
Family Life
Education:
7th Grade

Curriculum Guide

2016-17



Alexandria City Public Schools

7th 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](#)

7th Grade Family Life Education

Year-at-a-Glance

<p><u>Unit 1: Changes of Puberty</u></p> <p>During this unit, students will analyze the physical and emotional changes that occur during puberty. Differences in growth rate and development will be explored. Male and female anatomy will be reviewed.</p>	<p>Standards of Learning: 7.2</p> <p>Suggested Time Frame: (2) 45 minute lessons</p>
<p><u>Unit 2: Human Reproduction</u></p> <p>In this unit, students will describe the signs and symptoms of pregnancy. Adverse consequences of sexual activity will be discussed. These consequences include; unplanned pregnancy, STDS, HIV/AIDS, and their emotional, psychological, and financial effects. Students will develop an understanding for the importance of family planning.</p>	<p>Standards of Learning: 7.6, 7.7, 7.8, 7.9, 7.11</p> <p>Suggested Time Frame: (3) 45 minute lessons (6) "Draw the Line, Respect the Line" lessons</p>
<p><u>Unit 3: Relationships</u></p> <p>During this unit, students will explore a variety of relationships in their lives. Their role within their family, their interactions with peers, friends, and dating will be discussed. Students will gain an understanding of healthy vs. unhealthy relationships. Students will distinguish between appropriate and inappropriate physical affection. Students will review community resources available for reporting sexual harassment and sexual abuse.</p>	<p>Standards of Learning: 7.1, 7.3, 7.4,, 7.10, 7.12, 7.13</p> <p>Suggested Time Frame: (3) 45 minute lesson</p>
<p><u>Unit 4: Analyzing Influences</u></p> <p>In this unit, students will be able to analyze messages in the media related to sexuality. Students will identify the negative impact that gender stereotyping has on society.</p>	<p>Standards of Learning: 7.5</p> <p>Suggested Time Frame: (1) 45 minute lesson</p>
<p>Spiraling Standards: (These standards spiral though the entire 6th Grade FLE curriculum and should be addressed throughout the school year): 7.14 and 7.15</p>	

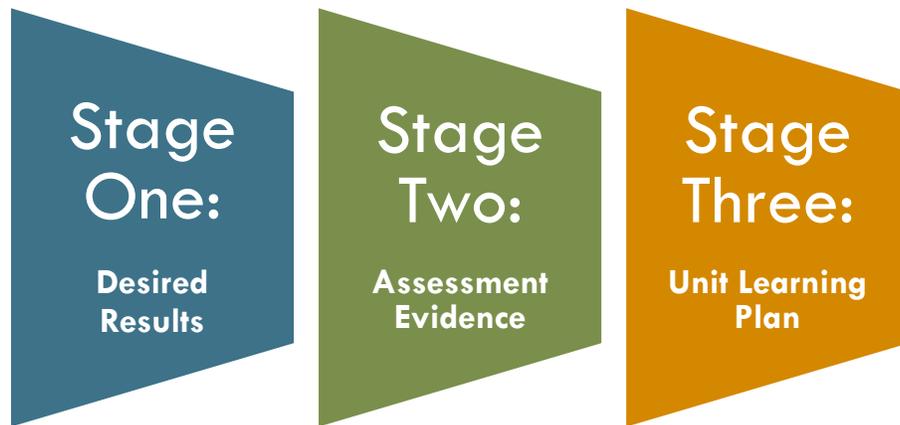
Unit 1: Changes of Puberty

The Compelling “Why?” of This Unit:

Students will understand the changes physical and emotional changes that occur during puberty. Students will distinguish between male and female changes and review reproductive anatomy.

Suggested Time Frame:

(2) 45 minute lessons



Virginia Standards of Learning to be Emphasized in This Unit

7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.

Spiraling Standards: (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year): 7.14 and 7.15

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Analyze the physical, emotional, and social 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 social and emotional well-being?

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, and mood swings.
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 social and emotional well-being?** 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. Puberty can cause anxiety about fitting in. Everyone goes through puberty at different rates. It is important to understand there is a wide range of normal. Talking about how you are feeling is a great way to cope with anxiety.

Procedural Knowledge Objectives

Students will be able to:

1. Analyze physical, emotional, and social changes that occur during puberty.
2. Gain an understanding of how different puberty can be for each individual.

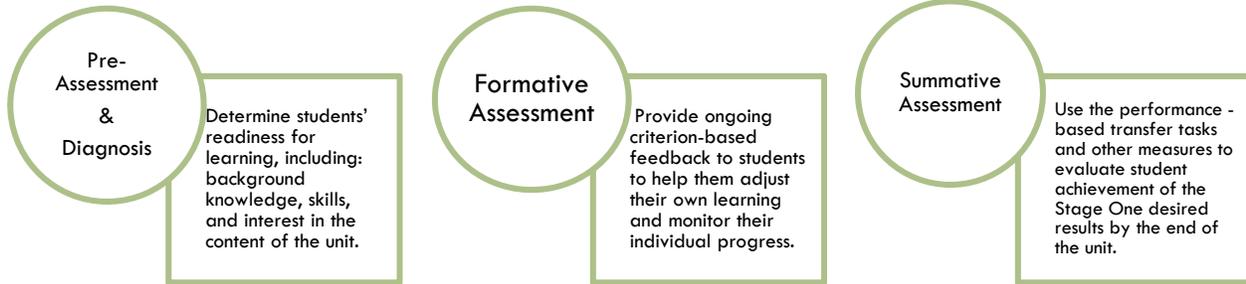
Suggested Resources:

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:

- Students will discuss their prior knowledge on puberty and what they remember from sixth grade.

Formative Assessment:

- Monitor students' participation in class discussions about the changes that occur during puberty and the impact that they have on their social and emotional well-being.

Summative Assessment:

Unit 1 Transfer Task: In the transfer task, students will describe the changes of puberty on the “Changes of Puberty” graphic organizer.

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

Comprehensive Task	This version designed to be appropriate for most students. Students will label the physical changes of puberty on the picture. Students will also identify thoughts and feelings that occur during puberty.
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. The teacher can provide a word bank 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 dig deeper to describe the social and emotional impact of puberty in the thought bubbles in addition to labeling the physical changes during puberty.

**Measurement Topic
Rubrics**

The measurement topics assessed by this transfer task are Changes of Puberty. 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 7th 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.

4. Make the assessments transparent

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

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 puberty impact my self esteem?*

Unit 1, Lesson 1

Female Puberty

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Recognize the physical development of male and female sex characteristics and how they affect emotional and social growth. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I take care of my body during puberty? 2. What impact does puberty have on my emotional and social growth?
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Framing the Learning:

In small groups or partners, have students sort the [male and female sort cards](#) to review their knowledge on the changes that occur in males, females, and both. Discuss their answers as a class.

Active Instruction:

1. Login to Discovery Education
2. Play the video “Straight Talk: About Puberty for Girls” (21 minutes)

Practice:

2. Discuss the following questions after viewing the dvd: (in small groups, partners, or as a whole)
 - What physical changes were discussed?
 - What emotional changes were discussed?
 - How can puberty affect your self-esteem?
 - What affects could puberty have on your relationships?
 - What are some specific changes that females experience that males do not?

Summarizing/Anchoring the Learning:

Exit Ticket:

Have the students respond to two questions:

1. What is one thing I learned today?
2. What is one question that I still have?

Assessing the Learning:

Utilize class discussion to assess student understanding of concepts.

Unit 1, Lesson2

Male Puberty

<p>Mastery Objective: <i>Students will:</i></p> <p>2. Recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.</p>	<p>Essential Questions:</p> <p>3. How can I take care of my body during puberty?</p> <p>4. What impact does puberty have on my emotional and social growth?</p>
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Framing the Learning:

Have students recall three changes of puberty that were discussed last class.

Active Instruction:

3. Login to Discovery Education
4. Play the video "Straight Talk: About Puberty for Boys (18 minutes)

Practice:

2. Discuss the following questions after viewing the dvd: (in small groups, partners, or as a whole)
 - What physical changes were discussed?
 - What emotional changes were discussed?
 - How can puberty affect your self-esteem?
 - What affects could puberty have on your relationships?
 - What are some specific changes that males experience that females do not?

Summarizing/Anchoring the Learning:

Exit Ticket:

Have the students respond to two questions:

3. What is one thing I learned today?
4. What is one question that I still have?

Assessing the Learning:

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 labeling a [Changes of Puberty](#) graphic organizer with the physical changes of puberty that correlate with a specific area of the body (brain, hips, sex organs). Students will use the “thought bubbles” to express changing emotions, thoughts, or feelings that someone might have during puberty.

[\(Changes of Puberty Rubric\)](#)

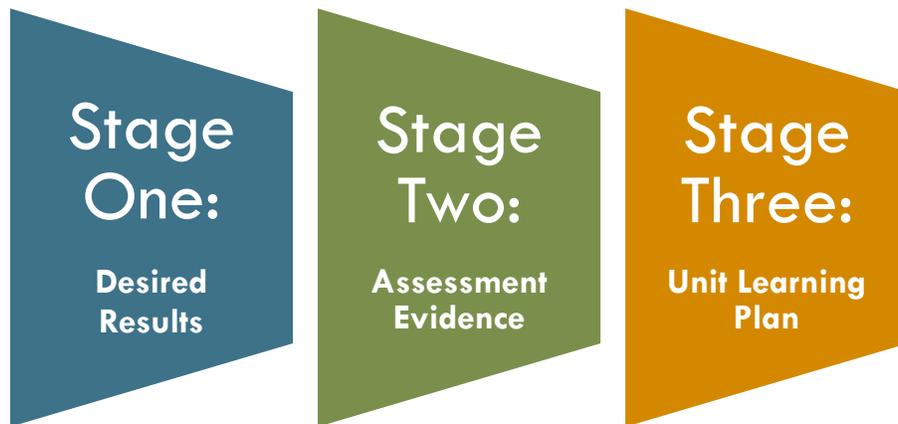
Unit 2: Human Reproduction

The Compelling “Why?” of This Unit:

Students recall the parts and function of the male and female reproductive systems. Students will begin to understand the signs and symptoms of pregnancy and the importance of family planning. Students will analyze the physical, emotional, and psychological consequences of engaging in sexual activity.

Suggested Time Frame:

(3) 45 minute lessons
(7) Draw the Line, Respect the Line lessons



Virginia Standards of Learning to be Emphasized in This Unit:

- 7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.
- 7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.
- 7.8 The student will describe the signs and symptoms of pregnancy.
- 7.9 the student will develop an understanding of and responsibility for family planning.
- 7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV.

Spiraling Standards: (These standards spiral though the entire 7th grade FLE curriculum and should be addressed throughout the school year): 7.14 and 7.15

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Describe the parts and functions of the male and female reproductive systems.
2. Describe the signs and symptoms of pregnancy and the importance of family planning.
3. Describe the risks and consequences of engaging in sexual activity.

Essential Questions:

1. Why is it important to understand human reproduction?
2. Why is it important to postpone sexual activity?
3. How can engaging in premarital sexual activity 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,, HIV, AIDS, STDS, pregnancy, conception, fertilization, ovulation, family planning, transmission
2. **Why is it important to postpone sexual activity?** Middle school and high school are important parts of growing up. Finishing school, becoming an adult, and focusing on future goals could be interrupted by engaging in sexual activity. The consequences are very difficult for a preteen or teen to manage.
3. **How can engaging in sexual activity 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

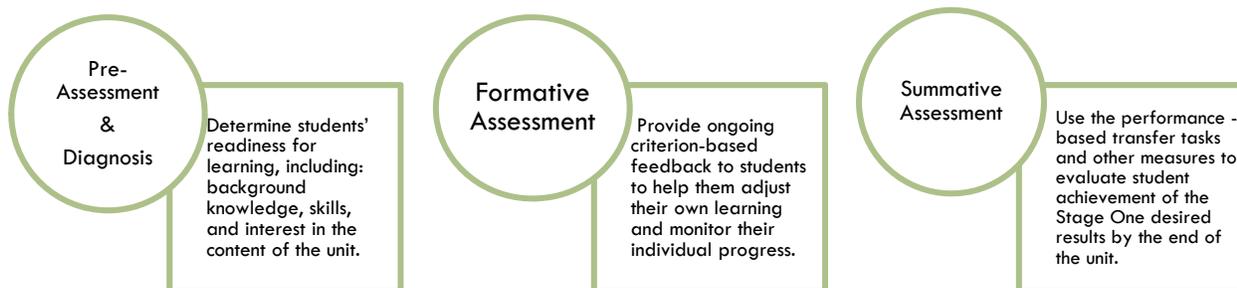
1. Describe the process of human reproduction.
2. Explain the risk factors of engaging in sexual activity.
3. Explain the benefits of postponing sexual activity.

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 the reproductive system.**

Summative Assessment:

Unit 2 Transfer Task: In the transfer task, students will create a radio or television PSA to inform their peers of the importance of postponing 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.

Comprehensive Task	This version designed to be appropriate for most students. Students will write a script for radio or television informing peers of the importance of postponing sexual activity.
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. Students will have the option to extend this task by recording/performing their PSA for the class.

**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

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe the parts and functions of the male and female reproductive system. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to understand human reproduction?
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Framing the Learning:

1. Hand out the [Male and Female reproductive systems diagram](#).
2. Have students label as many parts as possible (Use the [Reproductive System Vocabulary Reference Sheet](#) as a word bank)
3. Have students put the diagram aside and they will complete it following a video on the reproductive systems.
4. Instruct students that you will review the reproductive systems today and discuss the process of human reproduction. Additionally, you will discuss the signs and symptoms of pregnancy and the benefits of postponing sexual activity and parenthood.

Active Instruction:

1. Login into BrainPop.
2. View “Reproductive System”
3. Have students participate in the Quiz about the Reproductive System on BrainPop (on their own or as a class)

Practice:

1. Have students re-visit their diagrams and complete any missing blanks they may have had.
2. Assist students in completing their diagrams so that they may have them for their own reference.

Summarizing/Anchoring the Learning:

Let’s take a closer look at what happens after the process of reproduction. Let’s look at what happens to the female body when she becomes pregnant.

- Login to BrainPop
- View “Motherhood”

Discuss: What are some signs and symptoms that women experience during pregnancy?

Assessing the Learning:

Think, pair, share: (Student records their own answer, shares with a partner, and shares with the group)
How could becoming a parent (mother or father) before you are ready impact your life? What would be difficult? How would your life change?

Unit 2, Lesson 2

Risks of Sexual Activity

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe 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? 2. Why is my sexual health important?
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Framing the Learning:

1. Have students create a list of the risks of sexual activity. (in small groups or as a whole)
2. Discuss their lists
3. Are these risks worth it? What are the benefits of postponing sexual activity?

Active Instruction:

1. With those risks in mind, we will watch a film that follows teens that made poor decisions regarding their sexual health. As you watch, imagine how these situations could have been prevented.
2. View the DVD “Sex Facts: Teens and STDS” (30 minutes)

Practice:

Discussion Questions following the film:

- How can you protect yourself from STD’s? (abstinence, condoms, get tested)
- What are some of the signs and symptoms that the students in the video experienced?
- How do you think the students in the film felt when they learned they contracted an STD?
- How could contracting an STD impact your life?

Summarizing/Anchoring the Learning:

In summary, have students re-visit the list of risks that they created at the beginning of class.

- Are there any risks that they want to add?
- What are the benefits of postponing sexual activity?

Assessing the Learning:

Utilize classroom discussions to assess student understanding of the concepts.

Unit 2, Lesson 3

HIV/AIDS

<p>Mastery Objective: <i>Students will:</i></p> <ol style="list-style-type: none"> 1. Explain how HIV is transmitted, the signs and symptoms, and how it can be prevented. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to protect my body from diseases?
--	---

Framing the Learning:

Before Class: Access these links

(Print class copies to be used as resources for this lesson. If students have access to technology, they can access the links on their own.)

<https://www.aids.gov/hiv-aids-basics/hiv-aids-101/what-is-hiv-aids/index.html>

<https://www.aids.gov/hiv-aids-basics/hiv-aids-101/how-you-get-hiv-aids/index.html>

<https://www.aids.gov/hiv-aids-basics/hiv-aids-101/signs-and-symptoms/index.html>

Warm: up: On the board or on chart paper, write the words HIV/AIDS in the center. Have students come up and write one thing they know about HIV/AIDS. Discuss their answers. Debunk any myths or generalizations.

Active Instruction:

1. Put students in small groups.
2. Give them a topic to become “experts” on (you will have multiple groups with the same topic depending on class size)
 - a. What is HIV?
 - b. How you get HIV?
 - c. Signs and Symptoms of HIV
3. Hand out the correlating fact sheet to each group. Have the group read the fact sheet.
4. Hand out the [HIV worksheet](#)
5. Students will summarize their learning on the chart in the space that correlates with their topic.

Practice:

“Class Mixer” (3 rounds)

1st round: Find someone that had a different topic than you. Pair up with them and teach them about your topic. Fill in the correlating space on the chart.

2nd round: Find a new person that has the last topic you need to cover. This person should also be in need of your topic. Share your findings.

3rd round: Go back to your original group. Compare and contrast your summaries. Add any information that you may have missed.

Summarizing/Anchoring the Learning:

- Have students complete their worksheet by answering the questions at the bottom of their chart.

Assessing the Learning:

- Collect the HIV worksheet to check for understanding.

Unit 2, Lessons (4-10)

Draw the Line, Respect the Line

<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 about sex. 2. Apply communication and refusal skills through role play scenarios to avoid putting themselves in risky or pressure situations. 3. Identify the risks involved with engaging in sexual activity. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are my personal limits? 2. How can I avoid risky or pressure situations?
--	--

Framing the Learning:

Using the “Draw the Line Respect the Line” Curriculum, students will review the concept of setting personal boundaries or personal limits. The activities within this curriculum will allow students to apply the skills they need to communicate their limits in a variety of scenarios involving risky or sexual pressure situations.

Active Instruction:

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

Practice:

Students will be given opportunities to apply refusal skills in role play scenarios.

Summarizing/Anchoring the Learning:

The final activity (7.6) 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”

End of Unit Transfer Task:

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

Unit 2 Transfer Task: In the transfer task, students demonstrate their understanding of the risks of engaging in sexual activity by creating an informative PSA for radio or television.

Have students meet the following criteria. Allow room for flexibility and creativity.

- PSA- A minimum of 90 seconds (Here is a sample PSA for abstinence <https://www.youtube.com/watch?v=3qIFiNHsyF4>)
- Must write a script that includes:
 - Information on the risks of engaging in sexual activity
 - The benefits of postponing sexual activity
 - Include the concept of abstinence and other ways to protect yourself
 - Where to get more information or additional resources

Extension: Students can perform their PSA, create a power point, or record a video commercial.

Optional Extension Activities: [“Stop in the name of Love”](#) worksheet and [“Abstinence Acrostic”](#)

Unit 3: Relationships

The Compelling “Why?” of This Unit:

Students will explore their role in their family unit. Students will examine healthy and unhealthy relationship characteristics regarding friendship and dating. Students will review the signs of abuse in a relationship and discuss the community resources that are available for reporting abuse.

Suggested Time Frame:
(3) 45 minute lesson



Virginia Standards of Learning to be Emphasized in This Unit:

- 7.1 The student will identify his or her role and relationships within the family.
- 7.3 The student will realize that physical affection does not have to be sexual, but it also can be an expression of friendship, of celebration, or of a loving family.
- 7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.
- 7.12 The student will identify the issues associated with friendships.
- 7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.

Spiraling Standards: (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year): 7.14 and 7.15

Stage One: Desired Results

Transfer Goals: *Students will:*

1. Analyze family diversity and describe their role within their own family.
2. Differentiate between healthy and unhealthy relationships.
3. Compare and contrast appropriate and inappropriate displays of affection.
4. Explain how to report abuse.

Essential Questions:

1. Why is it important to maintain healthy relationships within family, friendships, and dating?
2. What community resources are available for someone that is being abused?

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

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

1. **Key unit academic vocabulary:** family diversity, family tree, abusive relationship, cycle of abuse, domestic violence, dating violence, sexual assault, flirting, sexual harassment, physical abuse, emotional abuse, verbal abuse, sexual abuse, electronic harassment, neglect, assertive, passive, aggressive, mandated reporter.
2. **Why is it important to maintain healthy relationships within family, friendships, and dating?** Positive relationships are important for your mental, physical, and emotional health. They can make you feel secure and happy and allow you to focus and thrive on important things like school. Healthy relationships can build your self-esteem. Having positive role models in your life will encourage you to build and maintain healthy relationships in your friendships and dating.
3. **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:

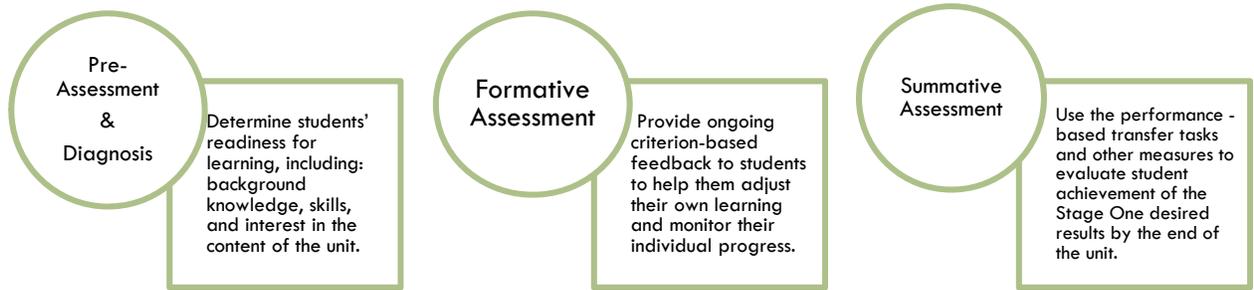
1. Discuss family roles and relationships.
2. Describe the characteristics of a healthy relationship.
3. Recognize the warning signs of an unhealthy relationship.
4. Explain how to report abuse.

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:

- Have students brainstorm different relationships in their lives. (parents, siblings, friends, teachers etc.) How are they similar? How are they different?

Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- Provide students with multiple opportunities to self-assess the ways in which they interact with the people in their lives.

Summative Assessment:

Unit 3 Transfer Task: At the end of this unit, students will demonstrate an understanding of key concepts by analyzing a relationships scenario and differentiating between healthy and unhealthy characteristics.

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

Comprehensive Task	This version designed to be appropriate for most students. Students will create the above assignment.
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 analyze the impact of the relationship on the people in the scenario.
Measurement Topic Rubrics	N/A Students will analyze relationship scenarios. Teacher will check for understanding based on student responses. Teacher will check back in with individuals that struggle with the unit concepts.

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 7th grade colleagues 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.
- Conclude instruction with accountable

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

My Unique Family

Mastery Objective: <i>Students will:</i> <ol style="list-style-type: none">1. Identify characteristics of a family.2. Explain their role within in their family.3. Recognize what makes their family unit unique.	Essential Questions: <ol style="list-style-type: none">1. How do I contribute to my family unit?2. What makes my family special?
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Framing the Learning:

1. Display the "[Sample Family](#)" picture. Do not disclose that this is a picture of a family.
2. Give students a few minutes to analyze the picture. Do not give them any information. Instruct them to brainstorm ideas of what this photo is capturing? Have them write their ideas down.
 - Who are they?
 - Where are they?
 - What are they doing?
 - What are they feeling?
3. Have students share their ideas in partners or groups.
4. Compare and contrast the class ideas.

Active Instruction:

Everyone might interpret this photo differently based on their own personal experience and family traditions or dynamics. This photo may remind some of you of your own family. For others, it might not. Every family is unique. Families come in all shapes and sizes. Today we are going to take a look at your families and see what makes them unique and special. It is important for you to reflect on your family unit and how you can contribute to your family and build positive relationships and experiences with your family.

Practice:

1. Hand out "[Your Family](#)" Family tree and reflection questions.
2. Instruct students that they will be filling in the family tree with words or pictures that describe their family. They can include family member's names, pictures or symbols that represent their family (their countries flag, religious symbols, favorite places to go etc.) and anything else that is important or unique to their family.
3. Allow time for students that would like to share their family trees to do so.

Summarizing/Anchoring the Learning:

1. Students will answer reflection questions on the back of the worksheet about their families.

Assessing the Learning:

- Collect the Family Trees to check for understanding of concepts.
- Utilize class discussion to check for understanding as well.

Unit 3, Lesson 2 Relationships

<p>Mastery Objective: <i>Students will:</i></p> <p>1. Distinguish between healthy and unhealthy relationship characteristics.</p>	<p>Essential Questions:</p> <p>1. How do I know if my relationships are healthy?</p>
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Framing the Learning:

1. Ask students to define the word relationship.
 We form relationships as soon as we are born with our families. Later in life we form relationships with friends, teachers, coaches, and even romantic relationships. A relationship can be defined as “a connection between two people”.
2. Have students compile a list of the benefits of having healthy, loving relationships.
 (Examples: love, companionship, safety, affection, shared interests, trust, shared culture or religion, someone to talk to or hang out with, to laugh with, to share your problems with)

Active Instruction:

Characteristics of Healthy and Unhealthy Relationships

1. Divide students into 4-6 small groups
2. Give each chart paper or newsprint (could also give groups post it notes to post on board or class chart paper).
3. Give each group a title; either Healthy Relationship or Unhealthy Relationship
4. Allow time to brainstorm as many characteristics as they can that fit their topic.

Examples:

Healthy	Unhealthy
Happiness, trust, love, affection, equality, friendship, respect, support, love, you can be yourself, comfort, good communication, fair, honesty, independences, kindness	No trust, jealous, abuse, low self-esteem, arguments, power issues, inequality, blaming, lies, manipulation, tries to change you, fear, feel like you can't be yourself.

Have each group share their lists with the class and compile a class list. Leave the list posted for later reference or use as an anchor chart.

Practice:

[Friendship Stop Light Game](#) (print class copies based on size of class or number of small groups) of the red, green, and yellow stoplight and accompanying sort cards)

- In small groups have students sort the cards into the red, green, or yellow stoplight based on which category they believe the statement should fall under

- Have students share their answers.
- Did some groups disagree with which stoplight a statement should fall under? Discuss why people might have differences in opinions (personal experience, personal boundaries or limits, values in relationships)
- What are some strategies to “get out of a relationship” if they see warning signs or find themselves in an unhealthy relationship?

Summarizing/Anchoring the Learning

Lesson Reflection

1. Using the class list that was compiled earlier, instruct each student to choose the top three qualities that they look for in a relationship (could be friendship or romantic relationship).
2. Ask them to write those qualities down and write an explanation about why they value those qualities the most.
3. What can they do to make sure they find these qualities in their relationships?

Assessing the Learning:

- Monitor class discussions to check for understanding.

Unit 3, Lesson 3

Flirting or Hurting?

Mastery Objective: Students will: <ol style="list-style-type: none">1. Identify the characteristics of a healthy relationship.2. Explain the difference between flirting and sexual harassment.3. Distinguish between wanted and unwanted touching.	Essential Questions: <ol style="list-style-type: none">1. Why is it important to know the difference between wanted and unwanted physical affection?2. How can I recognize sexual harassment?
--	---

Framing the Learning:

Have students complete the "[Flirting PreTest](#)". Discuss the answers as a class.

Active Instruction:

Today we will discuss why it is important to recognize the signs of sexual harassment and what you can do if it happens to you. The most important difference between flirting and sexual harassment is that flirting is wanted attention or touching. Sexual harassment is UNWANTED.

- How can you let someone know that it is unwanted? (Verbal and non-verbal communication, be assertive)

View the DVD: *Flirting or Hurting?* (20 minutes)

- Allow students to ask questions following the DVD
- What are some signs of sexual harassment?
- What should you do if you experience sexual harassment? (report it)
- What stood out to them? What surprised them?

Practice:

Students will analyze scenarios and identify when the characters cross the line. They will also get a chance to re-write the script so that the characters act more appropriate.

Handout: "[Rewind It](#)"

Variation: This worksheet can also be completed in small groups; assign each group a scenario to analyze. Have each group share their findings.

Optional Extension Activities- "[What's ok, What's not ok?](#)" and "[Flirting Do's and Don'ts](#)"

Summarizing/Anchoring the Learning:

Expand the discussion:

1. What can you do if you see someone being sexually harassed?
2. Sexual harassment, sexual abuse, sexual assault or abuse of any kind needs to be reported.
Who can you go to for help?

Assessing the Learning:

Have students complete the "[Ask for Help](#)" resource worksheet. Allow them to share their ideas with others.

- Who is available at school to help you?
- Who can you talk to at home?
- Who is available in the community?

Unit 4: Analyzing Influences

The Compelling “Why?” of This Unit:

Students are able to examine the various messages in in the media and advertising containing gender stereotypes. Students will explore how these messages might impact a young person.

Suggested Time Frame:

(1) 45-minute lessons



Virginia Standards of Learning to be Emphasized in This Unit:

7.5 The student will identify messages in society related to sexuality.

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. Discuss the impact that gender stereotyping in the media has on young people.

Essential Questions:

1. How do gender stereotypes impact how I feel about myself?

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, self esteem
2. ***How can gender stereotypes impact your self-esteem?*** Gender stereotypes can have an impact on self-esteem when they start to make someone feel unsure about themselves. If messages in society constantly tell you that you need to be a certain way, but you do not feel like you fit that mold, you could second guess yourself and feel ashamed that you are different.

Procedural Knowledge Objectives

Students will be able to

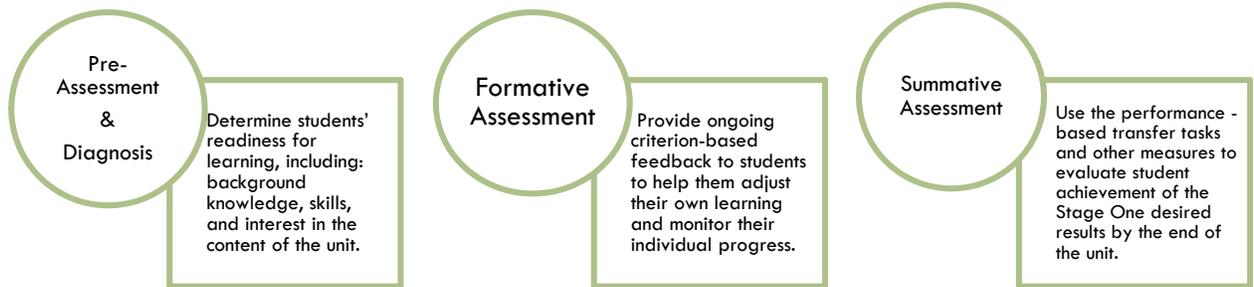
1. **Recognize how genders stereotypes and sexuality are represented in society.**
2. **Explain how messages in the media about sexuality can affect your self-image or self-esteem.**

Suggested Resources:

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

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 gender roles that they see in various advertisements.

Formative Assessment:

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

Summative Assessment:

Unit 4 Transfer Task: There is only one lesson in this unit, therefore the unit assessment will take place of the transfer task. Students will create a “gender neutral” advertisement to express their understanding of the unit content.	
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 7th 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.

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.

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.

Using Higher Order Thinking Prompts and Questions
Have students investigate, debate, and discuss higher-order questions and prompts:

- *How can I avoid encouraging gender stereotypes?*
- *How can gender stereotypes impact young people?*

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

Gender Stereotypes in the Media

Mastery Objective: *Students will:*

1. Identify gender stereotypes in the media.
2. Explain the impact that gender stereotyping in the media might have on young people.

Essential Questions:

1. How can society's messages about sexuality impact my self-esteem?

Framing the Learning:

Access the "gender spectrum" website to introduce gender stereotypes.

(<http://genderspectrum.weebly.com/media-portrayal-of-gender-stereotypes.html>)

1. Present the images of male and female brain that contain gender stereotypes.
2. Ask students to react to these images. Are these characteristics true for every male and every female?

Active Instruction:

Gender stereotypes can be learned from a very early age. Around ages 2-3 children understand gender and the differences between boys and girls and can even begin to understand their own gender. (healthychildren.org).

3. Show the brief video clip from gender spectrum of children categorizing the dolls into gender roles.
4. Ask students to react to that video. What did they notice? What did they find surprising?

Practice:

"Can you recognize gender stereotypes in the media?"

<http://genderspectrum.weebly.com/media-portrayal-of-gender-stereotypes.html>

This activity can be presented in a variety of ways depending on class size and time.

Variation 1: Display the media images from "gender spectrum" one by one and have the class discuss each image in small groups first, and then share with the group.

Variation 2: Print images (copy and paste into a word document or PowerPoint). Divide students into small groups. Assign each group an image and have them analyze the advertisement. Identify whether or not a gender stereotype is displayed. Explain the impact that advertisement might have on young people. Each group will share with the class.

Teacher note: Below the images is a description of each advertisement and the gender stereotypes, or lack thereof that exists within each image to help guide your discussions.

Summarizing/Anchoring the Learning:

Think, pair, share:

- How can gender stereotypes impact young people?
- How can you avoid gender stereotyping?
- What does it mean to be “gender neutral” in your words or actions?

Assessing the Learning:

Create a “Gender Neutral” Advertisement

1. This can be completed in partners, small groups, or individually.
2. Handout the [“Gender Neutral” advertisement](#) worksheet.
3. Instruct students to brainstorm a toy or product that they would like to advertise in a magazine or on a billboard.
4. Create a “gender neutral” advertisement. Avoid advertising to one gender.