and gender stereotyping. 2. Differentiate between positive and negative messages in society. | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can society’s messages about sexuality impact my self-esteem? |
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Framing the Learning:

1. Present this prompt to students:

“You are going to your cousins’ birthday party this weekend. They are twins and they are turning three years old! One is a boy and one is a girl. Make a list of presents that you could bring to the party.”
2. Make a list of the gifts the students come up with. Discuss the choices that were made.
 - a. What are the differences in toys between boys and girls?
 - b. Can girls play with cars? Can girls be race car drivers? Can boys play house or be a nurse? Don’t boys grow and have babies too? Is it ok for them to play and pretend to be a dad while playing with a doll?
 - c. What colors does society associate with boys? With girls?

Define these lists as “gender stereotypes”. They are not always true for every boy and every girl. How might it make someone feel if they don’t like the colors or toys that “girls are supposed to like” or “boys are supposed to like”? Discuss with students how these stereotypes might impact their own choices or self-image?

Active Instruction:

1. Inform the class that today we are going to examine the messages that we receive about our gender and our sexuality. We already discussed some of the messages and stereotypes that exist about gender. Now we will discuss messages about sexuality.
2. What is sexuality?
3. Define sexuality as “the whole way a person goes about expressing themselves sexually”. This can include sexual preference, gender identity, and the choices that one makes about engaging (or not) in sexual activity.
4. Split students into 6 small groups or tables
5. Using chart paper, have students label the top of their chart paper one of the following:
 - a. Peers
 - b. Parents
 - c. Music
 - d. TV shows
 - e. Commercials
 - f. Religious/spiritual

Practice:

1. Give students 10 – 15 minutes to brainstorm as many messages about sexuality from their category. *How is sex portrayed? How are men portrayed? How are men portrayed? What is accepted or not accepted from this category?*
2. Ask for groups to share-out their work. Discuss their findings as a class.

Summarizing/Anchoring the Learning:

1. Have students read the following article: http://www.huffingtonpost.com/2014/04/21/mcdonalds-boys-and-girls-toys- n_5186803.html

(The article can also be read aloud to the class)

2. Discuss their reactions to this article. How did a teen make a difference? Why is it important to stand up for something you believe is right?

Assessing the Learning:

Hand out the [Analyzing Influences](#) worksheet. Students will analyze the messages about gender and sexuality that were discussed in class. They will sort these messages into a negative or positive category on the chart. They will complete the reflection questions.

Unit 4, Lesson 2

Substance Use and Abuse

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| <p>Mastery Objective: <i>Students will:</i></p> <p>1. Identify the effect that substance use and abuse can have on an individual and their ability to make decisions.</p> | <p>Essential Questions:</p> <p>1. How can drugs and alcohol impact my life?</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

Framing the Learning:

1. Hand out a paper plate, cardstock, or a plain piece of paper to each student.
2. Tell the students they have 1 minute to draw a house. No other expectation or direction is given.
3. Time the students for one minute.
4. After the one minute is up, instruct the students to flip that paper over and that they will try to draw the same house again, but this time they will place the paper on their head. With their paper (or plate) on their head, give them one minute to draw the same house. They may not take the paper off their head until time is up.
5. Once time is up, have students make comparisons between the two pictures. Which picture looks better? Why was it hard to draw with the paper on your head?
6. Explain to students that this activity was meant for them to complete the same drawing twice, but the second time they drew the house, they lost some of their senses. They lost their ability to see their drawing. They don't typically draw pictures on their head so it did not turn out as planned. It might have been harder to hold the pencil or balance the paper on their head.
7. Can anyone make the connection about how this can relate to how your brain functions while using drugs or alcohol?
 - a. Inability to perform simple tasks
 - b. Undesired outcomes/decision making
 - c. Loss of senses, balance, motor skills

Active Instruction:

1. Log into BrainPop
2. Show "Substance Abuse" video

Lead students in a discussion following the video:

- What are some affects that drugs have on the mind and body?
- Are all drugs illegal?
- How do you know how much medicine to take? (*Follow the correct dose and doctor's prescription*)
- Should you ever share your prescription with anyone?
- How can you help someone that has a substance abuse problem?

Time permitting; extend the discussion and utilize BrainPop activities and resources.

Practice:

1. Handout "[Alex and Katie](#)"
2. Allow students to read the scene alone or with a partner.
3. Have students answer the reflection questions.

Summarizing/Anchoring the Learning:

Have students share their answers with the class. Continue the discussion about the impact that drugs and alcohol can have on an individual and how it might affect those around them.

Assessing the Learning:

Monitor the class discussions to assess student understanding.

Unit 4, Lessons (3-7)

Draw the Line, Respect the Line

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| <p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Set personal limits based on their own values and beliefs. 2. Apply communication skills through role play scenarios. | <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are my personal limits? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|

Framing the Learning:

Using the “Draw the Line Respect the Line” Curriculum, students will be introduced to the concept of setting personal boundaries or personal limits. The activities within this curriculum will allow students to learn the skills they need to communicate their limits in a variety of scenarios.

Active Instruction:

There are five lessons in this curriculum. These lessons should be taught with fidelity from the curriculum manual.

Practice:

Students will be given opportunities to analyze role plays as well as act out their own.

Summarizing/Anchoring the Learning:

The final activity (5.7) guides students to reflect on their learning. It highlights key concepts and asks students to apply the skills to their own lives. Facilitate these conversations.

Assessing the Learning:

Use classroom discussion and observation to assess student understanding of concepts taught in “Draw the Line, Respect the Line”