

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**A CURRICULUM
FOR
FAMILY LIFE EDUCATION**

GRADES FOUR – TWELVE/ADULT



**Adopted by the
Pajaro Valley Unified School District
Board of Trustees
12/6/78**

Updated: March 1990

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PROPOSED

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

- 6085 Family Life. The District shall offer family life education instruction to all students as part of the regular course of study.
- 6085.1 The Comprehensive Health Education Framework shall be used as the curriculum guide for family life education, grades K – 12.
- 6085.2 The District shall develop and adopt coordinated family life curriculum framework for grades 4 – 12. The course content shall be presented at least one time per year at each grade level.
- 6085.3 All instructors chosen to teach family life education in grades 4 – 12 should be selected on the following basis:
- 6085.31 Previous preparation and training in teaching family life curriculum.
- 6085.32 Willingness to teach as outlined in the District’s adopted curriculum.
- 6085.33 Recognized and respected by peers and students.
- 6085.34 Only certified employees of the District qualified by district training may teach this course.
- 6085.4 All family life instructors at the 4 – 12 grade level shall be provided with an annual in-service training program prior to start of instruction.
- 6085.5 Parents or guardians of students scheduled to participate in a family life education class or program shall be notified in writing at least 15 days prior to the day on which instruction begins.
- 6085.51 The notice shall inform parents or guardians of the opportunity to preview instructional materials and course content prior to instruction.
- 6085.52 The notice shall inform parents or guardians of their right to request in writing their child’s withdrawal because of religious or personal moral convictions. Such requests shall be valid for the school year in which they are submitted by may be withdrawn at any time.
- 6085.53 No child may attend a class if a request that he/she not attend the class has been received by the school

Policy Adopted by Governing Board
For Grades 7 –12
12/6/78

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CURRICULUM DIRECTION

The teacher will provide an environment in which:

1. Students develop a positive self-image.
2. Students receive support for their family values, enhanced skills for communication with parents, and respect for the diversity of moral values in our community.
3. Students develop an understanding that the composition of the family takes many forms and that family setting can be the focal point for providing a nurturing environment.
4. Students develop an understanding of human growth and development within the life cycle, leading to an appreciation of self and others.
5. Students acquire the knowledge to enhance physical, mental, and emotional health as it relates to sexuality.
6. Students develop skills to communicate effectively with parents, peers, and significant others.
7. Students develop skills to examine decision-making processes and become aware of the societal influences on personal values and behavior.
8. Students become aware that they are a part of an ever-changing world and gain skills to cope with change and maintain personal integrity.
9. Students become aware of the impact of peer pressure and develop techniques in refusal skills.
10. Students understand that, of all the available options, abstinence is the only 100% effective method of preventing pregnancy and sexually transmitted diseases.

Adopted by Governing Board
12/6/78

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

FAMILY LIFE CURRICULUM

Grades Four and Five

I. Introduction to Self-Esteem

Objective: Students will understand the concept of self-esteem and of its effects on oneself and others.

Approach: Students need a safe, comfortable, and confidential environment. Using a wide range of activities, student's focus on and share positive aspects of themselves. The teacher will be careful to distinguish fact from opinion, and be cautious about sharing personal views, while encouraging exploration of a wide range of opinions in sensitive areas.

Content:

A. Define self-esteem

1. How we see ourselves
2. How we are all the same (connectiveness)
3. How we are unique/body differences
4. One's own power to grow and change

B. Set ground rules for class discussion

1. Respect for others and their opinions
2. No personal questions
3. Right to pass
4. Ok to ask questions (anonymously, too)

C. Sources of self-esteem

1. Self, family, extended family, friends, school, community

II. Family

Objective: Students will be aware of various family units and the support and information the family provides.

Approach: The teacher should stress that family unit is expressed in many ways. The family can be a focal point for a nurturing environment. Each student has a role in his/her family.

Content:

A. Roles and functions of family vary widely in our society.

1. Wide social variations
 - a. Nuclear, extended
 - b. Single parents
 - c. Other forms of family composition
2. Respect for individual family forms

II. Family, continued-

B. Importance of communication among family members.

1. Primary source of information and connective ness.

C. Explain that families meet physical and emotional needs.

1. Primary source of support (parents, siblings, other relatives)

III. Relationships

Objective: Students will begin to identify and understand various kinds of relationships.

Approach: Students need to identify ways relationships affect their lives. Role-playing can be used for students to experience the other person's point of view. The teacher will avoid reinforcing role stereotyping.

Content:

A. Types of relationships

1. Family
2. Friends
 - a. making and keeping friends
3. Peers
4. Infatuation
5. Other adults

B. Peer pressure

1. Define
2. Identify positive and negative forms
3. Discuss ways of dealing with it

C. Decision-making process

1. Define problem situation
2. Consider all alternatives
3. Consider consequences of each alternative
4. Consider family and personal values
5. Choose one alternative
6. Implement decision
7. Evaluate decision

D. Communication skills

1. Good listening skills
2. Good speaking skills
 - a. "I" vs. "you" messages
3. Role play refusal skills
 - a. abuse, incest, unwanted touching
 - b. peer situations involving risk-taking

IV. Anatomy and Physiology

Objective: Students will begin to identify the names and functions of the male and female reproductive systems and body changes, which occur during puberty.

Approach: The teacher will promote student understanding of a wide range of normality in adolescent growth and development. The teacher will clear up myths and misconceptions by providing factual information and by giving reassurance to students when needed. The teacher needs to be sensitive to any student's unique situation. Requests from students for special counseling can be met by teacher, counselor, or school nurse.

Content:

A. General anatomy and review of body systems.

1. Function of body systems; i.e., circulatory, skeletal, digestive, immune, reproductive

B. Male reproductive system.

1. Names and functions of external and internal parts
2. Body changes
3. Circumcised males/uncircumcised males
4. Erection
5. Ejaculation
6. Nocturnal emissions

C. Female reproductive system.

1. Names and functions of external and internal parts
2. Body changes
3. Menstruation/menstrual cycle
4. Menstrual products

D. Review of puberty.

1. Hormonal release triggers body/emotional changes
2. Varying rates of growth
3. Mood swings
4. Sexual feelings (masturbation, nocturnal emissions, orgasmic dreams)
5. Hygiene and cleanliness

V. Pregnancy and Birth

Objective: Students will begin to understand the process of conception, pregnancy, and birth.

Approach: Conception, pregnancy, and birth will be treated as normal processes in the context of responsibility parenting. Information provided will attempt to alleviate students' fears and misconceptions about pregnancy and birth.

V. (Continue – Pregnancy and Birth)

Content:

- A. Conception process.
- B. Pregnancy stages.
- C. Multiple births.
- D. Birth – vaginal and caesarian section.

VI. Immune System and HIV/AIDS Disease (see District AIDS Curriculum)

Objective: Students will understand the function of the immune system and the effect of the HIV (Human Immune-deficiency Virus) on that system.

Approach: While providing factual information, the teacher will create an environment that allays fear of and shows compassion for people infected with HIV/AIDS. The teacher will stress HIV/AIDS is not usually found in children, and will correct myths and misconceptions about how HIV/AIDS is transmitted. Since information is always changing, the teacher need not know all the facts regarding AIDS, just be aware of the resources and try to stay updated.

Content:

- A. Understand basic information about HIV/AIDS transmission.
- B. Describe behavior that will minimize and prevent transmission of HIV/AIDS virus.
- C. Recognize the importance of discussing health issues within the family.

NOTE: For objectives for these concepts, please refer to AIDS Curriculum, pp. 33-35.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
FAMILY LIFE CURRICULUM

Middle School Level

I. Introduction to Self-Esteem/Course Overview.

Objective: Students will be prepared to deal with the content of the course with a responsible attitude.

Approach: Teacher will let students know what to expect and set a responsible tone for the course. Classroom ground rules will be established that provide a safe and comfortable environment. Teacher will be careful to distinguish fact from opinion, being careful about sharing personal views, while encouraging exploration of a wide range of opinions in sensitive areas. Activities, which will enhance self-esteem, or positive ways of looking at oneself, will be included throughout the course. Students will also have many opportunities to develop and practice sound decision-making skills. People who feel good about themselves are more likely to be motivated to make responsible decisions, and to practice peer refusal skills.

Content:

A. Course overview.

1. Rationale and expectations.
2. Ground rules and responsible attitudes.
 - a) respect for others
 - b) accurate, factual information
3. Sound decision-making.

B. Self-esteem.

1. Motivation.
2. Responsibility.

II. Male and Female Reproductive Anatomy and Physiology.

Objective: Students will gain an understanding of male and female physical and sexual development as it relates to the total life cycle.

II. Male and Female Reproductive Anatomy and Physiology, continued-

Approach: Teacher will be aware that this is a sensitive area, and will use a biological approach. Teacher will be concerned about clearing up myths and misconceptions, giving reassurances where needed, and promotion student understanding of a wide range of normality in adolescent growth and development. Students will study anatomy and physiology as it relates to the total life cycle, receiving basic information as a foundation for understanding personal hygiene, pregnancy, birth, etc. Requests from students for special counseling can be met by teacher, counselor, and/or school nurse.

Adopted by Governing Board
12/6/78 (Updated: March 1990)

II. Male and Female Reproductive Anatomy and Physiology (continued-)

Content:

A. Adolescent development, varying rates.

1. Physical, emotional, sexual.
2. Masturbation, sexual fantasies.
3. Sexual fears (including sexual dysfunction, if the question arise).

B. Male reproductive system

1. Anatomical terms and functions
2. Including hygiene, erection, ejaculation, nocturnal emissions, and testicular self-examination.

C. Female reproductive system

1. Anatomical terms and functions.
2. Including hygiene, hymen, and breast self-examination.
3. The menstrual cycle.
 - a. menarche
 - b. menstruation
 - c. menopause
 - d. fertility awareness
 - e. using menstrual products

D. Conception.

1. Sexual intercourse.
2. Contraception.

III. Pregnancy and Birth

Objective: Students will gain an understanding of the birth process and of health concepts in pregnancy as a basis for responsible parenting.

Approach: Middle school students show great enthusiasm and fascination for this subject area. Teacher will take advantage of opportunities for enhancement of student's self esteem and sense of appreciation of their own parents. Pregnancy and birth will be presented as a natural, normal process, in the context of responsible parenting.

Content:

A. Fetal growth and development.

1. Stages of development.
 - a. first trimester
 - b. second trimester
 - c. third trimester
2. Prenatal nutrition and health hazards.
 - a. teen mothers and older mothers
 - b. drugs
 - c. miscarriage
 - d. birth defects and acceptance of differences
 - e. regular medical care and available technologies (ultrasounds, amniocentesis, etc.)

III. Pregnancy and Birth (continued-)

B. Advantages of planned pregnancy.

1. Healthier mothers and babies.
2. Financial, educational, emotional readiness.
3. More stable family unit.

C. Process of birth.

1. Stages of labor.
2. Birth options.
 - a. partner participation
 - b. natural childbirth/caesarean section
 - c. breast feeding
 - d. midwives
 - e. birthing centers
3. Post partum.

IV. Parenting

Objective: Students will gain knowledge of child development to enhance self-understanding and an awareness of the responsibilities of parenting in relation to the needs of growing children.

Approach: Young people need to be aware of the greater number of lifestyle options that are available to young men and women in today's world. Students need to understand the emotional and financial resources needed to deal with the responsibilities of parenting, both to make intelligent decisions about when and if they will become parents, as well as to increase students respect for their own parents.

Content:

- A. Parental responsibilities (moral, physical, social)
- B. Advantages and disadvantages of parenting.
- C. Costs of medical care and child birthing.
- D. Infant and child development (brief overview)
- E. Teen parenting (special needs, examining various life goals).
- F. Child abuse.

V. Family Environment.

Objective: Students will gain an appreciation of the concept of family in its varying forms as a source of mutual support, while developing the skills needed to be a responsible family member.

Approach: Teacher will take a positive approach to the concept of family, emphasizing the importance of family to the individual and society. Students should gain an understanding of the common stresses on the family in contemporary society, and the ways of dealing with those stresses. The student should hold his/her own family in esteem as well as gain respect for the diversity of other family forms.

V. Family Environment (continued-)

Content:

- A. Roles and functions of family vary widely in our society.
 - 1. Wide social variations.
 - a. nuclear, extended
 - b. single parents
 - c. other forms of family composition
 - 2. Respect for individual family forms.
- B. Importance of communication among family members.
 - 1. Primary source of information and connectiveness.
- C. Explain that families meet physical and emotional needs.
 - 1. Primary source of support (parents, siblings, other relatives)
- D. Family issues.
 - 1. Divorce and remarriage (single parenting)
 - 2. Sexual abuse (incest, rape, molestation)
 - a. stress on safety and prevention
 - b. need for victims to seek help from family and/or trusted adult
 - c. legal requirement of teacher to report abuse
 - 3. Illness and death.
 - a. Dealing with grief
 - 4. Aging.
 - a. intergenerational communication and respect

VI. Sex Roles

Objective: Students will gain an awareness of sex roles and their influence on self-image and relationships to others, within a historical context.

Approach: Students need to examine changing definitions of masculinity and femininity, and the important influences on self-identity and self esteem of men and women in our society. These influences include: familial expectations, traditional stereotypes, peer pressure, and the media.

Content:

- A. Sex role diversity.
 - 1. Traditional sex role definitions and stereotypes.
 - a. changes over time in our culture
 - 2. Contemporary definitions.
 - a. including androgyny, heterosexuality, sexism
 - 3. Cross-cultural differences.
- B. Media influences and self-image.
 - 1. Critically evaluate advertisements.

VI. Sex Roles (continued-)

C. Peer pressure and decision-making.

1. Conforming to rigid sex roles.
2. Limitations on growth.
3. Choices for personal growth.
4. Influence of values on making choices.
5. Practicing refusal skills and strategies.
6. Decision-making process.
 - a. define problem situation
 - b. consider all alternatives
 - c. consider consequences of each alternative
 - d. consider family and personal values
 - e. choose one alternative
 - f. implement decision
 - g. evaluate decision

VII. Relationships

Objectives: Students will gain knowledge and understanding of various kinds of relationships and how to deal effectively with each one of them.

Approach: Students need an awareness of what a relationship means, and the importance ways in which we affect each other's lives. Emphasis will be placed on exploration of self and family values. The importance of open and effective communication should be stressed.

Content:

A. Communication skills.

1. Good listening skills.
2. Good speaking skills.
 - a. "I" vs. "you" message

B. Types of relationships.

1. Teen/parent relationships
2. Friendships (same sex, opposite sex, intergenerational)
 - a. establishing and maintaining friendships
3. Dating.
 - a. respect for both non-dating and dating peers
 - b. resisting sexual pressures
 - c. prevention of pregnancy and disease (abstinence emphasis)
4. Marriage (meaning of the commitment)

C. Love, infatuation, romance.

1. Various kinds of love.
 - a. opposite-sex attraction
 - b. same-sex attraction

VIII. Sexual Issues in Society

Objective: Students will become aware of the implications and responsibilities involved in making decisions about sexual activity.

Approach: We live in a society which over-emphasizes sex by taking it out of the context of the total life cycle. We are aware that young people are often exposed to societal pressures toward sexual activity before they have the emotional resources to deal with it in a responsible and mature manner. Our approach to problem solving will encourage communication with parents and an appreciation of their guidance as an important resource. We must recognize that an increasing number of young people are becoming sexually active in early adolescence. When dealing with sexually transmitted diseases, birth control, and pregnancy alternatives, the teacher needs to present practical, problem-solving information, while emphasizing that there is no expectation that students are or should be sexually active, and that this information is mainly for future reference, not an encouragement. In the area of pregnancy alternatives, the pros and cons of each alternative will be presented in a factual and objective manner.

Content:

A. Introduction.

1. Body image.
2. Self-image and the media.
3. Ideas of sexual attractiveness.
 - a. historical changes in concepts
 - b. cultural differences in concepts
4. Abstinence and decision-making about readiness for sex.

B. Sexuality experiences and orientations.

1. Heterosexuality.
2. Homosexuality.
3. Bisexuality.

C. Sex and the law.

1. Statutory rape.
2. Sexual abuse (rape, molestation, incest)
3. Legal requirement of teacher to report abuse.
4. Education code and district policy.
 - a. parental consent
 - b. confidentiality (student as patient)

D. Sexually transmitted diseases.

1. Current strains will be covered, including HIV/AIDS (see District AIDS Curriculum)
2. Transmission/prevention.
3. Symptoms, effects (including impact on pregnancy)
4. Where to go for help (including parents as resource)
5. Treatment.
6. Social Attitudes that contribute to epidemic.

VIII. Sexual Issues in Society (continued-)

Avoiding pregnancy (birth control)

1. All methods, including abstinence, discussed and compared.
2. Advantages and disadvantages of each method.
3. Where to go for help (including parents as resource)
4. What's involved: exams, side effects, and costs.
5. History, inventions.
6. Male role and responsibility.
7. Female role and responsibility.

F. Unplanned pregnancy.

1. Alternatives: keeping, adoption, abortion.
2. Need for counseling.
3. Community resources (stress parents as source of guidance)
4. Laws.
5. Psychological and emotional implications.
6. Societal attitudes.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
FAMILY LIFE CURRICULUM
Senior High School/Adult Level

I. Introduction and Overview

Objective: Students and teacher will be prepared to deal with the content of the course in a manner that will allow students to gain the most from it.

Approach: The teacher will let the students know what to expect and will set a responsible tone for the course. Classroom ground rules will be established that provide a safe and comfortable environment. The teacher will be careful to distinguish fact from opinion and about sharing personal views, while encouraging exploration of a wide range of opinions in sensitive areas.

Content:

A. Course overview.

1. Rationale and expectations.
2. Content.
3. Ground rules for responsible attitudes.
 - a. respect for others, including confidentiality.
 - b. responsibility of teacher to report if he/she learns of something harmful or illegal.
 - c. importance of open communication.
 - d. right to “pass”.
 - e. use of correct medical terminology, if possible.

II. Communication, decision-making, values, and self-esteem.

Objective: Students will both learn and experience the importance and skills of effective communications. They will demonstrate an understanding of the responsibilities and values in their understanding of how self-esteem is built upon good communication and relationships.

Approach: The teacher will include activities, which allow the students to understand the consequences of good and poor communications. The important ways in which students influence each other’s lives will be stressed, and decision-making skills will be emphasized. Activities, which enhance self-esteem, will be included throughout the entire course, and the teacher will model respect and acceptance of diverse points of view.

NOTE: The content of section II should continue to be taught and reinforced throughout the entire curriculum.

Adopted by Governing Board
12/6/78 (Updated: March 1990)

II. Communication, decision-making, values, and self-esteem (continued-)

Content:

A. Communication.

1. Importance of caring about yourself and others.
2. Developing active listening skills.
3. Communicating ideas, needs, and feelings to other people.
4. Eliminating “blocks” to communication; i.e., put-downs, dishonesty, non-listening.

B. Decision-making.

1. Setting personal goals.
2. Review decision-making process.
 - a. define problem/situation.
 - b. consider all alternatives.
 - c. consider consequences of each alternative.
 - d. consider family and personal values.
 - e. choose one alternative.
 - f. implement decision.
 - g. Evaluate decision.

C. Values.

1. Resource of values.
 - a. in the home.
 - b. from peers.
 - c. from media.
 - d. from religious beliefs.

D. Self-esteem

1. How we see ourselves.
 - a. recognizing strengths.
 - b. receiving affirmation.
 - c. accepting weakness.
2. How others see us.
3. Body image.
 - a. accepting diversity.
 - b. distinguishing between inner and outer “beauty”.

III. Relationships

Objective: Students will have a better understanding of the many responsibilities and personal values involved in their relationships with others.

Approach: The course will stress that the scope of sexuality is more than intercourse by discussing sexuality in the context of the whole person, and as a part of the total relationship. Sex can be a reflection of love, but love does not necessitate sex. Exercises will allow students to explore individual feelings and values and the influences of home, peers, religion, and media on their thinking. Role-playing can be used as a way for students to experience the other person’s point of view; i.e., parents, opposite sex. The teacher will avoid reinforcing role stereotypes. The teacher will not maintain an advocacy position when discussing types of relationships.

III. Relationships (continued-)

Content:

A. Sex roles.

1. Masculinity/femininity.
2. Male/female role stereotypes.
 - a. societal sources of stereotypes.
 - b. effect of stereotypes of self-image and self-esteem.
 - c. effect of self-image on response to stereotypes.

B. Friendships.

1. What we value in friends.
2. Responsibilities to friends.
3. Communication/compromise.
4. Same sex, opposite sex friendships.

C. Teen/parent.

1. Communication and honesty.
2. Joint problem-solving process.
3. Respect for parents and parental values.
4. Understanding each other's needs.
5. Responsibilities.
6. Importance of shared activities.

D. Dating and social behavior.

1. Abstinence.
2. Maintaining personal values when dealing with problems in social situations and relationships.
3. Emotional concerns.
4. Communication about sex, decision-making.
5. Virginity: male and female.
6. Financial aspects.

E. Love and infatuation.

1. Knowing the difference.
2. Different kinds of love.
3. Different ways of expressing affection.
4. The role of sex in love relationships.

F. Types of relationships.

1. Discussion of societal, cultural, personal, legal, financial aspects of:
 - a. single adult.
 - b. marriage.
 - c. living together.
 - d. extra-marital relationships.
 - e. sexual relationships (heterosexuality, homosexuality, bisexuality)
 - f. extended family group.
 - g. divorce/separation/annulment.
2. Changing societal attitudes toward each.
3. Cultural attitudes toward each.
4. Responsibilities in each.
5. Laws concerning each.
6. Financial aspects of each.

IV. Male and Female Reproductive Anatomy

Objective: Students will have knowledge of their own anatomy and physiology and the changes in their bodies, which will enable them to better understand themselves and others.

Approach: the material will be presented to high school students in greater detail than at the junior high level. Teachers will present the reproductive system as only one of many body systems. Students will be aware that knowledge of anatomy and physiology does not mean readiness for sex. The teacher will be sensitive to the students' feelings about body image. Allowance will be made for discussion groups on sensitive issues.

Content:

A. General anatomy and physiology.

1. Review function of the body systems.
 - a. Circulatory
 - b. skeletal/muscular
 - c. digestive/excretory
 - d. immune
 - e. respiratory
 - f. nervous
 - g. endocrine
 - h. reproductive

B. Review male reproductive system.

1. Anatomical terms and functions.
 - a. erection
 - b. ejaculation
 - c. nocturnal emissions
 - d. circumcised/uncircumcised penises

C. Female reproductive system (including hymen)

1. Anatomical terms and functions.
2. The menstrual cycle.
 - a. menarche
 - b. menstruation
 - c. menopause
 - d. fertility awareness
 - e. using menstrual products

D. Review of adolescence—primary and secondary sex changes.

1. Physical growth.
2. Sexual development.
3. Emotional changes.
4. Sexual feelings (masturbation, nocturnal emissions, orgasmic dreams)

E. Health problems related to physiology.

1. Cancer (breast, prostate, testicular, cervical)
2. Hygiene/cleanliness.
3. Examinations (BSE, mammogram, prostate, TSE, PAP)
4. Hygiene/cleanliness.

F. Conception.

1. Menstrual cycle.
2. Fertilization.

V. Pregnancy and Childbirth

Objective: Students will gain an understanding of the physical and emotional changes during pregnancy, and health care from conception through birth.

Approach: Pregnancy and birth will be treated as a normal process. Information provided will attempt to alleviate students' fears and misconceptions about pregnancy and birth. The importance of good health and nutrition for all women during their childbearing years will be emphasized. The teacher will stress the necessity for early medical care in pregnancy. Emphasis will be placed on the responsibilities of both partners.

Content:

A. Fetal development.

1. Hazards to fetal development.
 - a. drugs (including alcohol, caffeine and other-over-the-counter drugs)
 - b. smoking
 - c. improper nutrition
 - d. diseases
 - e. chemical/radiation exposure

B. Maternal changes.

1. Emotional.
2. Physical.
3. Social.
4. Financial.

C. Preparation for birth.

1. Alternative birth methods.
2. Exercise.
3. Nutrition.
4. Cost.
5. Childbirth classes.

D. Breast-feeding.

1. Maternal nutrition.
2. Advantages/disadvantages.
3. Social pressures/attitudes.
4. Infant nutrition.

E. Birth.

1. Signs of labor.
2. Labor.
3. Birth.
4. Caesarian section.
5. Role of partner (labor coach)

F. Post-partum issues.

1. Bonding.
2. Depression.
3. Recovery.
 - a. hormonal
 - b. physical
 - c. emotional
 - d. shared responsibilities for childcare/nutrition.

VI. Contraception

Objective: Students will have a thorough knowledge of all birth control methods so that they will be able to make wise decisions when they become sexually active.

Approach: When discussing contraception, the teacher will not convey the assumption that students are sexually active. The discussion should re-emphasize individual values, responsibilities, and consequences in deciding to use or not to use contraceptives. Students will be made aware that contraception is the responsibility of both parties. It is important to remind students that confidentiality of community resources is not license to avoid discussions with parents.

Content:

A. Avoiding pregnancy (birth control).

1. All methods, including abstinence, discussed and compared.
2. Where to obtain; costs.
3. Advantages and disadvantages of each method.
4. Where to go for help (including parents as resource).
5. What's involved: exams, side effects.
6. History, inventions.
7. Male role responsibility.
8. Female role responsibility.

VII. Parenting

Objective: Students will have a better understanding of the responsibilities of being a parent.

Approach: The teacher will help students gain an appreciation for parenting and the life-long commitment of parenthood. Teachers will avoid a judgmental attitude toward teen parenting that could inhibit communication. Role-playing can be used effectively to gain insight into the experience of parenthood.

Content:

A. Societal expectations.

1. Legal requirements, rights, and responsibilities.
2. Lifestyle changes.
3. Financial obligations.
4. Changing attitudes towards new parents.

B. Individual.

1. Psychological adjustments.
2. Physical demands.
3. Need for strong self-image/sense of self.
4. Sense of humor.
5. Changes in relationship with mate.
6. Changes in relationship with family and friends.

VII. Parenting (continued-)

C. Immediate impact of new baby.

1. Bonding.
2. Family dynamics.
3. Positive/negative feelings.

D. Responsibility of early years.

1. Effect on decisions.
2. Lack of privacy.
3. Financial aspects.
4. Lack of community guidelines for standards and discipline.
5. Community resources.

E. Teenage parenting.

1. Pros/cons.
2. Medical problems of early childbearing.
3. Teen marriages:
 - a. high divorce rate.
 - b. Lack of societal support.
 - c. Effect on education and career potential.
 - d. changes in relationships with peers.
 - e. community resources
4. Teen parenting.
 - a. community/school resources. (teen mother programs)
 - b. financial problems.
 - c. education programs
 - d. other aspects

VIII. The Family Environment

Objective: Students will gain an appreciation of the concept of family in its varying forms as a source of mutual support, while developing the skills needed to be responsible family members.

Approach: The teacher will stress that the family unit is expressed in many ways, and can be the focal point for a nurturing environment. The method of presentation should not threaten the individual's self-esteem or evaluation of his/her family. Aging and death will be treated as natural processes in the life cycle. The importance of a significant role in society for older people will be discussed.

Content:

- A. Types of families.
- B. Roles and functions (step-parents, adopted children, single-parent adoptions)
- C. The importance of communication within the family unit.
- D. Historical purpose and evaluation of family unit in society.
- E. Process of change over time for the individual and the family unit.
- F. Death and its impact on the family.

IX. Sexual Issues in Society

Objective: Students will become aware of the implications and responsibilities involved in making decisions about sexual activity.

Approach: We live in a society which over-emphasizes sex by taking it out of the context of the total life cycle. We are aware that young people are often exposed to societal pressures toward sexual activity before they have emotional resources to deal with it in a responsible and mature manner. Our approach to problem solving will encourage communication with parents and an appreciation of their guidance as an important resource. We must recognize that an increasing number of young people are becoming sexually active in early adolescence. When dealing with sexually transmitted diseases, legal issues, and pregnancy alternatives, the teacher needs to present practical, problem solving sexually active, and that this information is mainly for future reference, not an encouragement. In the area of pregnancy alternatives, the pros and cons of each alternative will be presented in a factual and objective manner.

Content:

A. Unplanned pregnancy.

1. Alternatives: keeping, adoption, abortion.
 - a. need for trained counseling.
 - b. community resources (stress parents as a source of guidance)
 - c. laws.
 - d. psychological, emotional implications.
 - e. societal attitudes.

B. Sexually transmitted diseases.

1. Current strains will be covered, including HIV/AIDS (refer to the District AIDS Curriculum).
2. Transmission/prevention.
3. Symptoms, effects (including impact on pregnancy)
4. Where to go for help (including parents as resource)
5. Treatment.
6. Social attitudes that contribute to epidemic.

C. Child abuse/child molestation/incest.

1. Laws and responsibilities.
2. Rights of victim.
3. Need for family counseling.
4. Prevention.
5. Community resources.

D. Rape.

1. Rape as a crime of violence.
2. Preventative behavior.
3. Laws and responsibilities.
4. Rights of the victim.
5. Need for counseling for victim.
6. Need for counseling for rapist.
7. Guilt, fear, and anger of victim.
8. Community resources.

E. Statutory rape.

1. Legal definition.
2. Laws
3. Prevention

F. Legal aspects of course topics (child support, birth control, sterilization, S.T. D., abortion)

1. Laws.
2. Rights and responsibilities.