

FAMILY LIFE EDUCATION:

SPECIAL EDUCATION

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**Virginia Department of Education
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This report is available online at <http://www.doe.virginia.gov/VDOE/studentsrvcs/familylife.shtml>. To obtain a printed copy, please contact the Comprehensive School Health Specialist at the Virginia Department of Education, Office of Special Education and Student Services, P.O. Box 2120, Richmond, Virginia 23218-2120, telephone (804) 225-2431, fax (804) 371-8796.

Introduction

On December 1, 1987, the Board of Education submitted to the General Assembly of Virginia the publication *Family Life Education: Board of Education's Response to House Bill No. 1413*. This publication identified regulations for implementing age-appropriate, sequential, and comprehensive Family Life Education (FLE) for all students attending public schools in Virginia. The Individuals with Disabilities Education Act (IDEA) 2004 requires students to participate in the general education curriculum. The state regulations identify eleven content areas that must be included in the Family Life Education curriculum. The content areas are as follows:

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 adoptions as a positive choice in the event of an unwanted pregnancy;
5. The etiology, prevention, and effects of sexually transmitted diseases;
6. Stress management and resistance to peer pressure;
7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;
8. Parenting skills;
9. Substance abuse;
10. Child abuse; and
11. 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.

These eleven content areas are addressed in Standards of Learning Objectives for grades K-12.

The Department of Education identified a need to make some adaptations to the Family Life Education objectives based on individual needs of students in special education. This document was developed to serve as a framework when developing appropriate family life education for students with disabilities.

Unique Aspects of This Guide

This document is similar to the Family Life Education: Board of Education Guidelines and Standards of Learning for Virginia Public Schools revised in 2004 in that it addresses the 11 content areas regulated. It is comprehensive, sequential and age-appropriate (taking into consideration a student's individual cognitive functioning). However, these guidelines are unique in the following ways:

1. Although many of the objectives in these guidelines are from the regular Family Life Education curriculum, there are new objectives that were

written to meet the unique needs of students with disabilities. For example, many new objectives were written to address the goal of developing appropriate social behavior.

2. Rather than being organized by specific grade level, standards are organized by levels as follows: Elementary (K-5), Middle School (6–8), and High School (9-12).
3. In addition, standards are organized by overall topics, such as family living and community relationships, self-esteem and respect for others, human sexuality, growth, and development.
4. Due to the frequent need for repetition and review throughout the students' development, objectives may be repeated at various levels.

Rationale

The Department of Education has a very strong commitment to Family Life Education for students receiving special education. Like all students, students with disabilities benefit from instruction that emphasizes healthy social and sexual relationships and promotes a positive self-image. Research indicates that youth in general are at greater risk for sexual abuse and molestation, teen pregnancy, drug abuse, and sexually transmitted diseases.

- **Sexual Abuse** – Rates of sexual abuse for females range from 6 to 62 percent, with most professionals estimating that between one in three and one in four women are sexually abused in some way during their childhoods. The rates for men are somewhat lower, ranging from 3 to 24 percent, with most professionals believing that 1 in 10 men and perhaps as many as 1 in 6 are sexually abused as children (retrieved from <http://nccanch.acf.hhs.gov/pubs/usermanuals/sexabuse/effects.cfm> on 7/19/04). Some professionals in the field of sexual abuse prevention believe that the incidence of sexual abuse may be substantially greater for students with disabilities. Children with disabilities are on average two to three times more likely to be maltreated in their homes and in institutions than are children without disabilities (Sullivan & Knutson, 2000).
- **Sexually Transmitted Diseases** - One of the major health problems facing youth today is sexually transmitted disease. It is estimated that three million teens in the United States are affected annually (Virginia Department of Health Fact Sheet, 2004). Many sexually transmitted diseases are difficult to detect and can lead to serious health problems, including infertility for women.
- **Teen Pregnancy** – In 2003, 13,381 girls in Virginia between the ages of 15 and 19 had pregnancies. These pregnancies resulted in 65.7 percent live births, 30.1 percent abortions, and .4 percent miscarriages (Virginia Department of Health, 2004).

- **Sexual Assault** – It is estimated that more than half of all sexual assaults on women occur before age 18; 22 percent occur before age 12. Females ages 12 to 24 are at the greatest risk for experiencing a sexual assault (Tjaden, P. & Thoennes, N., 2000). In addition, most sexual assaults are committed by someone the victim knows.. According to the 2000 National Crime Victimization Survey, 62 percent of sexual assault victims knew their perpetrator (Department of Justice, 2001).
- **AIDS** – The Centers for Disease Control (CDC) reports that AIDS cases are growing most rapidly among heterosexual women. In addition, females often contract HIV during their teens and early 20s (one in four new infections are occurring in people under the age of 25; Centers for Disease Control and Prevention, 2004). Periodic updates about HIV and AIDS statistics may be obtained by calling the Virginia STD/AIDS Hotline at (800) 533-4148.
- **Abuse and Neglect** - Individuals with disabilities are at greater risk for abuse and neglect, including sexual abuse. Risk factors may include:
 - Functional limitations causing lifelong dependency on others for personal care needs.
 - Intellectual limitations which can prevent perceiving the experience as abuse and can prevent seeking attention in appropriate ways.
 - Physical limitations impairing a child’s ability to escape.
 - Communication/sensory difficulties which can prevent reporting of abuse and identification of a perpetrator.
 - Lack of self-protection skills, such as assertiveness and recognition of personal boundaries.
 - Lack of access to information about sexuality, personal safety and sexual abuse prevention.
 - Learned compliance to authority which can result in failure to recognize abusive behavior as maltreatment.
 - A lack of knowledge about sexuality and abuse that may prevent the individual from discerning that sexual contact is abusive.

Teaching the Goals and Objectives of Family Life Education for students with Disabilities in the Special Education Classroom

If goals and objectives for Family Life Education are written in students' IEPs, instruction involves a cooperative effort between special education and Family Life Education teachers. The unique skills and knowledge of each specialist should be tapped to maximize the quality of instruction offered to the students.

It is important that teachers are aware of the varied levels of interest and experience of the students. Teachers should be knowledgeable of the support system available in each school, which may include school nurses, school social workers, guidance counselors, resource teachers, and school psychologists.

It will be beneficial if the teachers chosen to teach Family Life Education can communicate well, are good listeners, relate appropriately to the students, are comfortable with the subject matter, consider individual differences/learning styles, and have confidence in the students.

Goals for Family Life Education for Students with Special Needs and IEP Considerations

The goals for family life education for students with disabilities are the same as for students in general education. Using the IEP process, family life education can and should be modified and adapted to meet the individual needs of the student. As in all IEP decisions, the strengths of the child and concerns of the parent must be taken into consideration. It is important to note the IDEA requires that the child be involved in and progress in the general curriculum and that each LEA shall take steps to provide nonacademic services in a manner that affords children with disabilities an equal opportunity to participate, including health and family life education.

This document is meant to serve as guidelines for local school division personnel as IEPs are developed for students with disabilities. Local Family Life Education Community Involvement Teams, School Health Advisory Boards and Special Education Advisory Committees should become familiar with this document. Implementation should reflect consideration of all 11 content areas in an age-appropriate, sequential, and comprehensive manner.

As with any course of instruction, a continuum of options needs to be made available for Family Life Education instruction for students receiving special education. It is appropriate for many students to receive most of their instruction in a general education setting, and for some it may be appropriate to receive instructional support from a special education teacher.

The IEP team is responsible for making a decision regarding placement, modifications, and accommodations. Some students may not need IEP goals related to Family Life Education; the general education curriculum may be appropriate with or without accommodations. Each IEP team may also develop benchmarks relative to the 11 content areas, dependent upon each student's strengths and needs.

Teachers are vital participants in the IEP process. At least one of the child's

general education teachers must be on the IEP team if the child is (or may be) participating in the regular education environment. The general education teacher has a great deal to share with the team. For example, he or she might talk about the general used curriculum in the classroom.

The child's **special education teacher** contributes important information and experience about how to educate children with disabilities. Because of his or her training in special education, this teacher can talk about such issues as:

- How to modify the general curriculum to help the child learn;
- The supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere;
- How to modify testing so that the student can show what he or she has learned; and other aspects of individualizing instruction to meet the student's unique needs.

Beyond helping to write the IEP, the **special educator** has responsibility for working with the student to carry out the IEP. He or she may:

- Work with the student in a resource room or special class devoted to students receiving special education services;
- Team teach with the regular education teacher; and
- Work with other school staff, particularly the general education teacher, to provide expertise about addressing the child's unique needs.

Supports for school staff may include professional development and training. Professional development and training are important for teachers, administrators, bus drivers, cafeteria workers, and others who provide services for children with disabilities.

Depending on the needs of the child, federal regulations require the IEP team to consider **special factors**. These include:

- If the child's *behavior* interferes with his or her learning or the learning of others, the IEP team will consider strategies and supports to address the child's behavior.
- If the child has *limited proficiency in English*, the IEP team will consider the child's language needs as these needs relate to his or her IEP.
- If the child is *blind or visually impaired*, the IEP team must provide for instruction in Braille or the use of Braille, unless it determines after an appropriate evaluation that the child does not need this instruction.
- If the child has *communication needs*, the IEP team must consider those needs.
- If the child is *deaf or hard of hearing*, the IEP team will consider his or her language and communication needs. This includes the child's opportunities to communicate directly with classmates and school staff in his or her usual method of communication (for example, sign language).
- The IEP team must always consider the child's need for *assistive technology devices* or services.

Developing Lesson Plans

If writing lesson plans for Family Life Education, the process and format should be the same as those used in other subject/content areas. Goals and objectives should be based on the Virginia Standards of Learning for Family Life.

- A. **Example of content for lesson planning for an 8-year-old boy with mental retardation**
1. **Goal:** John will demonstrate how to ask for assistance when he is separated from family or teachers in the community.
 2. **Objectives:**
 - a. John will participate in class discussions about being lost and how it feels.
 - b. John will develop communication skills necessary for requesting assistance (initiation, questioning, clearly state request).
 3. **Evaluation:** The teacher or speech-language pathologist can use either a teacher-made or commercial checklist to record observations of the student's ability to demonstrate appropriate communication skills when lost. Criteria for mastery should be established for each student.

Teacher Competencies

One of the most important considerations that must be kept in mind when implementing Family Life Education is that teachers need training to be effective instructors. Winifred Kempton, author and prominent leader in this field, recommends a minimum of 20 hours of teacher training in the areas of reproductive anatomy and physiology, sexual and reproductive health, personal examination of attitudes and values, teaching techniques for sexuality education, teaching strategies for social skills development, review of resources, helping parents deal with the sexuality of children with a disability, and dealing with special issues. "Dedicating time to professional development not only addresses gaps in knowledge and expertise, it also helps revitalizing oneself" (Hedgepeth & Helmich, 1996, pg.106). Unfortunately special educators have typically not received training in Family Life Education during their special education preparation. There is a critical need for school divisions to provide opportunities for teachers to participate in training opportunities for Family Life Education. The Virginia Department of Education (VDOE) provides yearly training sessions. In addition, school divisions may request trainings for their school division by contacting the VDOE Comprehensive School Health Specialist at 804-225-2431.

Materials

As with other subject areas, it may be appropriate to use materials designed for the general Family Life Education class with students with special needs. Depending on the needs of all students in the class, teachers may also decide to utilize materials designed specifically for use in family life instruction for students with disabilities as included in this document (See Resources). Special materials may offer more visuals and a more

direct teaching approach, a controlled vocabulary, high-interest low-vocabulary reading materials, captioned films, or tactual models.

Parent Involvement

Parent involvement is a fundamental component of both special education and Family Life Education programs. The parent/teacher team approach is important for a successful Family Life Education program. Home involvement permits greater integration of the family life concepts and leads to increased student success. Parents should have the opportunity for ongoing review of curriculum and materials. A resource center containing Family Life Education materials to be checked out by parents is recommended for all school divisions.

Instructional Strategies

General

For most students with disabilities Family Life Education (FLE) will look very similar to regular education students at the same grade level. Some students will require modifications and accommodations unique to their individual needs and specified on their IEP. The following represent some general considerations when teaching students with cognitive or developmental disabilities. They may or may not be appropriate to an individual student's needs. The educational team, who knows the student well, can design an appropriate program.

1. Many students have trouble with organizational skills, regardless of their ability or age. Provide:
 - a. Verbal cues
 - b. Clear visual information
 - c. Physical cues
2. Most students with cognitive disabilities have difficulty with abstract thinking and concepts.
 - a. Introduce abstract ideas using concrete examples when possible.
 - b. When abstract ideas are necessary, use visual cues as an aid.
3. If the individual does not seem to be learning the concept:
 - a. Break it down into smaller pieces of information;
 - b. Present it in more than one way – visually, verbally, physically.
4. Avoid verbal overload.

Students Who Are Deaf Or Hard Of Hearing

Use of an Educational Interpreter: Students who are deaf or hard of hearing and who use sign language or cued speech to communicate will require the services of an educational interpreter when placed in the general education classroom. School division personnel should consider the impact of the educational interpreter's sex upon the entire class when gender segregated instruction takes place. It may be better to hire male educational interpreters for male students who are deaf or hard of hearing for instruction related to certain sensitive topics.

Educational interpreters using sign language should be involved in Family Life Education training to increase their knowledge of topics and of signs used to teach students. The interpreter should learn what signs the student is familiar with in discussing sexuality. More formal terminology should be paired with any "slang" signs used by the student to ensure comprehension and to make the student familiar with the range of vocabulary that may be used by others. The Family Life Education instructor should be alerted to the graphic nature of sign language used in discussing sexuality.

When a student who is deaf or hard of hearing is involved in group discussions, it is important that one person talk at a time, with time allowed for the student to see who is speaking. When presenting visuals, the teacher should allow time for the student to watch the interpreter sign or cue and then to attend to the visual sequentially, as it is not possible to attend to both simultaneously as hearing students can.

The interpreter and the student should be permitted to choose the best place to stand or sit. The interpreter may move during one session to be near the person speaking, the TV, or the video screen. A light should be shown on the interpreter when lights in the room are dimmed.

Instructional Needs: It is very difficult to attend to an interpreter and take notes simultaneously. Students may need to be provided with a note taker as per their IEP. Students may also benefit from the presentation of a written outline and a photocopy of transparencies.

Some students who are deaf or hard of hearing may not be familiar with the abstract words used in Family Life Education, especially when in print (e.g., motherhood, masturbation, caring, maleness, and femaleness). In addition, idioms and innuendos are sometimes misunderstood. The teacher of the hearing impaired and the Family Life Education teacher need to ensure that students receive the extra instruction necessary to understand these concepts. New vocabulary may be pretaught by support staff to enhance comprehension during lessons.

Classroom Environment: A student who is deaf or hard of hearing and the interpreter should be positioned for optimum visual and auditory reception of information. The classroom can be modified to eliminate glare from windows or lights and to ensure adequate lighting. Hard, shiny surfaces can be covered with carpeting, curtains, and corkboard to decrease reverberations for students using hearing aids and/or cochlear implants. Background noise should be reduced as much as possible.

Materials and Media/Equipment: Captioned films are a valuable resource. Educational Captioned Films for the Deaf are available in many subject areas, including Family Life Education (See Resources).

Elementary (grades K – 5)

Note: underlined statements have been added and or revised.

FAMILY LIVING AND COMMUNITY RELATIONSHIP

**K.4
REVISED
(REV)** **The student will recognize that everyone is a member of a family and that families come in many forms.**

Descriptive Statement: This includes a variety of family forms: traditional or two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families of students who live in institutional and group home settings; families with stepparents; and blended families – new families formed by the marriage of a man and woman with children from previous marriages.

K.5 **The student will identify members of his or her own family.**

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

K.6 **The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.**

Descriptive Statement: The focus is on the positive words and actions, which convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also includes helping the child understand that rules are made for safety and protection.

1.4 REV **The student will develop an understanding of the importance of a family and of different family patterns.**

Descriptive Statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The following family patterns are included: two-parent families, extended families – relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families, families of students who live in institutional or group home settings, families with stepparents, and blended families-new families formed by the marriage of a man and woman with children from previous marriages.

- ADDED** **The student will begin to recognize common symptoms of illness and learn to report valid symptoms of discomfort to responsible persons.**
Descriptive Statement: This involves continuing to recognize and report symptoms of illness such as fever, pain, upset stomach, or extreme sleepiness. Students will be able to describe the feelings of being healthy.
- 1.5 REV** **The student will identify family members and their responsibilities in contributing to the successful functioning of the family.**
Descriptive Statement: The focus is on the tasks that must be performed for a family to function successfully. Students will recognize their responsibilities within the family by identifying their daily and weekly chores at home. Examples of parental responsibilities are providing food, providing shelter, providing and caring for clothing, providing money for these and other necessities, providing love and caring, and providing for fun and play.
- 2.2** **The student will realize that adults other than parents also provide care and support for children.**
Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.
- 3.3 REV** **The student will review the changes occurring in family life that affect daily living and produce strong feelings.**
Descriptive Statement: Changes that occur include moving, the addition or birth of a sibling, death, illness, separation, divorce, and remarriage. Students are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving.
- 4.6 REV** **The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.**
Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with disabled family members. Students will recognize their responsibilities to their families by identifying their daily and weekly chores at home.
- 5.9** **The student will develop an increased understanding of the roles, duties, and responsibilities of family members.**
Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family

members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of women are presented.

7.1 REV The student will identify his or her role and relationships within the family.

Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

SELF-ESTEEM, RESPECT FOR OTHERS
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K. 1 REV The student will experience success and positive feelings about self.

Descriptive Statement: Students will learn to recognize their abilities, talents, and other personal strengths. This includes experiencing success at school and home, pride in his or her body, the effective handling of routine situations, and acceptance by others. The teacher through the climate of the classroom environment provides these experiences. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences or differences that may be due to a disability.

K.2 The student will experience respect from and for others.

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate, which protects the child from physical and emotional infringements by others, is provided. The child also learns and practices courtesy and good manners.

K.3 REV The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a student how one's behavior affects others positively as well as negatively. The same descriptive language is used to explain to a student the effects of others' behavior. Other school personnel reinforce this approach, and parents are encouraged to continue such explanations at home.

- 1.1 REV The student will experience continuing success and good feelings about self.**
Descriptive Statement: The teacher continues to provide a classroom environment that fosters experience of success in schoolwork, in self-acceptance of body image, acceptance of a disability in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and promote self-esteem at home.
- 1.2 REV The student will experience continuing respect from others.**
Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the student, providing a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations are discussed and role played.
- 1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**
Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings.
- 2.1 REV The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**
Descriptive Statement: The key idea is that's all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which students receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that students view persons with a disability or a chronic illness (such as cancer or AIDS) as unique individuals with many strengths.
- 2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.**
Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior.

- 3.1** **The student will demonstrate a sense of belonging in group work and play.**
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in groups such as the scouts is encouraged.
- 3.2 REV** **The student will express what he or she likes about himself or herself to continue developing a positive self-image.**
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, and drama) are used for student expression of the capabilities, personality traits, and physical features that the student likes about himself or herself. The student will realize that a person who shows good self-esteem will be treated more respectfully and will be better able to have a close relationship with someone.
- 4.5 REV** **The student will develop positive reactions to his or her strengths and weaknesses and will develop a positive reaction to his or her own characteristics.**
Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.
- ADDED** **The student will demonstrate special abilities that have been developed as a result of their disability.**
Descriptive Statement: The students will be given the opportunity to demonstrate their special abilities (e.g., sign language, wheelchair, communication board) to peers in order to improve their self-esteem and promote acceptance of students with disabilities (D.O.E. Work Group, 1990).
- ADDED** **The student will acknowledge his or her disability realistically.**
Descriptive Statement: Students will recognize and begin to come to terms with the things about themselves that they cannot change, such as a physical disability, anomaly, deformity, or learning disability. Students will learn to deal appropriately with the insensitive behavior of strangers who may stare, laugh at, or tease them due to their disabilities (D.O.E. Work Group, 1990; Kempton, 1988).
- ADDED** **The student will learn to feel good about him or herself with acceptance of a disability.**
Descriptive Statement: Students will learn to recognize their abilities, talents, pleasant parts of their personality, and physical attractiveness (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will develop an awareness of and sensitivity to people who have different types of disabilities in school and the community.**

Descriptive Statement: Instruction will include imagining or temporarily experiencing what life would be like with different types of disabilities. Students will practice behaviors that show kindness and respect for all people, including those who have disabilities (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will learn to feel good about him or herself with acceptance of a disability.**

Descriptive Statement: Students will learn to recognize their abilities, talents, pleasant parts of their personality, and physical attractiveness. They will also begin to come to terms with the things about themselves that they cannot change such as a physical disability, physical deformity, or learning disability. The student will continue to learn to deal with the insensitive behavior of strangers who may stare, laugh at, or tease them because of their disability (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will demonstrate special abilities that have been developed as a result of their disability.**

Descriptive Statement: The student will be given the opportunity to demonstrate special ability (i.e., sign language, Braille, wheelchair, communication board) to peers in order to improve self-esteem and promote acceptance of students with disabilities (D.O.E. Work Group, 1990).

HUMAN SEXUALITY, GROWTH AND DEVELOPMENT
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1.6 **The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.**

Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

1.7 REV **The student will use correct terminology when talking about body parts and functions.**

Descriptive Statement: Terms included in this approach are urinate, bowel movement, penis, and vulva to substitute for colloquial or slang terminology. Students will also learn to differentiate between body parts shared by all people and unique body parts that make a person either male or female. These terms are introduced as they occur in daily activities and are also taught directly. Parents are encouraged to reinforce correct terminology at home.

- 3.6 REV** **The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.**
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences. Students are taught to be tolerant of differences among people.
- 4.2 REV** **The student will identify physical changes that begin to occur during puberty.**
Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, growth of penis and scrotum, changes in body odor, skin changes, and changes in the voice. Female characteristics presented include: increased roundness of the hips, development of breasts, the appearance of pubic and axillary hair, changes in body odor, skin changes, and the onset of the menstrual cycle. Emphasis is placed on the fact that changes and growth patterns vary with individuals and that this is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. In addition, the importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.
- 5.1** **The student will define the structure and function of the endocrine system.**
Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.
- ADDED** **The student will identify which changes of puberty are public and which are private.**
Descriptive Statement: Discussion includes identifying persons with whom it is appropriate to talk about the private changes of puberty as well as where and when these conversations should take place (D.O.E. Work Group, 1990; Siegel, 1989).

PERSONAL SAFETY, SEXUAL ABUSE PREVENTION

- K.8** **The student will recognize the elements of good and bad touches by others.**
Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching

that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

K.9 REV **The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.**
Descriptive Statement: This involves learning how to say “no” in a loud voice, using strong body language and good eye contact. It is important for students to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. Students who are too young, too low-functioning, or too physically impaired to be able to protect themselves need to be taught or trained to tell someone. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

K.11 REV **The student will find help safely if lost.**
Descriptive Statement: Students learn their full names, parent’s full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place. Dramatic play will be used to have students decide ahead of time what they would do in various situations.

ADDED **The student will demonstrate where and when to go for help.**
Descriptive Statement: Focus will be on knowing which individuals may be called upon for information, help, and counseling: parents/adult relatives, teachers, school nurse, counselor, principal, police officers, doctor, religious leader, etc. This also includes knowing when and how to use the emergency numbers “0” and “911” (including TDD’s 911).

1.12 REV **The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.**
Descriptive Statement: Elements of good and confusing touches are reviewed. Students learn how to say “no” in a loud voice, using strong body language and good eye contact. Students who are unable to protect themselves in this way because of low cognitive ability or a physical disability need to be trained to tell someone. Methods of avoiding negative encounters are presented. All students also learn to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian about such incidences when they occur. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

2.7 **The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches.

3.10 REV **The student will practice safety rules in the home and at school.**

Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on telephone and door-answering safety. Parents and teachers are encouraged to discuss and develop safety precautions at home and at school.

3.11 REV **The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.**

Descriptive Statement: This is a continuing review of the elements of good and secret or confusing touches – including responding appropriately both to good and to confusing touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying “thank you.” Students also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. Other responses to inappropriate approaches include saying “no,” getting away from the person quickly, or telling the person that he or she does not like the touch (D.O.E., F.L.E., S.O.L. 3.11 revised).

4.7 REV **The student will describe the factors surrounding child abuse and child neglect.**

Descriptive Statement: The terms child abuse (including sexual abuse) and child neglect are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian. Issues of neglect such as medication needs, nutrition and privacy for personal care should be addressed.

5.12 REV **The student will recognize threatening or uncomfortable situations and how to react to them.**

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, witnessing violence within the home environment, receiving obscene phone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made; however, that most life situations are not threatening.

- ADDED** **The student will demonstrate self-protective practices to be used at home.**
Descriptive Statement: Students will know home safety practices such as keeping doors locked, never opening the door to strangers, and never giving phone callers personal information. Parents are encouraged to discuss and develop safety precautions at home as they relate to the student’s growing level of independence (D.O.E. Work Group, 1990; Cowardin, Zelman & Stanfield, 1988).
- ADDED** **The student will practice safety rules in the community.**
Descriptive Statement: Instruction should include safety practices such as walking in safe places only in the daytime, never accepting offers from strangers, and not giving personal information to strangers (D.O.E. Work Group, 1990; Cowardin, Zelman & Stanfield, 1988).
- ADDED** **The student will demonstrate appropriate ways to get help when he or she is in the community and gets lost or is being bothered by someone.**
Descriptive Statement: Dramatic play will be used to have students decide ahead of time what they would do in various situations if lost or if they are approached by someone. Student will know how they are to ask for help, whom to ask for help, and when and how to make phone calls for assistance (D.O.E. Work Group, 1990; Kempton, 1988).

<p>STRESS MANAGEMENT, INTERPRETING MESSAGES FROM THE MEDIA</p>

- 2.8** **The student will be conscious of how commercials use our emotions to make us want products.**
Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.
- 3.4** **The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.**
Descriptive Statement: An essential component is providing a clear explanation of the changes, which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.

4.7 REV The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement: The terms child abuse (including sexual abuse) and child neglect are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian. Issues of neglect such as medication needs, nutrition and privacy for personal care should be addressed.

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

Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation.

ADDED The student will be aware of stressors in the environment, which may make them anxious or angry.

Descriptive Statement: This includes peer problems, daily frustrations, and noise (D.O.E. Work Group, 1990).

ADDED The student will demonstrate appropriate stress management techniques, which will permit release of anxiety (with or without cue).

Descriptive Statement: The student will learn self-monitoring techniques for stress management such as self-imposed time out, deep breathing, putting head down, self-talk, use of appropriate art media (D.O.E. Work Group, 1990).

SOCIAL BEHAVIOR RELATED TO SEXUALITY

ADDED The student will gain further understanding of the concept of social distance.

Descriptive Statement: The student will recognize that there are only a few people whom you hug closely (ex. parents, grandparents) but there are a few people that you give occasional friendly hugs (e.g. best friend, sibling, cousin). The student will know that he can greet acquaintances verbally or shake hands with them, but that he should wave to acquaintances that are distant or busy. The student will remember that he does not touch strangers and strangers do not touch him or her. The student will understand that community helpers are strangers that he or she talks to sometimes and only about business (D.O.E. Work Group, 1990; Champagne and Walker-Hirsch, 1989).

ADDED The student will name the private parts of the body.

Descriptive Statement: Students will demonstrate understanding that certain body parts (genitals, breasts, buttocks) are private and special and belong to them. These private body parts need to be kept covered when in public places (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will attend to personal hygiene needs in private places.**

Descriptive Statement: Students will identify behaviors such as bathing and showering, toileting, clipping nails, cleaning nose, and putting on deodorant as private. Girls will also recognize that menstrual hygiene is private (D.O.E. Work Group, 1990; Edwards & Wapnick, 1981)

ADDED **The student will recognize appropriate dress.**

Descriptive Statement: The student will give examples of clothes that can be seen in public and clothes that are private. Clothing identified as private for boys should include underpants and athletic supporter, and for girls undershirts, bras, underpants, slips, and stockings. Students will also identify appropriate clothing for different activities (D.O.E. Work Group, 1990; Edwards & Wapnick, 1981).

ADDED **The student will use the appropriate public restroom.**

Descriptive Statement: Students will accomplish this by learning to recognize restroom signs, ask for help reading the sign, or watch to see whether a male or female exits from the restroom (D.O.E. Work Group, 1990; Edwards & Wapnick, 1981).

ADDED **The student will review the concept of private vs. public as it relates to body parts, clothing, topics of conversation, and personal hygiene.**

Descriptive Statement: Students will review the definition of private vs. public, but the emphasis will be on encouraging students to dress in private and take care of personal hygiene needs in private. Private personal hygiene includes showering, bathing, toileting, clipping toenails, cleaning nose, putting on deodorant and for girls' menstrual hygiene. The student will also recognize which types of conversation are private and will only talk about them privately to people they are close to such as parents, best friends, or teachers (D.O.E. Work Group, 1990; Edwards & Wapnick, 1981).

ADDED **The student will know and abide by the laws regarding sexuality.**

Descriptive Statement: The student will recognize the difference between legal and illegal sexual activities and identify consequences for illegal sexual activity. Students should identify the following behaviors as illegal: exposing private body parts in public, masturbating in public, peeking through windows, forcing affection on others, touching another person's private body parts against their will, and rape (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will identify which places are public and which places are private.**

Descriptive Statement: Basic definition of private and public will be given. The bathroom and bedroom should be clearly identified as private places. Students should be reminded that doors need to be closed for privacy (D.O.E. Work Group, 1990; Edwards & Wapnick, 1981).

ADDED **The student will understand that normal but private behaviors should only be done in private places.**

Descriptive Statement: Behaviors such as adjusting underwear, bra strap, slip, stockings, or jock strap and tucking in shirt should be identified as private. Private behaviors for girls include touching breasts or the pubic area and for boys include touching the penis or buttocks. Students are also reminded that masturbation is private (D.O.E. Work Group, 1990; Kempton, 1988).

FEELINGS, FRIENDSHIP, AND DATING

K.7 **The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family.

K.10 **The student will identify "feeling good" and "feeling bad".**

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this and other objectives.

1.8 **The student will express his or her feelings of happiness, sadness, and anger to the teacher.**

Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems.

1.9 REV **The student will become aware of appropriate behavior to use in dealing with his or her feelings.**

Descriptive Statement: The focus is on helping the student understand that feelings are different from behavior. The teacher helps the student understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is

important for the teacher to help the student know that all feelings are valid. Appropriate strategies for expressing feelings include exercises, games, direct verbalization, art, music, dance, play, story telling, and creative drama. Appropriate behavior in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching.

2.5 The student will demonstrate appropriate ways of dealing with feelings.

Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. Appropriate behavior in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family.

3.9 REV The student will learn the types of behavior that enable him or her to gain friends or to lose friends.

Descriptive Statement: Behavior that helps students make and keep friends includes: friendly attitudes, awareness of others' feelings, sharing, using appropriate language and behavior, and acceptance of the attitudes and feelings of others. Behavior that causes students to lose friends includes: verbal or physical aggression; gross or inappropriate social behaviors (embarrassing or criticizing a friend); exclusion of a friend from activities; and violations of the relationship, such as lying, stealing, and breaking promises. Behavior in groups is also discussed with emphasis on the rights and responsibilities of being a member of a group.

4.4 The student will identify basic human emotions and effective ways of dealing with them.

Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from

loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior.

- ADDED** **The student will identify the qualities and attributes that make someone a good friend.**
Descriptive Statement: The focus will be on having the student demonstrate how to make and maintain friends. This will be accomplished through role-playing, puppetry, modeling, and identifying positive and negative behaviors as they occur throughout the school day (D.O.E. Work Group, 1990).
- ADDED** **The student will demonstrate and participate in appropriate group and one-to-one activities with both male and female friends.**
Descriptive Statement: This will include being able to greet others, respond to social overtures such as introductions, cooperating with others, and sharing (D.O.E. Work Group, 1990; Edwards & Wapnick, 1981).
- ADDED** **The student will identify the importance of having both boys and girls as friends and will recognize and deal appropriately with the feelings associated with boy-girl friendships.**
Descriptive Statement: Students will be able to suggest appropriate activities to participate in with friends. Instruction will also include recognizing and dealing with situations such as liking someone, being attracted to someone, infatuation, and facing rejection. Student works toward communicating feelings and facing relationships realistically (D.O.E. Work Group, 1990; Kempton, 1988).
- ADDED** **The student will become aware of basic dating skills.**
Descriptive Statement: This includes understanding who it is appropriate to date and who it is inappropriate to date. Students will practice making a simple invitation to a date as well as accepting or rejecting an invitation. The student will be able to give examples of places to go or things to do on a date (D.O.E. Work Group, 1990; Kempton, 1988).
- ADDED** **The student will begin to differentiate between appropriate and inappropriate dating behaviors.**
Descriptive Statement: Emphasis will be on good manners, how to dress, what to talk about and ways to show affection. Appropriate ways to show affection can include listening, sharing, saying nice things, being thoughtful, writing notes, holding hands, sitting close, hugging and kissing (D.O.E. Work Group, 1990; Kempton, 1988).

ASSERTIVENESS, DECISION MAKING, GOAL SETTING, AND SUBSTANCE ABUSE PREVENTION

- 1.10 REV The student will have opportunities to make choices in the school and home environment.**
Descriptive Statement: The student needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Appropriate choices at this level include choosing from a list of appropriate foods, choosing from a variety of tasks, and choosing an activity to participate in with a friend.
- 3.1 REV The student will demonstrate a sense of belonging in group work and play.**
Descriptive Statement: The student experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in extracurricular activities and/or community groups is encouraged.
- 4.8 The student will identify factors contributing to the use of drugs.**
Descriptive Statement: Discussion includes the motivation for using drugs and other substances--a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from psychic pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.
- 4.9 REV The student will recognize the dangers of substance abuse.**
Descriptive Statement: The focus is on the misuse of tobacco, alcohol and other drugs. Information is given regarding the dangers of ingesting, sniffing or touching hazardous substances such as gasoline, cleaners, and solvents. Emphasis will be on the effects of substance abuse on the body. Content also includes the adverse effects of substance abuse on the individual and on the functioning of family members as a unit, including how substance abuse can be one of many contributing factors to family violence and child abuse.
- 5.8 REV The student will recognize the importance of contributing to a constructive group activity.**
Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for community participation and volunteerism may be presented.

- 5.11 REV** **The student will develop skill in saying “no” to any social behavior or activity that he or she perceives as wrong for himself or herself.**
Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol, or drug use, theft, people asking to borrow money, vandalism, and premarital sexual relationships. The student will demonstrate refusal skills and will be able to help list reasons to reject inappropriate or unhealthy behaviors.
- 5.13** **The student will give examples of the effects of substance abuse on the body.**
Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development, and to any adverse effects upon the family unit.
- ADDED** **The student will practice being assertive in appropriate situations.**
Descriptive Statement: The student will learn to say “no” in a loud voice, using good eye contact and strong body language. The student will recognize everyday situations in which being assertive may be appropriate, such as someone trying to take his or her lunch money, or ball at recess. (D.O.E. Work Group, 1990; Cowardin, Zelman & Stanfield, 1988).
- ADDED** **The student will recognize common potentially hazardous substances.**
Descriptive Statement: Common substances and medications in the home that are dangerous if used improperly will be identified. The consequences of touching, ingesting, or inhaling hazardous substances will be emphasized. Parents should be encouraged to follow-up on this lesson at home (D.O.E. Work Group, 1990).
- ADDED** **The student will demonstrate the ability to dial 911 (including TDD 911 and relay services).**
Descriptive Statement: Discussion should include being able to decide which situations need emergency assistance (D.O.E. Work Group, 1990).
- ADDED** **The student will practice safety rules in the community.**
Descriptive Statement: Instruction should include safety practices such as walking in safe places only in the daytime, never accepting offers from strangers, and not giving personal information to strangers (D.O.E. Work Group, 1990; Cowardin, Zelman & Stanfield, 1988).
- ADDED** **The student will practice asserting him or herself in order to stay drug free.**
Descriptive Statement: This will be accomplished through dramatic play of various situations such as handling street solicitations, handling peers

who pressure the student to take drugs, or pressure from people in the home or community to use drugs. (D.O. E. Work Group, 1990)

ADDED

The student will recognize the difference between appropriate drug use and drug abuse.

Descriptive Statement: The students will learn as much as they are able to about any medication presently prescribed for them. Emphasis is placed on following doctor's directions for medications, refusing to give (sell) their medication to others, and refusing to take non prescribed medication or street drugs (D.O.E. Work Group, 1990).

HUMAN REPRODUCTION, ABSTINENCE AND CONTRACEPTION

3.5 REV

The student will identify external body parts associated with reproduction and elimination, using correct terms.

Descriptive Statement: External genitalia are explained, including such terms as penis, scrotum, vaginal opening, opening of the urethra, and anus. Students will understand the basics of the digestive system in order to understand the external body parts associated with elimination (D.O.E., F.L.E., S.O.L. 3.5 revised).

3.7

The student will become aware that both a male and a female are necessary to have a baby.

Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

3.8 REV

The student will comprehend that the baby grows inside the mother's body in a special place called the uterus for nine months and then is born.

Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise. Concrete models, etc., should be used to assist with the concept of time.

4.1

The student will be able to identify the human reproductive organs.

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

- 4.3 The student will develop an awareness of human fertilization and prenatal development.**
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.
- 5.2 The student will identify the human reproductive organs in relation to the total anatomy.**
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.
- 5.3 REV The student will explain how human beings reproduce.**
Descriptive Statement: Students will review the fact that both a male and female are necessary to have a baby. Instruction includes the uniting of the sperm and the egg through sexual intercourse and the development of the unborn child inside the uterus. The development of the baby at different states is illustrated. Emphasis is placed on the need to avoid premarital sexual activity.
- 5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**
Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.
- 5.6 The student will identify reasons for avoiding sexual activity prior to marriage.**
Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem..
- ADDED The student will differentiate between positive and negative peer pressure and will demonstrate refusal skills.**
Descriptive Statement: Students will learn to consider whether an action or behavior is healthful, safe, legal, wrong, or whether parents would approve. Secondly, students will also demonstrate the use of verbal techniques used in refusal skills including reason, avoidance, distraction,

removal and self-control. (D.O.E. Work Group, 1990; HEALTH SOL 4.3 revised).

ADDED **The student will demonstrate an understanding of the responsibility that goes along with being a sexual person.**

Descriptive Statement: This includes keeping appropriate topics private, being respectful of others, and following laws regarding sexuality (Kempton, 1988).

PREGNANCY, BIRTH, AND PARENTING

2.3 REV **The student will become aware that babies grow inside the mother’s body in a special place called the uterus.**

Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information, to demonstrate ease or comfort in talking about reproduction-related topics, and to correct misinformation. Student will learn the meaning of the term “pregnancy.”

5.5 **The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.**

Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

ADDED **The student will identify the demands and responsibilities of being a parent.**

Descriptive Statement: The teacher helps the student recognize that the personal and financial responsibilities of parenting may be beyond their capabilities. Students learn that, by law, parents are required to provide food, clothing, shelter, and an education for their children. Other demands of parenting introduced include taking care of a newborn, diapering, feeding, taking care of a crying baby or sick baby, keeping the baby safe, dealing with behavior problems, teaching toileting and dressing, and providing educational experiences. Finally, students look at the continued full time care and responsibility for children beyond infancy (D.O.E. Work Group, 1990; Kempton, 1988).

HEALTH CARE, AIDS, SEXUALLY TRANSMITTED DISEASES

- 5.7 REV** **The student will describe the effects of personal hygiene on one's self-concept.**
Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers.
- 5.14** **The student will become aware of the existence of sexually transmitted diseases.**
Descriptive Statement: The nature and myths regarding sexually transmitted diseases, including acquired immune deficiency syndrome (AIDS), is introduced. AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.
- ADDED** **The student will begin to recognize common symptoms of illness and learn to report valid symptoms of discomfort to responsible persons.**
Descriptive Statement: This involves recognizing symptoms of illness such as fever, pain, upset stomach, headache and extreme sleepiness. The student should communicate those feelings to a teacher, parent, or caretaker (D.O.E. Work Group, 1990; HEALTH SOL 1.4 revised)
- ADDED** **The student will become familiar with medical procedures that are part of an annual routine physical examination.**
Descriptive Statement: This will include examination of heart, lungs, eyes, ears, and reflexes as well as private parts including the vulva area, penis, scrotum, and anus (D.O.E. Work Group, 1990).
- ADDED** **The student will learn ways infectious (communicable) diseases are transmitted and ways to prevent the spread of infectious diseases.**
Descriptive Statement: Students will recognize behaviors that can spread communicable diseases such as coughing, sneezing, and sharing food and identify common communicable diseases (such as cold, flu, strep throat, and chicken pox). Students will demonstrate behaviors that prevent the spread of communicable diseases. Students will be encouraged to practice healthy eating, sleeping, and hygiene habits to keep their immune systems strong (D.O.E. Work Group, 1990; Champagne & Walker-Hirsch, 1983).
- ADDED** **The student will recognize the need for personal hygiene.**
Descriptive Statement: This will include taking care of bodily needs to the best of their ability as well as learning to care for a prosthesis or other aid they may use. Students will also learn to ask for appropriate assistance in self-care as it may relate to their disability (D.O.E. Work Group, 1990).

- ADDED** **The student will realize the need to tell a trusted adult when he/she doesn't feel well, has a problem with private body parts or with a disability.**
Descriptive Statement: The student will recognize that a teacher, parent, school nurse, or caretaker can help with health concerns even when they involve a private body part. Students with physical disabilities need to learn to communicate any special needs they may have due to the prosthesis or other adaptive equipment (D.O.E. Work Group, 1990).
- ADDED** **The student will demonstrate an understanding that some diseases called sexually transmitted diseases can only be spread through intimate contact.**
Descriptive Statement: The student will learn about how sexually transmitted diseases are spread. The student will understand what behaviors put him or her at risk for sexually transmitted diseases (D.O.E. Work Group, 1990; Champagne & Walker-Hirsch, 1989).
- ADDED** **The student will describe wellness and illness and will continue to recognize and report valid symptoms of discomfort to responsible persons.**
Descriptive Statement: This involves recognizing symptoms of illness such as fever, pain, upset stomach, headache, extreme sleepiness, or stress. Students will recognize that feelings and attitudes about happiness, excitement, and playfulness are associated with being well (D.O.E. Work Group, 1990).
- ADDED** **The student will become familiar with the medical procedures that are part of a complete male or female physical examination.**
Descriptive Statement: Students will recognize the needs for an annual physical. Discussion should include which parts of the body will be examined and the procedures used with an emphasis on alleviating fear. Routine medical examinations will be reviewed and students will learn about the following specific types of medical examination: male-prostate examination, testicular examination; female-pelvic examination, breast examination (D.O.E. Work Group, 1990; Kempton, 1988).
- ADDED** **The female student will realize that she needs to see a doctor if she is sick or has a problem with her private body parts.**
Descriptive Statement: Girls will continue to recognize and report symptoms of illness and will also recognize other symptoms of medical problems that warrant seeing a doctor. These symptoms include pain or burning feeling when urinating, blood in urine or bowel movement, sores on vulva area, vagina or vulva itching, burning, or soreness, unusual discharge from vagina, incapacitating cramps, or a lump in her breast (D.O.E. Work Group, 1990; Siegel, 1990).

ADDED **The male student will realize that he needs to see a doctor if he is sick or has a problem with his private body parts.**

Descriptive Statement: Boys will continue to recognize and report symptoms of illness and will also recognize other symptoms of medical problems that warrant seeing a doctor. These symptoms include pain or burning feeling when urinating, blood in urine or bowel movement, unusual discharge from penis, sores on penis or scrotum, or pain in the scrotum (D.O.E. Work Group, 1990; Siegel, 1990).

ADDED **The student will identify the different between being healthy and being sick and will report symptoms of discomforts to responsible persons.**

Descriptive Statement: This involves recognizing and reporting symptoms of illness such as fever, pain, upset stomach, or extreme sleepiness. Students will be able to describe how it feels to be healthy (D.O.E. Work Group, 1990; HEALTH S.O.L. 1.4 revised).

ADDED **The student will learn basic facts about the transmission of AIDS, which is a serious infectious (communicable) disease.**

Descriptive Statement: Students will realize all the ways that AIDS cannot be transmitted such as playing together, coughing, sneezing, or from door knobs. They will also learn that a person can become infected by touching the blood of a person who had HIV/AIDS or by sharing a needle with an infected person. Emphasis should be on alleviating fear (D. O. E. Work Group, 1990).

Middle School (grades 6 – 8)

Note: underlined statements have been added and or revised.

FAMILY LIVING AND COMMUNITY RELATIONSHIP

- 6.9 REV** **The student will become aware of community health-care and safety agencies and their functions.**
Descriptive Statement: Students will identify “safe persons” as their primary resource when help is needed. Students will also become familiar with the basic services offered by the health department, social service agencies, mental health services and religious organizations. Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted diseases, including AIDS; other general and specialized medical services, including the role of the family physician or local health department; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.
- 7.1 REV** **The student will demonstrate awareness of personal responsibility within the family and will function effectively as a family member.**
Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.
- 7.14** **The student will recognize contributions of various racial and ethnic groups to family life and society.**
Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

SELF-ESTEEM, RESPECT FOR OTHERS

- 7.15** **The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.**
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.
- ADDED** **The student will recognize the characteristics of a bully and accept his or her responsibility in helping themselves and others in a bullying situation.**
Descriptive Statement: Students will recognize and begin to come to terms with the things about themselves that they can't change. The student will learn to deal appropriately with the insensitive behavior of strangers who may stare, laugh, or tease them (D.O.E. Work Group, 2005).
- ADDED** **The student will develop an awareness of and sensitivity to differences among people including such things as race, family structure, social, economic class, disability or chronic illness.**
Descriptive Statement: Instruction will include imagining what life would be like if born a different race, into a different family, or economic class or with a disability. Students will practice behaviors that show kindness and respect for all people, including those who have disabilities or a chronic illness such as cancer or AIDS (D.O.E. Work Group, 1990; Kempton, 1988).

HUMAN SEXUALITY, GROWTH AND DEVELOPMENT

- 6.1** **The student will relate personal hygiene to the physical changes that occur during puberty.**
Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, proper dental care, for frequent showering and shampooing, for the use of deodorants and for clean clothing.
- 6.2 REV** **The student will explain the effects of growth on development, attitudes and interests.**
Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and nongroup relationships (cliques and loners), peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals, such

as interest changes, friendship changes, disagreements among parents and developing own opinions.

6.3 REV The student will continue to identify physical and emotional changes that occur during puberty and their efforts on growth and development.

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections, menstruation, masturbation, instability of emotions and ways of expressing these emotions appropriately, and approaches to developing a positive attitude toward one's sexuality. Girls will demonstrate understanding of the proper use and disposal of pads (and tampons), including how often to change them, maintaining privacy, and handling menstrual care in different situations. Boys will learn how to keep erections private and what to do when they have nocturnal emissions.

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

Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sexual feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding masturbation, erections, and nocturnal emissions and differences in growth rates and development and responsibilities for personal hygiene regarding physical changes.

8.1 The student will relate stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

8.2 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

ADDED The student will recognize appropriate dress.

Descriptive Statement: The student will distinguish between clothes that can be seen in public and clothes that are private. Clothing identified as

private for boys should include underpants, and athletic supporter and for girls bras, underpants, and slips. Students will also identify appropriate clothing for different activities (D.O.E. Work Group, 1990; Edwards and Wapnick, 1981).

ADDED **The student will identify which changes of puberty are public and which are private.**

Descriptive Statement: Discussion will include identifying persons with whom it is appropriate to talk about the private changes of puberty, as well as where and when these conversations should take place (D.O.E. Work Group, 1990; Siegel, 1989).

PERSONAL SAFETY, SEXUAL ABUSE PREVENTION

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

Descriptive Statement: This is accomplished by defining the types of abuse and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse and family violence.

7.10 REV **The student will explain techniques for preventing and reporting sexual assault and molestation.**

Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations, which could provide opportunities for molestation, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are defined, and approaches used by molesters are identified and explained. Community resources for victims of molestation and assault are identified, including the availability of counseling, medical and legal practices.

8.13 REV **The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**

Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no," and identifying other alternatives. Information on referral services also is provided including the availability of counseling, medical and legal practices.

ADDED **The student will demonstrate self-protective practices to be used at home.**

Descriptive Statement: Students will know home safety practices such as keeping doors locked, never opening the door to strangers, and never giving phone callers personal information. Parents are encouraged to discuss home safety as it relates to the student's growing level of independence (D.O.E. Work Group, 1990; Cowardin, Zelman and Stanfield, 1988).

ADDED **The student will practice safety rules in the community.**

Descriptive Statement: Instruction should include safety practices such as walking in safe places only in the daytime, never accepting offers from strangers, and not giving personal information to strangers (D.O.E. Work Group, 1990; Cowardin, Zelman and Stanfield, 1988).

ADDED **The student will demonstrate appropriate ways to get help when he/she is in the community and gets lost or is being bothered by someone.**

Descriptive Statement: Dramatic play will be used to have students decide ahead of time what they would do in various situations if lost or approached by someone. Students will know how to ask for help, who to ask for help, and when and how to make phone calls for assistance (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will recognize and respond appropriately when being bullied.**

Descriptive Statement: The student will recognize the difference between teasing, bullying and aggression. Students will know how to respond (e.g., ignoring, walking away, getting help, etc.). (D.O.E. Work Group, 2005).

STRESS MANAGEMENT, INTERPRETING MESSAGES FROM THE MEDIA
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6.11 REV **The student will evaluate the messages from mass media related to sexuality and gender stereotyping.**

Descriptive Statement: Students will review mass media messages and begin evaluating messages from mass media related to sexuality and gender stereotyping. The avoidance of sexual exploitation and stereotyping is stressed.

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

Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Messages conveyed by *known* adults also are addressed. Students learn to recognize

gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities.

8.6 REV **The student will interpret the messages in society related to sexuality.**
Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed materials, the internet, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed.

8.8 REV **The student will develop the coping skills needed to deal with stress.**
Descriptive Statement: Students identify possible sources of stress (for example parental, peer and school pressures) and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as inappropriate social behavior, alcohol, and drugs. Students learn self-monitoring techniques to cope with stress, such as self-imposed time-out, deep breathing, or putting head down.

8.9 **The student will identify the stresses related to changing relationships in the home, school, and community.**
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary.

SOCIAL BEHAVIOR RELATED TO SEXUALITY

ADDED **The student will recognize appropriate dress.**
Descriptive Statement: The student will distinguish between clothes that can be seen in public and clothes that are private. Clothing identified as private for boys should include underpants, and athletic supporter and for girls bras, underpants, and slips. Students will also identify appropriate clothing for different activities (D.O.E. Work Group, 1990; Edwards and Wapnick, 1981).

ADDED

The student will gain further understanding of the concept of social distance.

Descriptive Statement: The student will recognize that there are only a few people whom you hug closely (e.g. parents, grandparents), but there are some people who receive occasional friendly hugs (e.g. best friend, sibling, cousin). The student will know that he or she can greet acquaintances verbally or shake hands with them, but that he or she should wave to acquaintances who are distance or busy. The student will remember that he or she does not touch strangers and strangers do not touch him or her. The student will understand that community helpers are strangers that he or she talks to sometimes and that conversations should be limited to business matters. He will know that he should only talk to them about business (D.O.E. Work Group, 1990; Champagne and Walker-Hirsch, 1983).

ADDED

The student will know and abide by the laws regarding sexuality.

Descriptive Statement: The student will discriminate between legal and illegal sexual activities and identify consequences for illegal sexual activity. Students should identify the following behaviors as illegal: exposing private body parts in public, masturbation in public, peeking through other's windows, forcing affection on others, touching another person's private body parts against their will, and rape (D.O.E. Work Group, 1990; Kempton, 1988).

FEELINGS, FRIENDSHIP, AND DATING

6.7

The student will describe personal characteristics that can contribute to happiness for self and others.

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. This includes choosing healthy behaviors, following home and school rules, cooperating, helping others when able, treating others respectfully, and respecting authority.

7.3 REV

The student will realize that physical affection is not all sexual, but that it can also be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. Information about homosexuality is included. The student also is

instructed in modes of handling the personal anxieties frequently encountered by adolescents.

- 7.12 The student will identify the issues associated with friendships.**
Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process.
- 7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**
Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate dating behavior, and fulfilling dating responsibilities.
- 8.4 The student will identify the issues associated with friendships.**
Descriptive Statement: The student accomplishes this by reviewing the characteristics of friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.
- 8.5 The student will recognize the nature of dating during adolescence.**
Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship.
- ADDED The student will identify the importance of having both boys and girls as friends and will recognize and deal appropriately with the feelings associated with boy-girl friendship.**
Descriptive Statement: Students will be able to suggest appropriate activities to participate in with friends. Instruction will also include recognizing and dealing with situations such as liking someone, being attracted to someone, infatuation, and facing rejection. Student works towards communicating feelings and facing relationships realistically (D.O.E. Work Group, 1990; Kempton, 1988).
- ADDED The student will become aware of basic dating skills.**
Descriptive Statement: This includes understanding who it is appropriate to date and whom it is inappropriate to date. Students will practice making a simple invitation for a date as well as accepting or rejecting an invitation. The student will be able to give examples of places to go or things to do on a date. (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The student will differentiate between appropriate and inappropriate dating behaviors.**

Descriptive Statement: Emphasis will be on good manners, how to dress, what to talk about and ways to show affection. Appropriate ways to show affection can include listening, sharing, saying nice things, being thoughtful, writing notes, holding hands, sitting close, hugging and kissing (D.O.E. Work Group, 1990; Kempton, 1988).

<p style="text-align: center;">ASSERTIVENESS, DECISION MAKING, GOAL SETTING, AND SUBSTANCE ABUSE PREVENTION</p>
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6.10 **The student will explain the effects of substance abuse on the individual, family, school, and society.**

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

6.12 REV **The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.**

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made.

8.3 REV **The student will recognize the need to use decision-making skills in making choices and to take responsibility for them and their consequences.**

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction includes support skills for the decision-making process, assertive communication, identification of personal conflicts, and conflict resolution. Life-long educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives. The impact of student's present decisions on the future is stressed.

8.12 The student will describe the effects of alcohol and drug abuse on families and peer relationships.

Descriptive Statement: The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family violence.

ADDED The student will identify positive and negative risks and the consequences of negative risk-taking behaviors.

Descriptive Statement: This involves defining risk, recognizing effects of positive risk-taking behaviors (i.e. trying out for a team, club, or school play), and negative risk-taking behaviors (i.e. smoking, drinking, and using illegal drugs). Emphasis will be on recognizing short-term and long-term effects of positive and negative risk-taking behaviors (D.O.E. Work Group, 1990).

HUMAN REPRODUCTION, ABSTINENCE, AND CONTRACEPTION
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6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, and physical consequences.

7.4 REV The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.

Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Ways to say "no" to premarital sexual relations and ways that students can support each other in saying "no" are presented. In addition, the detrimental effects of teenage pregnancy, the nature of sexually transmitted diseases, and the benefits of delaying sexual activity until marriage are reviewed. Students learn that sexual relations with family members, acquaintances, and strangers are inappropriate.

7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted diseases, including HIV/AIDS; pelvic inflammatory disease (PID); cervical cancer; unwanted pregnancy; and discussion about reputation, guilt, and anxiety. Discussion includes also the emotional and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with abstinence during the preteen and teenage years.

7.9 The student will develop an understanding of and responsibility for family planning.

Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.

8.7 REV The student will describe strategies for saying “no” to premarital sexual relations.

Descriptive Statement: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn that sexual relations with family members, acquaintances, and strangers are inappropriate. They also learn to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

8.11 REV The student will learn basic facts about pregnancy prevention and disease control.

Descriptive Statement: Factual information is presented regarding different types of contraception and their effectiveness in preventing pregnancy and in the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.

PREGNANCY, BIRTH, AND PARENTING
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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.

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the

emotional, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's life-long goals and potential achievements are emphasized, particularly in view of the many personal and career options available to women.

7.8 REV ***The student will understand how a woman becomes pregnant and the student will recognize the signs and symptoms of pregnancy.***

Descriptive Statement: Instruction involves review of reproduction as well as physical and psychological changes of pregnancy and the need for early detection through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified. The student will be encouraged to tell safe persons immediately if she believes she may be pregnant.

8.10 REV **The student will analyze the issues related to teenage pregnancy.**

Descriptive Statement: Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational, and nutritional implications of teenage pregnancy also are discussed. The student will demonstrate an understanding of the ways pregnancies sometimes end before birth.

ADDED **The student will identify the demands and responsibilities of being a parent.**

Descriptive Statement: The teacher helps the student understand the personal and financial responsibilities parents have to provide a baby/child with food, clothing, shelter, and an education. Demands of parenting introduced include taking care of a newborn baby, diapering, feeding, taking care of a crying baby or sick baby, keeping the baby safe, dealing with behavior problems, teaching toileting and dressing, and providing educational experiences. Finally, students look at the continued full time care and responsibility for children beyond infancy (D.O.E. Work Group, 1990; Kempton, 1988).

HEALTH CARE, AIDS, SEXUALLY TRANSMITTED DISEASES

6.4 REV **The student will recall basic facts about sexually transmitted diseases.**

Descriptive Statement: Factual information is presented regarding the most common sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents who are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

- 6.5 REV** **The student will describe the causes, transmission and effects of the HIV/AIDS virus.**
Descriptive Statement: Instruction includes factual up-to-date information regarding the HIV/AIDS virus. Emphasis will be on how AIDS can and cannot be transmitted. The students will also learn how a person is tested for HIV/AIDS.
- 7.11 REV** **The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including HIV/AIDS.**
Descriptive Statement: Topics include the nature, symptoms, treatment, transmission, and diagnosis of the most common sexually transmitted diseases in addition to HIV/AIDS: syphilis, gonorrhea, chlamydia, and genital herpes. In addition, myths are dispelled; for example students learn that one cannot contract a sexually transmitted disease from dirty dishes or clothing. High-risk activities, such as needle sharing, intravenous drug abuse, tattooing and body piercing are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified. The consequences for not receiving treatment will also be identified.
- 8.14** **The student will recall the ways in which the HIV/AIDS virus is transmitted, and techniques for preventing this disease.**
Descriptive Statement: This involves describing behaviors, including homosexuality, that put one at risk; dispelling myths regarding the transmission of the disease; and stressing abstinence and rejection of the use of illegal, intravenous drugs. The use of condoms in preventing the spread of HIV/AIDS is discussed.
- ADDED** **The student will describe personal behaviors necessary for disease prevention and the possible consequences for not making healthy choices.**
Descriptive Statement: Emphasis is on assuming personal responsibility for health and safety practices over which students have control. Students will recognize the feelings and behaviors associated with wellness and will identify the possible consequences for not practicing safe behaviors (D.O.E. Work Group, 1990).
- ADDED** **The student will become familiar with the medical procedures that are part of a complete male or female physical examination.**
Descriptive Statement: Procedures of routine medical examinations will be reviewed and students will learn about the following types of medical examinations:
Male – prostate examination, testicular examination
Female – pelvic examination, breast examination (D.O.E. Work Group, 1990; Kempton, 1988).

ADDED **The female student will realize that she needs to see a doctor if she is sick or has a problem with her private parts.**

Descriptive Statement: Girls will continue to recognize and report symptoms of illness and will also recognize other symptoms of medical problems that warrant seeing a doctor. These include pain or burning feeling when urinating, blood in urine or bowel movement, sores on vulva area, vagina or vulva itches, burning, or soreness, discharge from vagina, incapacitating cramps, or lump in her breast (D.O.E. Work Group, 1990; Siegel, 1990).

ADDED **The male student will realize that he needs to see a doctor if he is sick or has a problem with his private body parts.**

Descriptive Statement: Boys will continue to recognize and report symptoms of illness and will also recognize other symptoms of medical problems that warrant seeing a doctor. These symptoms include pain or burning feeling when urinating, blood in urine or bowel movement, discharge from penis, sores of penis or scrotum, or pain in scrotum (D.O.E. Work Group, 1990; Siegel, 1990).

High School (grades 9 – 12+)

Instructional objectives for high school Family Life Education are intended to meet the needs of students from age 14 through 22 with a range of developmental levels. Because these objectives span the high school years and meet the needs of individuals with a wide range of developmental levels, they incorporate FAMILY LIFE EDUCATION objectives from grades 6 through 12. Because Family Life Issues are especially significant during the high school years, a list of content descriptors has been included under each objective.

For each student, the teacher selects content appropriate to the student's developmental level, with the intention that students will master a maximum of content before graduation from high school.

FAMILY LIVING AND COMMUNITY RELATIONSHIPS

9.2 REV, 10.7 REV, & 12.1 REV

The student will describe the value of the home and family as primary sources of care and support.

The student will:

- Know that families are made of many different combinations of people;
- Know that families love and support each other and have shared values and goals;
- Identify how families provide care and support for individual members;
- Realize that family relationships change during puberty and adolescence;
- Recognize that changes in family relationships during adolescence may cause conflicts;
- Develop skills for resolving conflict within the family;
- Identify community resources providing support related to families.

12.6 REV **The student will examine alternatives for independent living.**

The student will:

- Identify a variety of adult living arrangements, including living with family members, with friends, with acquaintances, in group home, etc.;
- Identify the benefits and drawbacks of different adult living situations;
- Identify responsibilities associated with the various living arrangements;
- Recognize need for privacy for people in each of the various living arrangements;
- Understand how to initiate appropriate interaction with roommates;
- Identify issues that might arise in each of the situations;
- Role play actions to resolve issues arising in each situations;

- Identify community resources for information and services related to independent living.

DOE (1990) REV

The student will understand the importance of self-advocacy.

The student will:

- Understand his/her rights to care, respect, and fair treatment;
- Define self-advocacy;
- Identify situations that may require self-advocacy;
- Develop and practice strategies of self-advocacy.

10.16 REV The student will explore available community agencies and resources which assist individuals and family.

The student will:

- Identify issues that can be addressed through community agencies and resources;
- Identify specific community agencies and resources for addressing a variety of issues and concerns;
- Identify services provided by different community agencies;
- Understand how to initiate contact with agencies;
- Practice skills for contacting community agencies for support.

SELF-ESTEEM AND RESPECT FOR OTHERS

6.7 REV & 11.1 REV

The student will identify personal strengths and recognize the importance of positive self-image.

The student will:

- Identify areas of personal strength;
- Understand the importance of recognizing areas of personal strength;
- Realize there are ways to improve personal strengths and self-image;
- Identify areas for personal improvement;
- Practice setting and working toward goals for personal improvement.

7.14 REV, 9.13 REV, & 12.5 REV

The student will develop an awareness of, sensitivity to, and respect for differences among people related to such characteristics as race, family structure, and disabilities.

The student will:

- Identify what makes people similar;
- Identify what makes people different;
- Understand that differences make people unique;
- Recognize that all people should be treated with respect;

- Identify behaviors which show respect and disrespect for individuals;
- Practice behaviors which show respect for individuals.

HUMAN SEXUALITY, GROWTH AND DEVELOPMENT
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6.3 REV, 7.2 REV, & 8.1 REV

The student will review the physical and emotional changes of puberty.

The student will:

- Understand that people’s bodies grow and change;
- Understand that boys grow up to become men and girls grow up to become women;
- Recognize that adolescent changes occur gradually between eight and eighteen years of age;
- Know that puberty is a time of physical and emotional growth and development;
- Know that the physical changes that occur during the teen years are called “puberty”;
- Know that each person develops at his or her own pace and accept and appreciate normal differences in growth and development;
- Describe the changes of puberty as positive, healthy and normal;
- Understand that girls generally reach puberty before boys;
- Understand that both boys and girls grow taller during puberty;
- Become aware that the increased oil production in the skin during puberty may cause pimples or blackheads (acne);
- Recognize that starting at puberty the body perspires more, which can cause an unpleasant odor;
- Understand that girls’ body shapes change during puberty, with increased width of hips and breast development;
- Understand that bras are worn for comfort, support and to keep breasts private;
- Put on a bra as part of daily dressing routine (females);
- Understand that boys’ body shapes change during puberty, with increased shoulder width and more muscle development in the arms and legs;
- Know that during puberty boys experience the thickening of hair on the legs and sometimes on the chest, back or shoulders;
- Realize that facial hair growth in boys is usually one of the last changes of puberty;
- Understand that if a boy or man chooses not to grow a beard, he must learn to shave the hair on his face;
- Know that during puberty hair on girls’ arms and legs gets thicker;

- Understand that some girls and women choose to shave the hair off their legs and from under their arms, and some do not;
- Know that shaving is a skill that requires practice;
- Understand the importance of asking a trusted adult or caregiver for help in learning to shave;
- Know that voices deepen during puberty, especially for boys;
- Understand that puberty can cause sudden changes in emotion, and give examples of different ways to deal appropriately with strong moods and feelings;
- Understand the location of the genitals (penis and testicles in males and the vagina and labia in females) and realize that changes occur in these body parts during puberty;
- Understand that during puberty, hair, called pubic hair, grows around the genitals and in the area in front where the legs join the body;
- Realize that menstruation, when blood leaves the body through the vagina, begins during puberty;
- Understand that menstrual flow is also called a period;
- Understand that menstruation is a normal and healthy body function;
- Know that periods occur once a month beginning during puberty and continuing until a woman is 45 to 55;
- Accept the normal variations in age of menarche (first period);
- Understand that girls and women use sanitary products to soak up and dispose of the menstrual flow during their periods;
- Understand that the penis and testicles grow larger during puberty;
- Understand that boys begin to have erections during puberty;
- Understand that, during puberty, boys sometimes get erections for no apparent reason;
- Understand that spontaneous erections should be kept private, and that they will go away by themselves (boys);
- Understand ways to keep an erection private (boys);
- Understand that during puberty the male begins to produce a fluid called semen;
- Understand that semen sometimes comes out of the penis during sleep beginning at puberty, and this is called a “wet dream” or nocturnal emission;
- Understand that having wet dreams is normal and that they will become less frequent as a boy grows older;
- Understand that most boys experience some temporary breast development during puberty;
- Accept that sexual feelings in puberty are a normal part of maturation;
- Understand that while sexual feelings are normal, individuals choose whether or not to act upon them;
- Recognize the importance of talking to a trusted adult or caregiver about changes and concerns related to puberty;

6.1 REV The student will review personal hygiene skills related to the physical changes that occur during puberty.

The student will:

- Understand that good hygiene promotes good health and is important to positive interpersonal relationships;
- Identify appropriate daily grooming standards, including brushing teeth, washing face and hands, and combing hair;
- Recognize that the body perspires more and produces a stronger odor starting in puberty for both boys and girls;
- Recognize that both the skin and the hair becomes oilier during puberty;
- Understand the importance of changing clothes daily to prevent body odor;
- Understand the need for showering, washing hair, and using a deodorant on a daily basis starting at puberty;
- Understand the relationship between good skin care and reduced pimples and other skin problems;
- Understand the importance of washing the genitals carefully and thoroughly on a regular basis.

6.3 REV, 7.2 REV, & 8.1 REV

The student will review reproductive anatomy and physiology and how the reproductive systems change during puberty.

The student will:

- Understand that boys and men are called “males” and that girls and women are called “females”;
- Use correct terminology to identify the penis, testicles and buttocks as private parts of boys and men;
- Use correct terminology to identify the female genitals, including the vagina and labia, the buttocks, and the breasts as private parts in girls;
- Understand that circumcision is the removal of foreskin covering the tip of the penis;
- Realize that although circumcised and uncircumcised penises look different, they are both healthy;
- Recognize that variation of external body parts is natural/normal;
- Understand that the ovaries, fallopian tubes, uterus, and vagina in females and the penis, testicles, scrotum, vasa deferens, seminal vesicles, and prostate gland in males are parts of the reproductive systems;
- Understand that the purpose of the reproductive systems is to produce new human beings;
- Recognize that the reproductive systems begin to function during puberty;

- Identify and understand the basic function of the ovaries, fallopian tubes and uterus;
- Understand that the ovaries begin to release eggs (ova) during puberty;
- Understand how menstruation works;
- Identify and understand the function of the penis, scrotum, and testicles on boys and men;
- Understand that sperm are produced inside the testicles starting at puberty and continuing throughout life;
- Understand that erections begin to occur more frequently during puberty;
- Understand that semen, a fluid which contains millions of sperm, comes out of the erect penis during ejaculation;
- Understand that sexual intercourse (having sex) occurs when a man puts his erect penis inside the woman's vagina;
- Understand that during sexual intercourse, a man ejaculates, semen comes out of the penis, and sperm swim up into the woman's vagina and fallopian tubes;
- Understand that sexual intercourse can result in a baby growing inside the woman's body;
- Understand that when a sperm and egg combine in the fallopian tube, a new cell is created, which can grow into a new human being, or baby;
- Understand that when an egg and sperm cell come together, it is called fertilization or conception;
- Realize that when an egg is fertilized inside a woman's body, she becomes pregnant;
- Understand that if a man and woman do not have sexual intercourse, the woman will not become pregnant;
- Recognize that although boys' and girls' bodies are capable of creating a baby beginning at puberty, it is not healthy or wise for teenagers and unmarried young adults to have sexual intercourse or to have a baby.

6.1 REV

The student will demonstrate an understanding of proper hygiene and personal care associated with the menstrual cycle. (girls only)

The student will:

- Tolerate wearing a sanitary pad;
- Recognize when menstrual flow has started and tell a parent, guardian, or caregiver;
- Know periods occur once a month;
- Realize that a period lasts from 3 to 7 days;
- Understand that sanitary products are worn to soak up the menstrual flow during the period;
- Identify sanitary products for use during menstrual periods;
- Understand the appropriate use of sanitary napkins during menstruation;
- Know when it is time to change a sanitary pad;

- Demonstrate how to change soiled sanitary napkins independently and dispose of them properly;
- Understand the importance of changing sanitary protection frequently during a period;
- Demonstrate discretion and modesty during the menstrual period;
- Understand the importance of being prepared for a menstrual period and always having sanitary products available;
- Understand the need to bathe daily during menstruation and to wash the vulva carefully;
- Recognize that normal routines are usually not affected by menstruation;
- Recognize that when a girl has her period, she may experience cramps;
- Be able to tell a parent, guardian, caregiver, or identified teacher when cramps occur;
- Describe things that can help a girl feel better if she has cramps and understand that pain relief is available for menstrual cramps and other side effects of menstruation;
- Recognize unusual problems concerning menstruation that should be reported to a doctor;
- Understand the appropriate use of tampons during menstruation;
- Know when it is time to change a tampon and understand how to properly dispose of tampons.

9.10 REV The student will demonstrate an understanding of sexual health issues and recognize the importance of appropriate self-care and regular medical care.

The student will:

- Understand that regular medical checkups are important to maintain good health;
- Discriminate symptoms that require a doctor's attention from those that don't;
- Know to whom to report medical problems;
- Identify the procedures that are part of a routine physical exam;
- Recognize symptoms of medical problems involving private body parts that need to be reported to a caregiver or doctor;
- Know that a routine medical exam for males includes a testicular exam;
- Know that a routine medical exam for females includes a breast exam;
- Realize that gynecologists are doctors who specialize in female medical care;
- Know that a pelvic exam allows a doctor to check the genitals and internal reproductive organs in females and is part of a routine exam for older teen and adult females;
- Understand how to perform a testicular self exam (boys);
- Understand how to perform a breast self exam (girls);

- Understand the importance of reporting any changes discovered during a testicular self exam (TSE) or breast self exam (BSE) to a trusted adult, nurse, or doctor;
- Understand how to make a doctor’s appointment.

STRESS MANAGEMENT, INTERPRETING MESSAGES FROM THE MEDIA

8.8 REV, 8.9 REV, & 12.9 REV

The student will identify appropriate and healthy ways to manage stress.

The student will:

- Understand what stress is and how it can negatively affect health and behavior;
- Identify possible causes of stress;
- Identify signs of stress in self and others;
- Understand the importance of managing stress;
- Develop personal strategies for stress management.

FEELINGS, FRIENDSHIPS, AND DATING

7.12 REV, 10.2 REV, & 10.3 REV

The student will identify and describe various types of relationships and identify behaviors that contribute to positive interpersonal relationships.

The student will:

- Understand why getting along with others is important;
- Understand that there are different types of friendships;
- Define acquaintance, friend, date, boyfriend, girlfriend, co-worker, and other types of relationships;
- Identify behaviors that convey friendliness and unfriendliness;
- Model successfully being friendly when meeting someone;
- Understand the difference between a friend and someone who is friendly;
- Understand why it is important not to mistake the friendliness of people such as co-workers, sales people, etc. for friendship;
- Identify situations in which acting friendly is not appropriate or safe;
- Model appropriate levels of friendliness for various types of social situations;
- Understand the importance of setting and respecting physical and conversational boundaries in interacting with others;
- Identify what kinds of touching and other behaviors relating to personal space are acceptable or unacceptable for different types of relationships.

7.12 REV, 8.4 REV, & 12.3 REV

The student will explore issues related to making and keeping friends.

The student will:

- Identify ways of meeting people who could become friends;
- Understand the importance of identifying and pursuing personal interests which allow one to meet others in safe and appropriate ways;
- Identify school and community activities which provide opportunities for meeting new people and developing new friendships;
- Understand the importance of showing interest and being friendly when meeting people;
- Model successfully being approachable when meeting someone;
- Practice introducing him/herself to people;
- Model successfully being considerate and showing good manners;
- Understand the importance of respecting privacy and personal space when meeting someone;
- Understand that offering or accepting an invitation can help turn an acquaintance into a friend;
- Practice offering and accepting invitations;
- Identify characteristics and behaviors which contribute to developing, maintaining, and strengthening friendships, including respect, honesty, trustworthiness, supportiveness, consideration, etc.;
- Identify characteristics and behaviors which detract from, weaken, or threaten friendships;
- Develop strategies for having positive and safe experiences when going out and meeting people.

7.13 REV, 8.5 REV, & 9.5 REV

The student will become aware of basic dating skills and differentiate between appropriate and inappropriate dating behaviors.

The student will:

- Understand that most people begin to experience romantic attractions during the teen and young adult years;
- Know that some people choose to spend time with people they feel attracted to in dating situations;
- Identify different clubs and activities at school and in the community which offer opportunities to meet people;
- Understand why being well groomed is attractive;
- Discriminate between behaviors which are and are not characteristic of friendship and romantic or dating relationships;
- Identify behaviors that appropriately convey interest in another person;
- Identify behaviors which convey lack of interest in another person;
- Identify and practice appropriate behaviors for asking for, accepting, and turning down a date;
- Identify people whose invitations should not be accepted;
- Identify what attire would be appropriate for different dating situations;
- Discriminate between appropriate and inappropriate dating behavior;

- Identify the benefits of group activities and dates as opposed to single-couple activities and dates;
- Understand not to mistake the first date's friendliness for friendship;
- Understand why it's important to keep a date's behavior within clear boundaries;
- Model successfully being assertive with a first date who tries to get them to do something they don't want to do;
- Distinguish between safe and unsafe risks related to dating;
- Develop strategies for respecting personal space in a dating situation;
- Identify personal benefits of being considerate and showing good manners in a dating situation;
- Recognize characteristics that contribute to strengthening dating relationships;
- Describe the characteristics of early and longer term romantic relationships.

ADDED

The student will understand that while most individuals are romantically attracted to members of the opposite sex, some are attracted to members of the same sex.

The student will:

- Understand that most people are romantically attracted to the opposite sex and are called heterosexuals;
- Understand some people are romantically attracted to members of their own sex and are called homosexual;
- Know that homosexuals are called gay men and lesbian women;
- Recognize that it is important to treat all people with respect whether they are heterosexual or homosexual;
- Identify words and terms associated with homosexuality which are rude, disrespectful or inappropriate;
- Realize that people of all orientations can choose to be abstinent;
- Understand that abstinence is the healthiest choice for all teenagers and unmarried young adults.

10.7 REV

The student will explore the responsibilities associated with marriage.

The student will:

- Define marriage as a legal, personal, and, in many cases, religious life-long commitment to another person;
- Define the roles and responsibilities of marriage partners;
- Identify the range of commitments—emotional, legal, financial—associated with entering into a marriage;
- Identify the attitudes, behaviors and circumstances that make a marriage successful;
- Explore the various implications of a decision to marry.

<p style="text-align: center;">HUMAN REPRODUCTION, ABSTINENCE, SEXUALLY TRANSMITTED INFECTIONS, AND CONTRACEPTION</p>
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7.8 REV, 9.9 REV, & 10.9 REV

The student will understand how pregnancy occurs.

The student will:

- Understand that it takes a man and a woman to make a baby;
- Understand that babies grow inside a woman's in a place called the uterus;
- Understand that when a baby is growing inside a woman's body, we say she is pregnant;
- Understand that pregnancy occurs when a male's sperm cell unites with a female's egg cell inside her body;
- Realize that sperm cells are found in semen;
- Realize that as part of the menstrual cycle, about once a month starting during puberty, a woman's ovaries release an egg that can be fertilized;
- Understand that sperm are delivered to the woman's body during sexual intercourse (having sex);
- Understand that a woman can become pregnant as a result of sexual intercourse;
- Understand that if a woman does not have sexual intercourse, she will not become pregnant;
- Understand that once sperm are produced in the testes beginning at puberty, a man is capable of fathering a child;
- Understand that when girls start menstruation, they are capable of becoming pregnant;
- Understand that sexual intercourse is for adults;
- Understand that conception or fertilization occurs when egg and sperm join;
- Understand that the baby grows in the mother's uterus for approximately nine months;
- Recognize that conception results in pregnancy;
- Understand that during pregnancy, the woman does not have her period;
- Understand that if a woman has had sexual intercourse, a missed period can mean she is pregnant;
- Identify the risks and responsibilities that accompany the decision to have sexual intercourse.

7.11 REV, 8.14 REV, & 9.14 REV

The student will explore causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections (STIs), including HIV/AIDS.

The student will:

- Understand that some diseases can be spread from one person to another through sexual intercourse (having sex);

- Understand that diseases that are spread through sex are called sexually transmitted infections;
- Understand that sexually transmitted infections can have serious health consequences;
- Understand that some sexually transmitted infections can be deadly;
- Understand that sexually transmitted infections can be spread through vaginal, oral and anal sex;
- Understand that genital warts (HPV) and genital herpes can be spread through skin-to-skin contact during sexual touching even if sexual intercourse does not occur;
- Realize that non-sexual touching won't spread STIs;
- Understand that choosing not to engage in sexual touching or sexual intercourse eliminates the risk of catching an STI;
- Name common STIs;
- Recognize that sexually transmitted infections, including human immunodeficiency virus (HIV), can be prevented, and identify ways to prevent infection;
- Recognize that many STIs, including HIV, may have no symptoms in the early stages;
- Identify common symptoms of STIs which may be present if a person is infected;
- Understand that determining if a person has an STI requires special tests which must be performed by a doctor or nurse;
- Understand the importance of prevention;
- Understand the importance of telling a trusted adult if an STI is suspected;
- Understand the need to be tested if a person thinks he/she may have contracted HIV or another STI;
- Understand that if a person engages in risky behavior, it is best to be tested for STIs even if symptoms have not appeared;
- Understand the difference between a treatment and a cure for a disease;
- Understand that some STIs can be cured by a doctor;
- Understand that some STIs can be treated by a doctor but cannot be cured;
- Understand the consequences of not treating STIs;
- Recognize when to seek testing and treatment for STIs;
- Understand that HIV is one STI which cannot be cured and is generally fatal;
- Understand that the HIV virus causes a person to be less and less able to fight off diseases;
- Know the four bodily fluids that can spread HIV;
- Understand that some STIs, including HIV, can be spread through sharing needles with someone who has the infection;
- Understand that some STIs, including HIV, can be passed from an infected mother to her baby during pregnancy or birth or through breast feeding;
- Identify behaviors which can put a person at risk for HIV infection;

- Describe how to avoid HIV infection;
- Understand that people can't get STIs from using public restrooms, swimming in a pool, by being near someone who is coughing or sneezing, etc.;
- Identify resources within the community for HIV and other STI information, testing and treatment.

7.6 REV, 7.7 REV, 9.6 REV, 10.6 REV, & 11.3 REV

The student will recognize the benefits of abstaining from premarital sexual intercourse and identify ways of saying “no” to sexual activity.

The student will:

- Understand that sexual feelings are a normal part of adolescent development;
- Accept that sexual feelings do not require action and that learning to control one's sexual behavior is part of growing up;
- Understand that a choice not to have sex is called being sexually abstinent;
- Understand that sexual abstinence prevents disease and pregnancy and is the healthiest choice for teens and unmarried adults;
- Identify the benefits of abstaining from sex;
- Identify negative consequences of having sex (vaginal, oral, and anal) as a teen or young adult;
- Develop strategies to maintain a commitment to abstinence;
- Identify and develop strategies for avoiding situations which may lead to sex or pressure to have sex;
- Develop strategies for setting limits in dating relationships and situations and expressing them ahead of time;
- Identify a variety of appropriate ways of expressing affection and intimacy other than having sex;
- Understand that group activities rather than couple-only activities support the decision to be abstinent;
- Identify the risks of alcohol and other drug use in relation to making healthy sexual decisions;
- Realize that using alcohol and drugs increases the chances of being involved in risky behaviors, including having sex
- Identify common lines, techniques, and gestures used to try to influence someone to have sex;
- Practice effective responses to common lines, techniques and gestures used to try to influence someone to have sex;
- Identify possible negative consequences of allowing touching of private body parts;
- Understand the importance of, and model strategies for, turning away from “sex talk,” including sexual jokes and conversations;
- Recognize the responsibilities associated with the decision to be sexual with another person;

- Understand the importance of setting limits, and model successfully setting limits and sticking to them.

8.11 REV & 9.11 REV

The student will demonstrate knowledge of pregnancy prevention and disease control.

The student will:

- Understand that pregnancy and sexually transmitted infections (STIs) can be prevented;
- Understand that abstinence is the best way to prevent pregnancy and STIs;
- Understand that methods for preventing pregnancy are called “contraceptives” or “birth control”;
- Associate preventing pregnancy and STIs with the responsibilities of adult sexual behavior;
- Identify various types of birth control;
- Be aware of a number of contraceptive options and their relative effectiveness in reducing the risk of pregnancy and STIs;
- Demonstrate understanding of how each birth control device is used and obtained;
- Realize that most contraceptive do not protect against STIs
- Understand that condoms can reduce the risk of pregnancy and sexually transmitted disease;
- Understand that contraceptives help reduce the risk of STIs and unplanned pregnancies for couples who decide to have sexual intercourse;
- Recognize the definition and implications of sterilization;
- Understand that sterilization is a choice that adults can make;
- Understand that sterilization does not protect against STIs;
- Identify reasons a person should use birth control and condoms if he/she chooses to be sexually active;
- Identify resources within the community for information and services related to pregnancy prevention and disease control.

PREGNANCY, BIRTH, AND PARENTING
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9.9 REV, 10.9 REV, &10.10 REV

The student will explain the process of reproduction and describe factors associated with a healthy pregnancy.

The student will:

- Remember that new human beings grow inside the mother’s body in a place called the uterus;
- Recall that when a baby is growing inside a woman’s uterus, we say she is pregnant;

- Remember that pregnancy occurs when a sperm from the father joins an egg from the mother inside the woman's body;
- Recall that the sperm are carried into the woman's body through the man's penis during sexual intercourse (having sex);
- Understand that if a woman does not have sexual intercourse, she will not become pregnant;
- Identify the signs and symptoms of pregnancy;
- Remember that a baby grows inside the mother's uterus for about nine months before it is ready to be born;
- Understand that the developing baby is first called an embryo and then a fetus;
- Realize that while the baby is growing inside the mother's uterus, it is connected to the mother by an umbilical cord;
- Understand that the baby gets nourishment from the mother through the umbilical cord;
- Understand that everything the mother consumes during pregnancy can travel to the baby through the umbilical cord;
- Recognize the importance of good nutrition during pregnancy and the dangers of alcohol and other drug use;
- Understand the function of the umbilical cord, amniotic sac, and placenta;
- Recognize that childbirth usually occurs after nine months of pregnancy;
- Understand the normal process of labor and childbirth;
- Understand that most babies are born, or delivered, through the vagina, or birth canal;
- Realize that some babies are delivered by Cesarean section;
- Recognize the responsibilities of pregnancy;
- Identify community resources which provide services related to pregnancy and childbirth.

10.14 REV, 11.5 REV, & 11.13 REV

The student will identify the demands and responsibilities of being a parent.

The student will:

- Understand that babies require special care;
- Understand that parents—the mother and father—are responsible for providing food, clothing, shelter, and education for a baby;
- Understand that parenting a child demands long-term commitment to financial and emotional support throughout the child's life;
- Understand that teenagers do not have the physical, emotional, or social maturity or the financial resources to have and raise a child;
- Understand that adult decisions about having a child must take into consideration the multiple challenges of parenting.

7.7 REV & 8.10

The student will analyze issues related to teen pregnancy.

The student will:

- Understand that sexual intercourse can lead to pregnancy;
- Understand that contraceptives do not always keep a pregnancy from happening;
- Identify the signs and symptoms of pregnancy;
- Understand the importance of telling a trusted adult or caregiver if there are signs or symptoms of pregnancy in an unmarried teen or young adult;
- Identify options for dealing with an unplanned pregnancy, including keeping the baby, putting the baby up for adoption, and seeking an abortion;
- Understand what adoption is and what it involves;
- Understand what an abortion is and how it is done;
- Identify reasons why people may or may not choose the different options;
- Identify community resources for help with an unplanned pregnancy;

PERSONAL SAFETY, SEXUAL ABUSE PREVENTION

9.7 REV

The student will demonstrate an understanding of various types of abuse, including neglect.

The student will:

- Understand personal rights related to safety and personal care;
- Identify types of care that are necessary, and recognize that not receiving necessary care is called “neglect”;
- Know to whom to report a lack of care;
- Define the various types of abuse that might occur: physical, emotional, sexual, verbal;
- Identify behaviors which are or could be considered abusive;
- Recognize abusive behavior by authority figures, caregivers, family members, friends, or others;
- Demonstrate appropriate assertive responses to each of the various kinds of abuse;
- Identify abusive behavior that might occur at school or on the job;
- Demonstrate assertive responses to exploitation at school or on the job;
- Recognize that adults should never ask teenagers for sex and that sex or touching of private areas of the body by adults or caregivers is abuse unless it is necessary for cleanliness or health;
- Understand the importance of reporting abuse or neglect to a trusted adult;
- Know that abuse and neglect are never the victim’s fault;

- Identify community resources for support in dealing with abuse or neglect.

9.7 REV

The student will identify appropriate responses to unwelcome and unsafe touching and understand the importance of reporting.

The student will:

- Distinguish good from bad or confusing touch;
- Identify the “uh oh” feeling and how it can be used to distinguish good, bad, and confusing touch;
- Understand that certain areas of the body should not be touched without permission;
- Define appropriate and inappropriate touching in various situations and with different types of people, including doctors, caregivers, family members, dates, acquaintances, strangers, etc.;
- Accept that personal safety rules can help us make decisions about touching;
- Identify negative consequences of allowing inappropriate touching;
- Demonstrate strategies for stopping inappropriate touching ;
- Understand that inappropriate touching can sometimes be done by people we know and trust, including family members, and that this is not OK;
- Know that it is important to tell a trusted person about inappropriate touch;
- Understand that inappropriate touching is not the victim’s fault.

9.7 REV & 12.8 REV

The student will recognize behaviors that constitute sexual assault and explore appropriate and effective prevention strategies.

The student will:

- Identify areas of the body that are considered private;
- Understand that no one should touch another’s private areas without permission;
- Understand that sexual assault is touching another person in private areas or in a sexual way without their consent;
- Identify touching behaviors which constitute sexual assault;
- Define rape and identify it as a type of sexual assault;
- Recognize that no person should commit sexual assault;
- Recognize that sexual assault is illegal and has very serious consequences for the perpetrator;
- Define date rape and identify situations that may put a person at risk for rape or date rape;
- Describe strategies for avoiding risky situations;
- Understand the importance of setting limits ahead of time and during a date in order to reduce the risk of sexual assault;

- Identify words and gestures designed to persuade or coerce a person to have sex and practice appropriate responses to these words and gestures;
- Recognize the danger and identify the possible consequences of being alone with someone in a private setting;
- Understand that using alcohol or other drugs in party or dating situations can increase the risk of sexual assault, including date rape;
- Create a plan for avoiding alcohol/drug use in dating situations;
- Identify “teasing” behaviors and understand how these behaviors can send mixed messages;
- Understand the relationship between “teasing” behaviors and unwelcome sexual advances;
- Develop strategies for creating boundaries, including discouraging inappropriate questions, words, and gestures;
- Understand the importance of reporting uncomfortable sexual situations or occurrences to a trusted adult;
- Identify and practice strategies for avoiding, stopping, and reporting sexual assault;
- Understand that sexual assault is not the victim’s fault;
- Identify community resources for information and services related to sexual assault.

9.7 REV The student will demonstrate an understanding of skills for keeping safe from sexual predators on the Internet.

The student will:

- Identify information that is considered personal;
- Understand the dangers of revealing personal information to someone on the Internet;
- Identify the possible negative consequences of consenting to meeting someone met over the Internet;
- Understand the importance of telling a trusted adult if someone on the Internet asks for personal information or suggests a meeting;
- List and demonstrate rules for Internet safety.

SOCIAL BEHAVIOR RELATED TO SEXUALITY

7.2 REV The student will understand appropriate and inappropriate behavior associated with masturbation.

The student will:

- Understand that touching one’s own private areas, or genitals, for pleasure is called masturbation;
- Know that some people choose to masturbate and some do not;
- Understand that masturbation is a very private behavior;

- Recognize non-verbal cues to stop masturbating or touching self inappropriately;
- Understand the consequences for masturbating in public.

DOE (1990) REV

The student will understand the concept of private vs. public as it relates to body parts and sexual behavior.

The student will:

- Define “private” and contrast with “public”;
- Recognize privacy as a right for self and others;
- Identify information about oneself which is private;
- Recognize situations where private information should not be given;
- Demonstrate appropriate responses to requests for private information;
- Identify safety rules for being home alone;
- Identify safety rules for traveling alone;
- Identify the private body parts for males and females;
- Understand that showing or touching private body parts in public is illegal and wrong.

DOE (1990) REV

The student will know and abide by laws and social conventions regarding sexual behavior.

The student will:

- Understand that sexual behaviors are always private behaviors;
- Understand the concept of “illegal” and identify possible consequences of illegal behavior;
- Identify private sexual behaviors that are illegal when done in public
- Identify illegal sexual behaviors;
- Understand the concept of “illegal” and know that behaviors which are against the law can result in serious consequences;
- Understand that non-consensual sexual behaviors toward another person, including touching private body parts, are always wrong and illegal;
- Understand that touching another person’ private body parts in public, even with their permission, is unacceptable and may be illegal;
- Identify possible consequences of illegal sexual behavior.

ASSERTIVENESS, DECISION MAKING, GOAL SETTING, AND SUBSTANCE ABUSE PREVENTION

ADDED **The student will distinguish between medicines used to treat illness and drugs, which are illegal and unsafe.**

The student will:

- Understand that drugs are substances other than food which affect the way the body works;
- Recognize that medicines are drugs used for the treatment of illness;
- Discriminate between prescription and over-the-counter medications;
- Understand that prescription drugs are powerful chemicals that can change the way the body works so that it feels better and gets well;
- Identify proper procedures for taking over-the-counter medications and prescribed drugs;
- Understand that legal drugs are prescribed by a doctor or provided by a trusted family member or caregiver;
- Recognize that any medicine can be dangerous if taken improperly;
- Recognize that using medicines for something other than to treat illness is unsafe and may be illegal;
- Understand the importance of following pharmacist, doctor, and label instructions precisely;
- Recognize that some drugs are illegal because they are dangerous;
- Recognize that improper use of medicines and illegal drugs can lead to addiction, habituation, and dangerous changes in perception;
- Understand that illegal drugs are usually obtained from an acquaintance or stranger rather than a doctor or pharmacist;
- Understand the importance of reporting offers of drugs to a trusted adult or caregiver.

6.10 REV, 8.12 REV, & 9.8 REV

The student will explain the negative effects of using tobacco products.

The student will:

- Identify common tobacco products, including cigarettes, snuff, chewing tobacco, and cigars;
- Recognize that using tobacco products can cause life-threatening illnesses;
- Identify the short- and long-term damaging health effects of using tobacco products;
- Recognize that tobacco use can cause unattractive and unpleasant consequences such as bad breath, yellow teeth, dry skin;
- Recognize that it is against the law to use tobacco products if you are under the age of 16 in Virginia;
- Recognize that advertisements about tobacco try to persuade people to use them by making them appear “cool,” attractive, or desirable;

- Understand that tobacco use can lead to addiction;
- Understand that most teenagers do not use tobacco products;
- Identify resources for support in handling situations or issues of tobacco use.

8.12 REV & 9.8 REV

The student will explain the negative effects of alcohol abuse.

The student will:

- Distinguish between alcoholic and non-alcoholic beverages;
- Identify the various types of alcoholic beverages;
- Understand that drinking alcohol can have serious health consequences;
- Understand that alcohol changes perceptions and abilities in ways that can make ordinary situations dangerous;
- Recognize that drinking alcohol is against the law if you are under the age of 21;
- Understand that alcohol use carries special risks for teenage users;
- Understand that alcohol use can lead to addiction, and that addiction occurs more quickly in young people than in adults;
- Recognize that advertisements about alcohol try to persuade people to use them by making them appear “cool,” attractive, or desirable;
- Understand that many teenagers do not use alcohol;
- Understand that alcohol use can seriously harm individuals, families and friendships;
- Identify resources for support in handling situations or issues involving use of alcohol.

8.12 REV & 9.8 REV

The student will explain the negative effects of using marijuana and other illegal drugs.

The student will:

- Know that drugs that are not given by a doctor or trusted adult or caregiver are dangerous and illegal;
- Identify common illegal drugs, including marijuana, cocaine, ecstasy, etc.;
- Recognize the basic modes of putting illegal drugs into the body, including smoking, taking pills, injection, etc.;
- Identify the damaging health effects of using drugs;
- Understand that drug use can cause changes in perception that make ordinary situations dangerous;
- Recognize that drug use is against the law and carries serious legal consequences;
- Identify reasons young people may decide to use drugs;
- Understand that most teenagers and young adults do not use drugs;
- Identify healthy alternatives to drug use;

- Understand that drug use can seriously harm individuals, families and friendships;
- Understand that marijuana use can lead to addiction;
- Identify resources for support in handling situations or issues involving drug use.

ADDED The student will practice refusal skills for situations involving pressure to use alcohol, tobacco, and other drugs.

The student will:

- Recognize that a person should never take drugs from anyone other than a doctor, nurse, or trusted adult or caregiver;
- Identify situations that may involve drug or alcohol use;
- Understand the importance of avoiding situations that may involve the use of alcohol or drugs;
- Recognize the signs of alcohol or other drug use in social settings;
- Understand the importance of leaving a social setting where there are signs of alcohol and other drug use;
- Demonstrate skills for saying no to situations and activities which may involve alcohol or other drug use;
- Identify and demonstrate both non-verbal and verbal refusal skills for use in situations involving pressure to use alcohol or other drugs;
- Understand the importance of reporting illegal drug use or pressure to use tobacco, alcohol, or other drugs to a trusted adult.

ADDED The student will identify positive and negative peer pressure and demonstrate refusal skills.

The student will:

- Identify a variety of behaviors which are healthful, safe and legal;
- Identify a variety of behaviors which are unhealthy, unsafe, illegal, unkind, or of which parents or other trusted adults would disapprove;
- Understand that people close to your own age are called peers;
- Understand that peers can support you in making healthful, safe, kind, and legal decisions, which is called positive peer pressure;
- Understand that peers may sometimes try to persuade you to do unhealthy, unsafe, or illegal things, which is called negative peer pressure;
- Identify decisions and actions that could be consider the result of being gullible and understand that gullible behavior poses a risk for being involved in unhealthy, unsafe, illegal, or unkind behavior;
- Recognize how gullible behavior can lead to being cheated, tricked, or even more dangerous consequences;
- Identify non-verbal and verbal refusal skills;
- Practice non-verbal and verbal refusal skills in situations involving peers who are strangers, acquaintances, friends, and dates.

Resources

ORGANIZATIONS

Council for Exceptional Children

1110 North Glebe Road, Suite 300

Arlington, VA 22201

(703) 620-3660

(888) 232-7733

<http://www.cec.sped.org>

Young Adult Institute, National Institute for People with Disabilities

460 West 34th Street

New York, NY 10001

(212) 273-6100

<http://www.yai.org>

Alliance for Technology Access (ATA)

2175 E Francisco Blvd., Suite L

San Rafael, CA 94901

(415) 455-4575

(415) 455-0491 (TTY)

<http://www.ataccess.org>

National Information Center for Children and Youth with Disabilities

P.O. Box 1492

Washington, DC 20013-1492

(800) 695-0285

<http://www.nichcy.org>

National Library Service for the Blind and Physically Handicapped

Library of Congress

101 Independence Ave., SE

Washington, DC 20540

(800) 424-8567

(202) 707-5100

(202) 707-0744 (TTY)

<http://lcweb.loc.gov/nls/>

Greater Los Angeles Council on Deafness, Inc.

AIDS Education/Service for the Deaf

2222 Laverna Avenue

Los Angeles, CA 90041

(213) 550-4250 (voice/TTY)

www.gladinc.org

Learning Disability Association of Virginia

Randolph Towers, #505
4100 North 9th Street
Arlington, VA 22203
<http://www.ldavirginia.org>

The Arc

National Headquarters:
1010 Wayne Ave. Suite 650
Silver Spring, MD 20910
(301) 565-3842
<http://www.thearc.org/index>

BOOKS

Sexuality: Your Sons and Daughters with Intellectual Disabilities

By: Karin Melberg Schwier and David Hingsburger
Published by: Paul H. Brookes
Date: 2000
ISBN: 1557664285
240 pages
\$24.95
Available at most major bookstores or
<http://www.brookespublishing.com/store/books/giangreco-3238/index.htm>

Healthy Sexuality Development: A Guide for Early Childhood Educators and Families

By: Kent Chrisman and Donna Couchenour
Published by: National Association for the Education of Young Children
Date: 2002
Stock Number: 221:
86 Pages
\$8.00 for non-members
Available at Available online at <http://www.naeyc.org/shoppingcart/default.aspx>

Choosing Outcomes and Accommodations for Children

By: Michael J. Giangreco, Chigee J. Cloninger, and Virginia Salce Iverson
Published by: Paul H. Brookes Publishing Co.
Date: 1998
ISBN: 1-55766-323-8
400 Pages
\$39.95
Available at Available online at
<http://www.brookespublishing.com/store/books/giangreco-3238/index.htm>

Teaching about Sexuality and HIV

By: Evonne Hedgepeth & Joan Helmich
Published by: New York University Press
Date: 1996
293 pages
Available at most major bookstores.

Aspergers in Love: Couple Relationships and Family Affairs

ISBN: 1843101157
By: Maxine Aston
Published by: Jessica Kingsley Publishers
Date: 2003
ISBN: 1-84310-1157
250 Pages
\$22.95
Available online at
<http://www.autismshop.com/store/customer/product.php?productid=23816&cat=296&page=1>

HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education is Important

Written and published by: ERIC, the Educational Resources Information Center
Date: 1991
Available by contacting the Council for Exceptional Children at <http://www.cec.sped.org>.

S.E.A.L.S (Self-esteem and Life Skills)

By: K. Korb-Khalasa and E. Leutenberg
Published by: Wellness Reproductions
Date: 2000

Signs of Sexual Behavior: An Introduction to Some Sex-Related Vocabulary in American Sign Language

ISBN: 0932666027
By: James Woodward
Published by: T.J. Publishers, Inc.
Date: 1979
81 Pages
Available online at <http://www.barnesandnoble.com/>

OTHER

Creating Collaborative IEPs: A Handbook Rev Ed (2001) Virginia Institute for Developmental Disabilities at Virginia Commonwealth University.

Changes in you: The first comprehensive family life education program for 4th - 9th graders with special needs. Santa Barbara, CA: James Stanfield Publishing.

The GYN exam. (1995). Santa Barbara, CA: James Stanfield Publishing.

Hingsburger, D. (2000). *Finger tips: A guide for teaching about female masturbation.* Eastman, Quebec, Canada: Diverse City Press.

Hingsburger, D. (1995). *Hand made love: A guide for teaching about male masturbation.* Eastman, Quebec, Canada: Diverse City Press.

Hingsburger, D. (1995). *Just say no!: Understanding and reducing the risk of sexual victimization of people with developmental disabilities.* Eastman, Quebec, Canada: Diverse City Press.

Kempton, W. & Stigall-Muccigrosso, L. (1996). *An easy guide to loving carefully: For men and women.* (3rd ed.). Haverford, PA: Winifred Kempton Associates.

Koussis, C. (1998). *Sexuality: Preparing your child with special needs: How to develop a plan for sex education and sexual abuse prevention.* Metropolitan Center to Counter Sexual Assault.

Newport, J. et al. (2002). *Autism – Asperger's and sexuality: Puberty and beyond.* Future Horizons. ISBN: 1885477880.

Sexuality, relationships, and adolescents with Down Syndrome: A booklet for parents and caregivers. (1996). Calgary, Alberta, Canada: Canadian Down Syndrome Society.

Steege, Mark, & Peck, Shannon. *Sex education for parents of children with autism spectrum disorder.* San Antonio: Steege Publications.

Teach*A*Bodies and Draw-A-Bodies. Dolls come in a range of sizes, ages, and skin colors. Anatomically correct dolls used to teach sex education and encourage effective communication. Teach-A-Bodies, PO Box 416, Grapevine, TX 76099-0416; (888) 228-1314 or (817) 416-9138; Fax (817) 416-9139.

Struck, L. (1999) *Abuse and neglect of children with disabilities.* Commonwealth of Virginia Department of Social Services, Child Protective Services. Richmond, VA: Author.

Virginia Department of Education. (2004). *A Comparison of family life education and health standards of learning (SOL)*. Richmond, VA: Author.

Virginia Department of Education. (2004). *Family life education: Board of education guidelines and standards of learning for Virginia public schools*. Richmond, VA: Author.

Virginia Department of Education. (2002). *Regulations governing special education programs for children with disabilities in Virginia*. Richmond, VA: Author.

Virginia Department of Education. (2001). *Health education standards of learning for Virginia public schools*. Richmond, VA: Author.

Virginia Department of Education. (2001). *A parent's guide to special education*. Richmond, VA: Author.

Virginia Department of Education. (1991). *Family life education: Special Education*. Richmond, VA: Author.

ARTICLES

Sullivan, P.M. & Knutson, J.F. (2000). Maltreatment and disabilities: A population-based epidemiological study. *Child Abuse & Neglect*, 24, 1257-1274.

Zantal-Wiener, K. (?)“What Makes the Disabled Child at Risk for Child Abuse?” *Child Abuse and the Disabled Child*. ERIC Clearinghouse.

REPORTS

Tjaden, P. & Thoennes, N. (2000) *Full report of the prevalence, incidence and consequences of violence against women: Findings from the National Violence Against Women Survey*. National Institute of Justice and CDC.

SLIDE SHOWS

Sexuality education for persons with severe developmental disabilities. James Stanfield Publishers. www.stanfield.com

VIDEOS

Captioned Media Program through the National Association of the Deaf offers multiple movie titles with captions. See www.cfv.org for titles.

I am a beautiful person – sexuality and me: A video for parents of teens with disabilities

Distributed by: PACER Center, Inc

Date: 1996

The sterilization of Leilani Muir. (1996). National Film Board of Canada/Office national du film Canada, Ottawa, Ontario.

All of Us: Talking Together: Sex Education for people with Developmental Disabilities

Distributed by: Aquarius Health Care Videos

Date: 1999

Length: 38 minutes

Grades:

To purchase: visit www.aquariusproductions.org

AIDS: Teaching People With Disabilities How To Better Protect Themselves

Distributed by: Young Adult Institute

Date: 1987-1988

Length: 15-20 minutes

Grades: unknown

To purchase: contact Jerry Whinestock at YAI at (212) 273-6187

Sexuality: A Process In Decision Making

Distributed by: Marilyn K. Volker, Ed.D.

Date: unknown

Length: 45 minutes

Grades: teens

To purchase: contact Dr. Marilyn Volker at (305) 443-8850

WEBSITES:

Special Needs Links

<http://www.4teachers.org/profd/spedlinks.shtml>

Offers links to a variety of websites on special needs

WWW.4teachers Equity in Diversity

<http://www.4teachers.org/profd/equity.shtml>

Offers links to articles and publications on topics on Equity in Diversity and Equitable Opportunities for People with Disabilities.

Learning Disability Association of Virginia

<http://www.ldavirginia.org>

Website for LDAV, offers information and resources for learning disabled individuals.

The National Women's Health Information Center

<http://www.4woman.gov>

Offers information about women with disabilities

AIDS and Disability Action Project - project of the BC Coalition of People with Disabilities, has developed brochures, booklets, audio tapes and a Braille book about HIV/AIDS and AIDS prevention.

www.bccpd.bc.ca/s/Home.asp

Program Development Associates – this section of the web site focuses on sex education resources appropriate for use with children with developmental disabilities.

www.pdassoc.com/ddse.html

Sexual Health Network – mission to provide sexuality information, education, counseling, and other resources for people with disability or health-related problems.

www.sexualhealth.com/com/channel/view/disability-illness/