

Dear Students and Parents,

Welcome back to school. We are excited to have your child in our classes. During the first week of school, your child has received the following information.

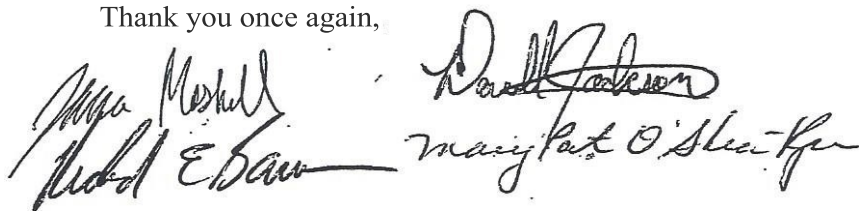
- a. Department of Health and Physical Education rules sheet
- b. Make up work assignment if they miss a Physical Education class. (They would need to speak to their Health teacher if they missed their Health class.)
- c. A calendar for the year for the class meeting schedule. (This may change but the students will be notified ahead of time.)

We have reviewed the papers in class and hopefully answered all of their questions. We would like you, the parents, to also review the papers and contact us if there are any questions.

The best time of the day to speak with us is during 2<sup>nd</sup> block 9:30-10:45 am.

Please sign below and return this paper to your teacher.

Thank you once again,



I have read and understood the papers received in my Health and Physical Education class. If I have any questions I may ask my teacher to help me understand what is expected of me this year.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Colonial Heights Middle School  
Department of Health and Physical Education

Entering the Locker Room

1. Read the board for directions and activity
2. Enter quietly through the locker room door.

Dressing Out

1. Athletic shoes (NO flip flops, casual shoes or boots. This is for safety reasons), PE shirt and shorts are required each physical education class.
2. All PE shirts must have student's first and last names, NO other writing is permitted on the suit.
3. SHOES SHOULD BE TIED PROPERLY IN ORDER TO GIVE SUPPORT FOR THE FOOT AND AVOID INJURY.
4. ALL jewelry is to be removed and locked in your locker. (This is for safety reasons.)
5. ALL students are required to dress out, even if you have a note.
6. Students have 4 minutes to dress and be in their assigned spot.

Borrowing Gym Clothes

1. Students who do not have their gym suits will borrow a set of PE clothes from the school.
2. To borrow, you will trade in your binder for a borrowed gym suit.
3. At the end of class, the borrowed PE clothes are to be returned to the teacher and your binder will be returned to you.

1st time without uniform – excused with phone call home

2<sup>nd</sup> time without uniform – writing assignment

3<sup>rd</sup> time without uniform – lunch detention

ENTER THE GYM AS SOON AS YOU ARE DRESSED AND GO TO YOUR AREA, STANDING IS NOT AN OPTION.  
DO NOT TOUCH ANY OF THE EQUIPMENT UNTIL YOU HAVE BEEN INSTRUCTED TO DO SO.

Injuries and Illness

We do realize there are times when illness or injury may restrict active participation in physical education. On those occasions, that you feel your child should not participate, please send a signed and dated note. This note will be accepted for two days. The student is still required to dress out. Beyond two days, a doctor's note will be required to excuse a child from participation. A parent note may only be used twice in a grading period. Students excused from participation by a note, will be given an alternate assignment, since we cannot grade an injured student on their active participation. The student is responsible for turning in their work to their teacher at the end of the class; not turning in work will result in no credit for the day. Students will be permitted to return the activity, when the doctor releases them.

## Locker Room Policy

1. We strongly recommend that no valuables be brought to the locker room. If a student does have valuable items in the locker room, it will be in safekeeping, ONLY if it is locked up in the students' assigned locker. Lockers should be locked at all times.
2. The student is responsible for his/her personal belongings, while in gym class.
3. DO NOT share lockers with another students. We cannot open another student's locker.
4. NO FOOD, DRINK, GUM OR GLASS CONTAINERS ARE PERMITTED IN THE LOCKER ROOM.
5. We cannot be responsible for clothing left on the floor or benches. We will make every effort to return the items to the student. We have a lost and found area where students are permitted to look for their missing items.
6. Each student is expected to practice good health by keeping deodorant in their gym locker and washing their gym suit at the end of each week.

## Activity

1. All students are expected to participate and will be graded daily on their active participation.

## GRADING

Participation: 10 points for actively participation.

Gym suits: 10 points (must have all three items: PE shirt, PE shorts and athletic shoes) and sit in assigned spot.

Students who do not have their own uniform, will be given a uniform to use during class. If they do not have their athletic shoes they will be given a written assignment to earn their participation points.

The students are able to earn 20 points a day in their physical education class.

### OVERALL GRADING FOR HEALTH/PHYSICAL EDUCATION

PE TEST 40%

HEALTH TEST 25%

PE QUIZ 10%

HEALTH QUIZ 15%

DAILY GRADE 10%

## Make Up Work for Physical Education

You may use a magazine, newspaper, encyclopedia or the internet to complete the following work. Your work should include a paragraph and answers to the questions using complete sentences.

1. Read an article or story about an athlete.
2. Write a paragraph using the following format.
  - a. Sentence 1 - Write a topic sentence naming the athlete and sport.
  - b. Sentence 2 - What is the main idea of the article about the athlete?
  - c. Sentences 3 and 4 - In two sentences, summarize the article.
  - d. Sentence 5 - Conclude your paragraph by using a new connection to the athlete. (Name the athlete, the sport, and your feelings about the athlete.)
3. Answer the following questions in complete sentences.
  - a. What are three interesting facts found in the article?
  - b. Do you participate in the same sport?
  - c. List and define two new words or two words used in new ways you found in the article.

Do not forget to include and attach your resources/references. Make sure your paragraph is well written using the format given. Your paper must be handwritten. In order to receive full credit, please make sure the directions are followed.

**\*\*Refer to your student handbook as a reference for the make-up work policy.\*\***

**KEEP THIS PAPER IN YOUR BINDER. DO NOT TURN IT IN WITH YOUR PAPER!**

SELECTION OF THE TYPE OF FAMILY LIFE EDUCATION  
INSTRUCTION FOR  
2019 - 2020

Grade 6

NAME OF STUDENT: \_\_\_\_\_

I HAVE SELECTED THE FOLLOWING INSTRUCTION FOR MY CHILD:

1. \_\_\_\_\_ I want my child to receive all of the instruction.
2. \_\_\_\_\_ I want my child to have the instruction but do not want him/her to receive  
Instruction in the objectives that I have initialed below:

_____ 6.1	_____ 6.9
_____ 6.2	_____ 6.10
_____ 6.3	_____ 6.11
_____ 6.4	_____ 6.12
_____ 6.5	_____ 6.13
_____ 6.6	_____ 6.14
_____ 6.7	_____ 6.15
_____ 6.8	_____ 6.16

3. \_\_\_\_\_ I don't want my child to receive any of the instruction.

Signed: \_\_\_\_\_

PARENT I GUARDIAN

\* PLEASE NOTE: Students who do not return this form to their schools will automatically be placed in FLE instruction, and it will be assumed that the option to be exempt from part or all of the instruction is not being exercised by the parent/guardian. The school does, however, encourage you to return the form so that it can be assured that each parent/guardian has received notice of their options. \*\*\*\*You may view the descriptions and objectives statements on the CHMS website under NEWS, drop down to Health and Physical Education Section. You may also request a hard copy to be sent home through your student's teacher.

## Objectives and Descriptive Statements

### SIXTH GRADE

- 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, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing. (SEGREGATED BY SEX)
- 6.2 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 non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.
- 6.3 THE STUDENT WILL CONTINUE TO IDENTIFY PHYSICAL AND EMOTIONAL CHANGES THAT OCCUR DURING PUBERTY AND THEIR EFFECTS 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. (SEGREGATED BY SEX)
- 6.4 THE STUDENT WILL RECALL BASIC FACTS ABOUT SEXUALLY TRANSMITTED DISEASES.  
Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).
- 6.5 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, mental and physical consequences. (SEGREGATED BY SEX)
- 6.6 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. The student will practice responding to situations using positive mental health practices.
- 6.7 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, including electronic harassment, 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, sexual and family violence.

## Objectives and Descriptive Statements

### SIXTH GRADE

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- 6.8 THE STUDENT WILL BECOME AWARE OF COMMUNITY HEALTHCARE AND SAFETY AGENCIES AND THEIR FUNCTIONS.

Descriptive Statement: 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 HIV/AIDS; other general and specialized medical services, including the role of the family physician, local health department or community service board; 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.

- 6.9 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 progression of the addiction, drunken driving, physical and sexual abuse, mental health issues, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

- 6.10 THE STUDENT WILL EVALUATE THE MESSAGES FROM MASS MEDIA RELATED TO SEXUALITY AND GENDER STEREOTYPING.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.

- 6.11 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. Using positive mental health practices, 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 lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to men and women are stressed as choices and are identified in the decision-making process.

- 6:12 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. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child. (SEGREGATED BY SEX)

SELECTION OF THE TYPE OF FAMILY LIFE EDUCATION  
INSTRUCTION FOR  
2019 - 2020

Grade 7

NAME OF STUDENT \_\_\_\_\_  
First Last

I HAVE SELECTED THE FOLLOWING INSTRUCTION FOR MY CHILD:

- 1 \_\_\_\_\_ I want my child to receive all of the instruction.
2. \_\_\_\_\_ I want my child to have the instruction but do not want him/her to receive instruction in the objectives that I have initialed below:

_____ 7.1	_____ 7.9
_____ 7.2	_____ 7.10
_____ 7.3	_____ 7.11
_____ 7.4	_____ 7.12
_____ 7.5	_____ 7.13
_____ 7.6	_____ 7.14
_____ 7.7	_____ 7.15
_____ 7.8	_____ 7.16

- 3 \_\_\_\_\_ I do not want my child to receive any of the instruction.

Signed: \_\_\_\_\_  
PARENT I GUARDIAN

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## SEVENTH GRADE

- 7.1 THE STUDENT WILL IDENTIFY HIS OR HER ROLE AND RELATIONSHIPS WITHIN THE FAMILY.

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. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

- 7.2 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 sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development. (SEGREGATED BY SEX)

- 7.3 THE STUDENT WILL REALIZE THAT PHYSICAL AFFECTION IS NOT ALL SEXUAL, BUT THAT IT ALSO CAN 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. The student will recognize the difference between appropriate and inappropriate physical affection. \* Characteristics of abusive relationships will be addressed

- 7.4 THE STUDENT WILL RECOGNIZE THAT SEXUAL BEHAVIORS ARE CONSCIOUS DECISIONS; THAT IT IS IMPORTANT TO SAY "NO" TO PREMARITAL, \*ABUSIVE AND INAPPROPRIATE SEXUAL RELATIONSHIPS; AND THAT APPROPRIATE RELATIONSHIPS ARE BASED ON MUTUAL RESPECT, TRUST, AND CARING.

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. \*Refusal skills are taught and practiced by students. Ways to say "no" to premarital sexual relations and ways that students can support each other in saying "no" are presented. Characteristics of abusive relationships, which may also involve alcohol and other drug \*use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted \*infections and the benefits of delaying sexual activity until marriage are \*discussed.

- 7.5 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 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, rather than spending too much time viewing media containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.

- 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 also includes the emotional, psychological 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. (SEGREGATED BY SEX)

- 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, mental, 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 lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.

- 7.8 THE STUDENT WILL DESCRIBE THE SIGNS AND SYMPTOMS OF PREGNANCY.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

- 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.

- 7.10 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 that could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.

- 7.11 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 following diseases in addition to HIV/AIDS: syphilis, gonorrhea, chlamydia, and genital herpes.

## 7:11 (continued)

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, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

## 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. The student will identify the characteristics of healthy and unhealthy friendships and other relationships.

## 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 and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

## 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.

## 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.

## 7.16 THE STUDENT WILL FURTHER DEVELOP THE COPING SKILLS NEEDED TO DEAL WITH STRESS.

Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of AIDS); 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 alcohol, drugs, and suicide. Students learn positive techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

SELECTION OF THE TYPE OF FAMILY LIFE EDUCATION  
INSTRUCTION FOR  
2019 - 2020

Grade 8

NAME OF STUDENT \_\_\_\_\_  
First Last

I HAVE SELECTED THE FOLLOWING INSTRUCTION FOR MY CHILD:

1. \_\_\_\_\_ I want my child to receive all of the instruction.
2. \_\_\_\_\_ I want my child to receive the instruction but do not want him/her to receive instruction in the objectives that I have initialed below:

_____ 8.1	_____ 8.8
_____ 8.2	_____ 8.9
_____ 8.3	_____ 8.10
_____ 8.4	_____ 8.11
_____ 8.5	_____ 8.12
_____ 8.6	_____ 8.13
_____ 8.7	_____ 8.14

3. \_\_\_\_\_ I do not want my child to receive any of the instruction.

Signed: \_\_\_\_\_  
PARENT I GUARDIAN

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## EIGHTH GRADE

- 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.
- 8.3 THE STUDENT WILL BECOME AWARE OF THE NEED TO THINK THROUGH DECISIONS AND TO TAKE RESPONSIBILITY FOR THEM.  
Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process-- assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Lifelong 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. Students will discuss the impact of personal information posted on social networking sites such as MySpace, Facebook or Twitter on future goals.
- 8.4 THE STUDENT WILL IDENTIFY THE ISSUES ASSOCIATED WITH FRIENDSHIPS. Descriptive Statement: The student accomplishes this by reviewing the characteristics of appropriate and inappropriate 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, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs \*and characteristics of potentially abusive dating relationships and negative mental health practices.
- 8.6 THE STUDENT WILL INTERPRET THE MESSAGES IN SOCIETY RELATED TO SEXUALITY, VIOLENCE AND CRIME.  
Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, the internet, printed materials, 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. Students will demonstrate how these messages affect mental health issues related to sexuality.

- 8.7 THE STUDENT WILL DESCRIBE STRATEGIES FOR SAYING "NO" TO PREMARITAL SEXUAL RELATIONS.

Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how 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.

- 8.8 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; teenage pregnancy; and fear of HIV/AIDS); 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 alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

- 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. The student will utilize positive mental health practices in stress management.

- 8.10 THE STUDENT WILL ANALYZE THE ISSUES RELATED TO TEENAGE PREGNANCY.

Descriptive Statement: The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.

- 8.11 THE STUDENT WILL REVIEW FACTS ABOUT PREGNANCY PREVENTION AND DISEASE CONTROL.

Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and 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.

- 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 and sexual violence.

- 8.13 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 saying "no." Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services \*and legal implications are provided.

- 8.14 THE STUDENT WILL RECALL THEWAYS IN WHICH THE 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 infection: 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.

\*Revision approved by the VA Board of Education on July 28, 2011 to satisfy the requirements of Senate Bill 906(Deeds) Chapter 634§1 passed as an uncodified Act of the General Assembly