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Family Life  
Education:  
8th Grade

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Curriculum Guide

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2016-17

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*Alexandria City Public Schools*

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# 8<sup>th</sup> Grade Family Life Education

## Introduction

### Family Life Education in Alexandria City Public Schools

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

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

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

Additionally, the Virginia Department of Education requires the following:

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

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

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

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

#### ***Theoretical Framework:***

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

#### ***Guiding Values and Principles:***

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

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

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

**NOTE: HELPING CHILDREN UNDERSTAND THEIR RIGHT TO PRIVACY:**

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

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

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

1. Maintaining Personal Health and Wellness
2. Human Reproduction
3. Maintaining 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](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](#)

# 8th Grade Family Life Education

## Year-at-a-Glance

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### **Unit 1: Draw the Line, Respect the Line**

During this unit, students will review the risks of engaging in sexual activity and how to avoid or reduce these risks. A condom demonstration is included in this unit. Students will also practice strategies for saying “no” to risky situations and sexual relations. Students will use role plays to practice sticking to their limits.

**Standards of Learning:**  
8.7, 8.10, 8.11, 8.14

**Suggested Time Frame:**  
(7) 45 minute lessons

### **Unit 2: Relationships**

In this unit, students will examine the nature of dating during adolescence. Students will discuss the qualities desired in a healthy relationship. Digital and social media safety while dating will be discussed. Students will examine unhealthy and toxic relationship qualities. Students will review how to report abuse and discuss the legal implications of sexual abuse and dating violence.

**Standards of Learning:**  
8.4, 8.5, 8.13

**Suggested Time Frame:**  
(2) 45 minute lesson

### **Unit 3: Analyzing Influences**

In this unit students will continue to analyze the messages about sexuality in the media and how they impact young people. Students will also analyze other factors that may impact their mental health and relationships. These factors include stress, loss, teen pregnancy, drugs, and alcohol. Sources of stress will be identified and coping strategies will be explored.

**Standards of Learning:**  
8.6, 8.8, 8.9, 8.12

**Suggested Time Frame:**  
(2) 45 minute lessons

**Spiraling Standards:** (These standards spiral though the entire 6th Grade FLE curriculum and should be addressed throughout the school year) 8.1, 8.2, 8.3

# Unit 1:

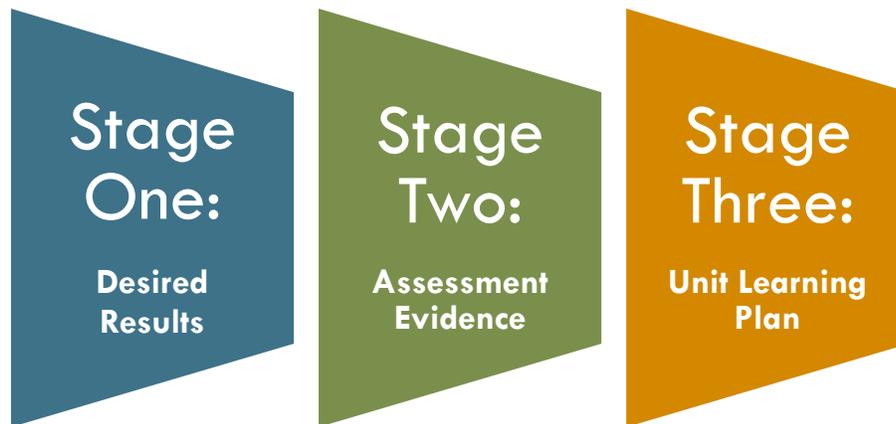
## Draw the Line, Respect the Line

### The Compelling “Why?” of This Unit:

Students will review the risks of engaging in sexual activity. HIV, STDS, and unplanned pregnancy will be discussed. Proper condom use and application will be demonstrated. Refusal skills are important in resisting sexual pressure and will be practiced during role play scenarios.

### Suggested Time Frame:

(7) 45 minute lessons



### Virginia Standards of Learning to be Emphasized in This Unit

- 8.7 The student will describe strategies for saying “no” to premarital sexual relations.
- 8.10 The student will analyze the issues related to teenage pregnancy
- 8.11 The student will review facts about pregnancy prevention and disease control
- 8.14 The student will recall the ways in which the HIV virus is transmitted and prevented

**Spiraling Standards:** (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year):8.1, 8.2, 8.3

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Explain how to prevent the spread of STD's and HIV.
2. Describe how to prevent pregnancy
3. Demonstrate refusal and communication skills in order to set personal limits

## Essential Questions:

- How can I protect my body?
- How can I maintain my personal limits in a pressure situation?

## Enabling Knowledge Objectives (Know/Do):

### Declarative Knowledge Objectives

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, refusal skills,
2. **How can protect my body?** Abstinence is the only 100% effective way to avoid the risk of infection or unplanned pregnancy. Condoms can help reduce the risk of infection. Other hormonal birth controls like a pill or shot, help reduce the risk of pregnancy but do not protect against infection.
3. **How can I maintain my personal limits in a pressure situation?** Anticipating pressure situations will allow you to plan ahead and practice how to respond. If you plan ahead, you do not need to make decisions on the spot, you already have a response or an exit strategy from a pressure situation.

### Procedural Knowledge Objectives

Students will be able to:

1. Describe the risks of engaging in sexual activity and how to reduce the risks.
2. Demonstrate refusal skill sin pressure situations.

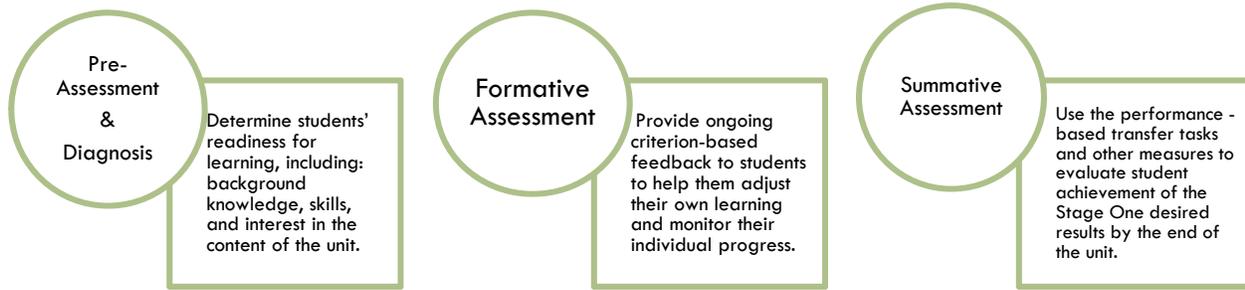
### Suggested Resources:

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 review the function of the reproductive system and key vocabulary.

### Formative Assessment:

- Monitor students’ participation in class discussions about unit concepts.

### Summative Assessment:

**Unit 1 Transfer Task:** The skills application and role play scenarios in “Draw the Line, Respect the Line” will take place of a traditional transfer task. 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.

<b>Comprehensive Task</b>	This version designed to be appropriate for most students.
<b>Guided/Scaffolded Task</b>	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.
<b>Accelerated/Enhanced Task</b>	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor.
<b>Measurement Topic Rubrics</b>	N/A Teacher will monitor class discussions and completion of lesson activities to check for understanding.

# 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 8th 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](#)).
- 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](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 do my decisions regarding my own sexual health affect others?*
- *How can I avoid pressure situations?*

## Unit 1, Lessons (1-7) Draw the Line, Respect the Line

<b>Mastery Objective: <i>Students will:</i></b> <ol style="list-style-type: none"><li>1. Explain the risks of engaging in sexual activity and how to reduce those risks.</li><li>2. Demonstrate refusal skills in pressure situations.</li></ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. How can I protect my body?</li><li>2. How can I maintain my personal limits in pressure situations?</li></ol>
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### Framing the Learning:

Below are several documents that will assist students with their reviewing several aspects of the reproductive system in both males and females. Please take a look at these documents and tailor your review instruction to your students' needs:

[How the Male Reproductive System Works](#)  
[How the Female Reproductive System Works](#)  
[Male and Female Vocabulary Reference Sheets](#)

### Active Instruction:

The 8<sup>th</sup> grade Draw the Line, Respect the Line curriculum consists of 7 Lessons to be taught with fidelity from the curriculum manual.

### Lesson 5 requires a guest speaker with HIV.

Please contact:

**Rachel.Mendelson@alexandria.gov**  
**PREP Grant Coordinator, Alexandria Campaign on Adolescent Pregnancy**  
**City of Alexandria, Virginia**  
**Department of Community and Human Services**  
**Phone: 703.746.3479**

<http://keepit360.org/>

### Practice:

Utilize lesson activities to practice skills or concepts taught within each unit.

### Summarizing/Anchoring the Learning:

The lesson closures and the final activity (7.5) 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:

Utilize class discussion and completion of lesson activities and tasks to assess student understanding of concepts.

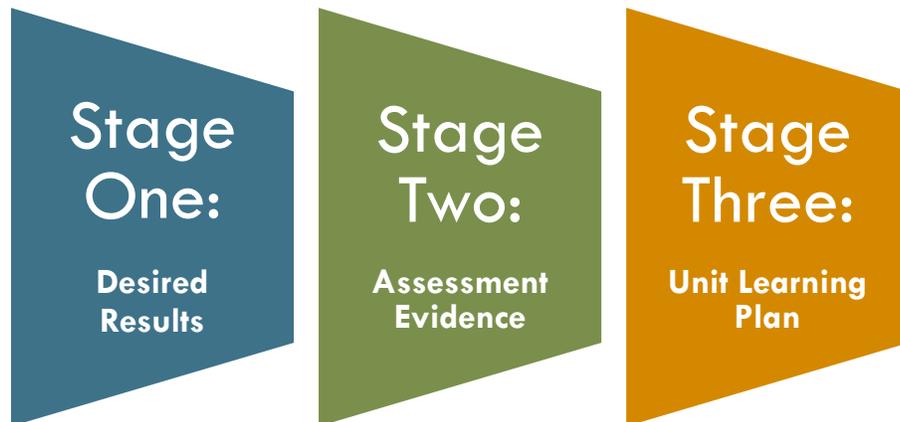
## Unit 2: Relationships

### **The Compelling “Why?” of This Unit:**

Students will explore the nature of dating during adolescence. Healthy friendship and relationship qualities will be discussed. Students will examine the risks involved with dating involving digital technology and social media.

### **Suggested Time Frame:**

(1) 45 minute lesson



### **Virginia Standards of Learning to be Emphasized in This Unit**

- 8.4 The student will identify the issues associated with friendships
- 8.5 The student will recognize the nature of dating during adolescence.

**Spiraling Standards:** (These standards spiral though the entire 6th grade FLE curriculum and should be addressed throughout the school year):8.1, 8.2, 8.3

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Describe desirable characteristics in a healthy relationship.
2. Explain the risks involved in digital dating.

## Essential Questions:

- How do I know if I have healthy relationships?
- How can I use technology responsibly while dating?

## Enabling Knowledge Objectives (Know/Do):

### Declarative Knowledge Objectives

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

1. **Key unit academic vocabulary:** healthy relationships, friendship, dating, love, affection, social media, sexting, sextortion,
2. **How do I know if I have a healthy relationship?** Your values are not being compromised. Your needs are being met. You feel good. You feel safe. You feel secure.
3. **How can I use technology responsibly while dating?** Do not send nude photos or inappropriate pictures or messages. Set limits on how and what you will communicate about, do not allow others to cross those limits.

### Procedural Knowledge Objectives

Students will be able to:

1. Describe a healthy relationship.
2. Explain the risks of digital dating.

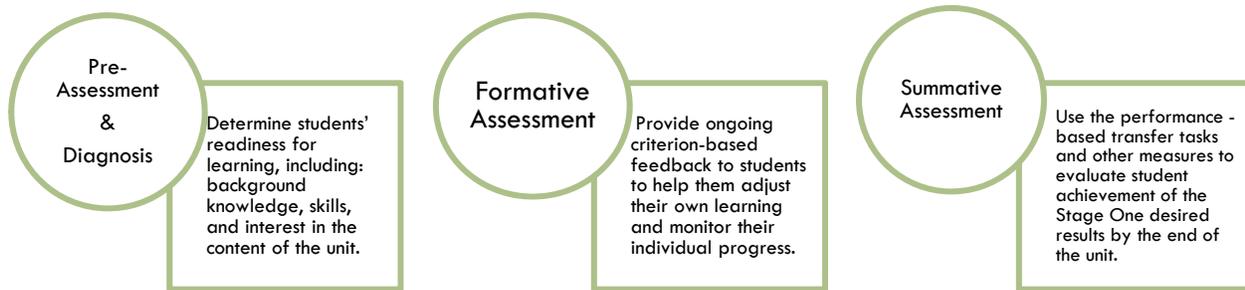
### Suggested Resources:

**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 healthy relationship qualities.

### Formative Assessment:

- Monitor students' participation in class discussions about relationships and dating.

### Summative Assessment:

**Unit 1 Transfer Task:** Students will create an informative poster that will educate teens on the qualities in a healthy and an unhealthy relationship. Students will provide resources available for help. 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.

<b>Comprehensive Task</b>	This version designed to be appropriate for most students. Students will create an informative poster that includes qualities of a healthy relationship, qualities of an unhealthy relationship, and resources for those in need.
<b>Guided/Scaffolded Task</b>	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.
<b>Accelerated/Enhanced Task</b>	This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. Students can
<b>Measurement Topic Rubrics</b>	N/A Teacher will use the poster to check for understanding of unit concepts.

# 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 8th 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

## 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:**  
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**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 contribute to a healthy relationship?*
- *How can I use technology responsibly while dating?*

## Unit 2, Lesson 1 Healthy Relationships

<p><b>Mastery Objective: <i>Students will:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify the qualities of a healthy relationship.</li> <li>2. Analyze their personal relationships.</li> <li>3. Recognize the dangers of digital dating.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I contribute to a healthy relationship?</li> </ol>
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### Framing the Learning:

**(Many resources from this unit were taken from [www.loveisrespect.org](http://www.loveisrespect.org). Teachers are encouraged to visit the website for additional relationship resources)**

1. Hand out the "[Relationship Warm-up](#)"
2. Have students complete the worksheet

Note: Students can fill this out about friendship or a romantic relationship. They may add qualities to the list if they would like.

### Active Instruction:

Have students share their thoughts and explanations from the warm up. Facilitate the following discussion questions.

- Why are these qualities so important?
- What qualities did you add to the list?
- How should you treat others in your relationships?
- How does it make you feel when you are in a healthy relationship?

### Practice:

1. Hand out the "[Healthy Relationship](#)" Quiz.
2. Have students take the quiz.
3. Remind them that it can be confidential if they want it to be, they do not have to share their answers.
4. If the students are not in a romantic relationship at the moment, have them reflect on a past relationship, OR take the quiz about a friendship that they have. They can disregard the sexual questions if they are evaluating a friendship.

### Summarizing/Anchoring the Learning:

Everyone will enter a dating or romantic relationship on their own time, when they are ready. It is important to keep in mind that when you start dating or flirting, technology

(computer, cell phone, social media) can become a way to communicate (digital dating). While technology has many benefits, there are some dangers when it comes to digital dating. We will view an informative film on the dangers of digital dating. It is important to think you actions through, recognize the potential consequences, and set limits on what you will and will not communicate through technology.

1. Login to Discovery Ed.
2. View Talk it Out: Sex, Self Respect, and Social Media (14:51)

### Assessing the Learning:

After the video:

Have students engage in the following discussion questions in small groups or as a whole:

- What are the benefits of digital dating?
- What are the risks involved with “sexting”?
- Explain “sextortion”
- How can you avoid becoming a victim of sextortion?
- What are the legal consequences if you are involved in sexting?

(<http://www.virginiarules.com/virginia-rules/technology-and-you>) Visit this website or provide it to students for more information on the law.

Lesson Extensions: Post the “[Digital abuse poster](#)” for more information. Post or discuss the information on the “[Digital boundaries poster](#)”

## Unit 2, Lesson2 Toxic Relationships

<p><b>Mastery Objective: <i>Students will:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify characteristics of an unhealthy relationship.</li> <li>2. Explain how to help yourself or someone else that is being abused.</li> </ol>	<p><b>Essential Questions:</b></p> <p>How can I keep myself and others safe?</p>
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### Framing the Learning:

1. Have students create a list of characteristics in an unhealthy or abusive relationship.
2. Have students share their answers
3. Discuss the impact that an unhealthy relationship can have on the people involved.

### Active Instruction:

Today we will view a video that discusses toxic or unhealthy relationships. Watch carefully and see if you can identify any of the characteristics we talked about.

1. Login to Discovery Ed.
2. View "Toxic Relationships" (29:00)

### Practice:

1. Refer to the "[Toxic Relationship Discussion Questions](#)"
2. Facilitate a conversation about toxic relationships and how to get help.

### Summarizing/Anchoring the Learning:

1. Hand out "[How would you help quiz](#)"
2. Have students take the quiz and rate their understanding of how they would help in each scenario.  
Variation: Assign small groups one scenario to analyze (with or without the multiple choice answers to allow them to formulate a plan on their own).

### Assessing the Learning:

At the end of this unit, have students create a poster, brochure or power point that demonstrates their knowledge on:

- The differences between a healthy and an unhealthy relationship
- How to get help for yourself or someone else that is being abused

## Unit 3: Analyzing Influences

### The Compelling “Why?” of This Unit:

**Students will analyze the messages about sexuality from various sources in their lives. Students will recognize the sources of stress that adolescents experience and identify coping strategies to encourage positive mental health.**

**Suggested Time Frame:  
(2) 45 minute lessons**



### Virginia Standards of Learning to be Emphasized in This Unit:

- 8.6 The student will interpret the message in society related to sexuality.
- 8.8 The student will develop the coping skills needed to deal with stress.
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.
- 8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.

**Spiraling Standards:** (These standards spiral though the entire 7th grade FLE curriculum and should be addressed throughout the school year): 8.1, 8.2, and 8.3

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Analyze the sources of stress for adolescents
2. Examine the messages they receive about sexuality from their parents, school, peers, and the media.
3. Identify coping strategies to promote positive mental health.

## Essential Questions:

1. How can I use my values to make healthy decisions regarding my sexuality?
2. How can I manage stress?

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

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

1. [Key unit academic vocabulary](#): values, beliefs, society, media, sexuality, gender stereotyping, stress, stress management, coping strategies, suicide, depression, anxiety, drugs, alcohol.

## Procedural Knowledge Objectives

### Students will be able to

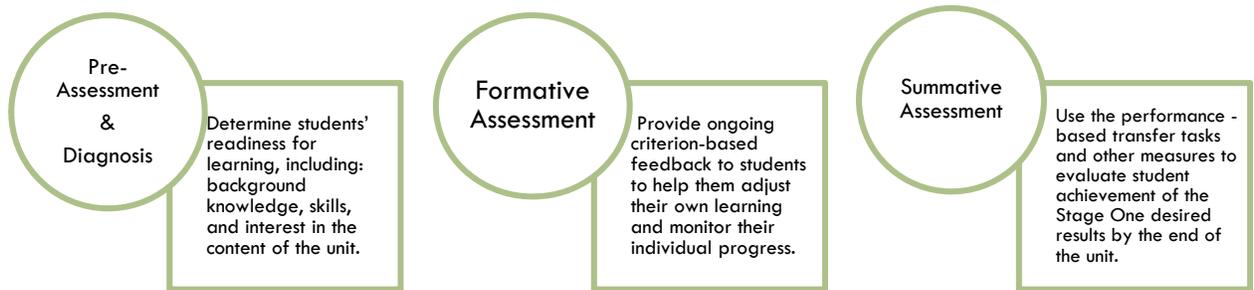
1. **Identify their values regarding sexuality.**
2. **Identify the various messages they receive about sexuality.**
3. **Identify sources of stress during adolescent and examples of healthy coping strategies.**

## 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:

- Introduce vocabulary to access prior knowledge of key concepts.

### Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- **Monitor students' participation in class discussions about the messages regarding sexuality.**
- **Provide students with multiple opportunities to check for understanding.**

### Summative Assessment:

**Unit 3 Transfer Task:** At the end of this unit, students will create a poster, brochure, or power point that educates their peers on the sources of stress as an adolescent and provide examples of coping strategies.

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.

<b>Comprehensive Task</b>	This version designed to be appropriate for most students. Students will create a poster, brochure or power point that demonstrates their knowledge on the sources of stress for an adolescent and examples of coping strategies.
<b>Guided/Scaffolded Task</b>	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.
<b>Accelerated/Enhanced Task</b>	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 discussing the impact that stress can have on their mental health.

**Measurement Topic  
Rubrics**

The measurement topic assessed by this transfer task is Analyzing Influences.

# 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 8<sup>th</sup> 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.

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

**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](http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf)

## Unit 3, Lesson 1

### Messages about Sexuality in the Media

<p><b>Mastery Objective: <i>Students will:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify their personal values about sexuality.</li> <li>2. Identify the various messages about sexuality from outside sources.</li> <li>3. Analyze how messages about sexuality impact how they feel about themselves.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do my values impact my decision making?</li> </ol>
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#### Framing the Learning:

1. Place students into 7 small groups. Give each group a larger poster paper.
2. Assign each group a category:
  - Parents
  - Friends
  - Music
  - TV/Movies
  - Teachers
  - Advertising (commercials, magazine ads)
  - Religious/Spiritual leaders
3. Instruct each group to come up with as many messages about sexuality (anything related to sex or gender) that they can think of that would come from their category. Example: “Most parents do not want their kids to have sex” or “commercials on TV use sex to sell products”
4. Have each group post their poster around the room.
5. Have students participate in a gallery walk to see the varying messages.

#### Active Instruction:

1. Allow students to share their thoughts on the messages that they read.
  - What did they agree with?
  - What did they disagree with?
  - How do these messages make you feel?
  - What is difficult about so many different messages regarding sexuality?
  - How do you decide where to get your information on sex? Who is the most trusted source?

#### Practice:

1. Hand out “[Values and Behaviors](#)”
2. Give students time to complete the reflection questions.

#### Summarizing/Anchoring the Learning:

1. Go over student responses to “Messages in Society”
2. Also discuss:
  - How can you contribute to sending positive messages about gender, gender equality etc?

- How can you contribute to sending messages about sexuality that are accurate and promote good health and self-respect?  
(Eliminate negative and hurtful comments or jokes that target one's gender, sexuality or body, avoid spreading rumors about someone's sexual activity choices, avoid gender stereotypes, accept and include others of all sexual preferences and gender/gender identities, choose positive role models in music/tv/movies/sports)

### Assessing the Learning:

Lesson Extension: If time permits, have students read and respond to this article:  
<http://www.cbsnews.com/news/media-may-prompt-teen-sex/>

Monitor class discussion to check for understanding.

## Unit 3, Lesson 2

### Stress and Coping Strategies

<p><b>Mastery Objective: Students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify the sources of stress for adolescence.</li> <li>2. Describe healthy coping strategies for stress management</li> <li>3. Explain how to get help when feeling overwhelmed.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I manage stress?</li> </ol>
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#### Framing the Learning:

What is stress?

1. Have students come up with a definition of stress.

*Stress: a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances*

2. Break down the above definition to make it kid friendly; compare it to the definition they created.

#### Active Instruction:

Stress affects everyone differently. It is important as we grow older to learn to manage stress so that it does not take over our thoughts or our daily lives. Learning to manage or cope with stress might look different for everyone.

1. First let's create a list of the sources of stress that adolescents face. (school, friends, parents, puberty, dating, bullies, sports, death, loss)
  - Have students create a list of as many sources as possible.

Practice:

Let's analyze this list.

- Are there any items on this list that can be avoided or prevented? (dating- you could choose not to date so that you can focus on school, friends- you could only keep friends that do not cause you stress, sports- only play sport for fun, remove competitive stress)
- The items that cannot be avoided (parents, school, grades)
- Can stress ever be a good thing? (Yes, if you use it to motivate you and you manage it in a healthy way. Some people work best under stress, competition motivates people to perform well)

Now we will watch a video about when things feel too overwhelming. When stress makes you feel like there is no way out. Teen suicide is the third leading cause of death for adolescence ages 15-24 (<https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Teen-Suicide-Statistics.aspx>)

While watching this video, look for the signs of suicide, how to help those in need, and alternative ways to cope with stress, sadness, and anxiety.

1. Login to Discovery Ed
2. View “Teen Suicide: A Permanent Solution to a Temporary Problem” (26:13)

After viewing the video, allow time for questions and student reactions.

### Summarizing/Anchoring the Learning:

We all understand that suicide is not the answer. We must learn to cope with anger, stress, sadness, and other emotions in a healthy way.

1. Now let's create a list of coping strategies.

What are some healthy ways of dealing with stress? What do you like to do when you feel overwhelmed? (listen to music, go for a walk, talk to a friend, draw, write, play a sport, dance)

- What should you do if you start to feel out of control, like you can't handle the stress? (anxiety, depression, extreme behaviors, anger, withdrawal)
  - Talk to a trusted adult, call a crisis hotline, talk to a counselor, ask a friend for help.

### Assessing the Learning:

#### End of unit Transfer Task:

- Students will create a poster, brochure, power point or other creative project to educate teens about:
  - Sources of stress for adolescences
  - Healthy ways to manage stress
  - Resources to find help
- Teachers will check for understanding of unit concepts through class discussion and the transfer task. Students can work individually, in partners, or small groups.

[\(Analyzing Influences Rubric\)](#)