


 = possible sensitive topic



Grade: 6th




| VDOE Standard of Learning   | Conversation Starter / Prompt  |
|---|--|
| <p><b>6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.</b><br/> <u>Descriptive Statement:</u> 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.</p>  | <p>Student Asks:</p> <ul style="list-style-type: none"> <li>• How did your body change during puberty?<br/>How did you feel?</li> </ul> <p>Families Ask:</p> <ul style="list-style-type: none"> <li>• Do you want to ask me questions about personal hygiene products? Deodorants? Menstrual products?</li> </ul> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Personal Hygiene</a></li> </ul>  |
| <p><b>6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.</b><br/> <u>Descriptive Statement:</u> 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.</p>  | <p>Student Asks:</p> <ul style="list-style-type: none"> <li>• What personal hygiene tips do you have?</li> </ul> <p>Families Ask:</p> <ul style="list-style-type: none"> <li>• These are the personal hygiene tips that helped me most...</li> <li>• Would you like to learn more about my personal hygiene routine?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Kids Health Resources</a></li> </ul>  |
| <p><b>6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.</b><br/> <u>Descriptive Statement:</u> 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.</p> | <p>Student Asks:</p> <ul style="list-style-type: none"> <li>• What do you wish you knew about puberty before going through it?</li> </ul> <p>Families Ask:</p> <ul style="list-style-type: none"> <li>• Puberty was a time I went through a lot of changes. This is what I wish I had known before going through puberty...</li> <li>• These are the biggest changes I did not expect when I went through puberty....</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Kids Health</a></li> <li>• <a href="#">What should I teach my middle schooler about their body?</a></li> </ul> |
| <p><b>6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.</b><br/> <u>Descriptive Statement:</u> Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping, and the influence of negative media messages in the sixth grade. The</p>   | <p>Student/Families Together:</p> <ul style="list-style-type: none"> <li>•  What stereotypes have you noticed in the media?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Negative Effects of Stereotypes</a></li> </ul>  |

|  |   |
|--|---|
| <p>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 and identify how the media can influence how people see themselves.</p>  | <ul style="list-style-type: none"> <li>• <a href="#">Lasting Effects of Stereotypes</a></li> <li>• <a href="#">Sexual Exploitation, Abuse, and Harassment</a></li> <li>• <a href="#">RAINN</a></li> <li>• <a href="#">What should I teach my middle schooler about their body?</a></li> </ul>   |
| <p><b>6.5 The student will be able to describe the etiology, effects, and transmission of HIV.</b><br/> <u>Descriptive Statement:</u> Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.</p>  | <p>Student Asks:</p> <ul style="list-style-type: none"> <li>• What did you learn about HIV in school?</li> </ul> <p>Families Ask:</p> <ul style="list-style-type: none"> <li>• There is a lot of information out there about HIV and AIDS. What would you like to know about this?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">HIV/AIDS</a></li> </ul>  |
| <p><b>6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.</b><br/> <u>Descriptive Statement:</u> 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.</p> <p><b>6.12 The student will be able to define human trafficking and identify where and how it occurs and explain laws protecting children from human trafficking, and/or inappropriate and abusive behavior of others.</b><br/> <u>Descriptive Statement:</u> Defining human trafficking, differentiating between labor and sex trafficking will be discussed, including the recognition that human trafficking is a crime, and that victims may be any gender, any age, and any culture. Ways students can protect themselves and others from trafficking situations, how laws provide protection, and resources for victims will be discussed, along with ways to reach out to a safe adult to report an unsafe situation.</p> | <p>Student Asks:</p> <ul style="list-style-type: none"> <li>•  What would you do if you were in an abusive or violent situation?</li> </ul> <p>Families Ask:</p> <ul style="list-style-type: none"> <li>•  If you were in an unhealthy relationship, what safe adults would you talk to?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">RAINN</a></li> <li>• <a href="#">10 Signs of a Healthy vs. Unhealthy Relationship - One Love Foundation</a></li> </ul> |
| <p><b>6.12 The student will be able to define human trafficking and identify where and how it occurs and explain laws protecting children from human trafficking, and/or inappropriate and abusive behavior of others.</b><br/> <u>Descriptive Statement:</u> Defining human trafficking, differentiating between labor and sex trafficking will be discussed, including the recognition that human trafficking is a crime, and that victims may be any gender, any age, and any culture. Ways students can protect themselves and others from trafficking</p>   | <p>Student/Families Together:</p> <ul style="list-style-type: none"> <li>• What do you know about human trafficking?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">National Human Trafficking Hotline</a></li> <li>• <a href="#">Sextortion Videos</a></li> <li>• <a href="#">NOVA: Training: Trafficking</a></li> </ul>  |

|  |   |
|--|---|
| <p>situations, how laws provide protection, and resources for victims will be discussed, along with ways to reach out to a safe adult to report an unsafe situation.</p>   |   |
| <p><b>6.2 The student will explain the effects of growth on development, attitudes and interests.</b><br/> <u>Descriptive Statement:</u> 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.</p> <p><b>6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.</b><br/> <u>Descriptive Statement:</u> The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and smoking. Information on local community resources for obtaining help with these problems is included.</p> | <p>Student Asks:</p> <ul style="list-style-type: none"> <li>• What makes a healthy relationship (friendship, romantic relationship, family relationship)?</li> </ul> <p>Families Ask:</p> <ul style="list-style-type: none"> <li>• What kinds of relationships do you have?</li> <li>• What do you think makes a relationship healthy?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">RAINN</a></li> </ul> |


| VDOE Standard of Learning   | Conversation Starter / Prompt  |
|---|--|
| <p><b>7.1 The student will identify his or her role and relationships within the family.</b><br/> <u>Descriptive Statement:</u> 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.</p> <p><b>7.3 The student will realize that physical affection does not have to be sexual, but it also can be an expression of friendship, of celebration, or of a loving family.</b><br/> <u>Descriptive Statement:</u> 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.</p> <p><b>7.13 The student will identify the issues associated with friendships.</b><br/> <u>Descriptive Statement:</u> The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy relationships. Respect for the privacy and boundaries for self and others is reinforced along with tools to ensure that the student respects the personal privacy and boundaries of others.</p> <p><b>7.14 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.</b><br/> <u>Descriptive Statement:</u> 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.</p> | <p>Student:</p> <ul style="list-style-type: none"> <li>• What types of relationships did you have throughout your life (elementary school, middle school, high school, college, now)?</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>• What kinds of relationships do you have now?</li> </ul> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Types of Relationships</a></li> <li>• <a href="#">Relationships</a></li> <li>• <a href="#">Characteristics of Health and Unhealthy Relationships</a></li> </ul> |
| <p><b>7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.</b><br/> <u>Descriptive Statement:</u> Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth,</p>   | <p>Student:</p> <ul style="list-style-type: none"> <li>• What surprised you more about puberty- the emotional changes or the physical changes? Why?</li> </ul> <p>Families:</p>  |

|  |   |
|--|---|
| <p>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.</p>   | <ul style="list-style-type: none"> <li>• What do you think you are most unprepared for in puberty- the physical changes or the emotional changes?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Puberty</a></li> <li>• <a href="#">Understanding Puberty</a></li> </ul>   |
| <p><b>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.</b></p> <p><u>Descriptive Statement:</u> 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. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse, 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 are discussed.</p> | <p>Student:</p> <ul style="list-style-type: none"> <li>• How did you say no to something you didn't want to do but were being pressured to try?</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>• Do you think you have the tools to say no in a situation where someone is pressuring you to do something you don't want to do?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Refusal Skills</a></li> </ul>   |
| <p><b>7.5 The student will identify messages in society related to sexuality.</b></p> <p><u>Descriptive Statement:</u> 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. 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.</p>   | <p>Student/ Families:</p> <ul style="list-style-type: none"> <li>•  Do you think the media overly sexualizes things and uses a lot of gender stereotypes? What do you think the media can change to limit this?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">How Stereotypes Form</a></li> <li>• <a href="#">Negative Effects of Stereotypes</a></li> <li>• <a href="#">Lasting Effects of Stereotypes</a></li> </ul> |
| <p><b>7.7 The student will be aware of the consequences of preteen and teenage sexual intercourse.</b></p> <p><u>Descriptive Statement:</u> Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended 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</p>  | <p>Families:</p> <ul style="list-style-type: none"> <li>•  What consequences do you think can come from pre-teen/teenage sexual activity/sexual intercourse? How do you think these consequences can affect your life now and in the future?</li> </ul> <p>Student:</p>  |

|   |  |
|---|--|
| <p>in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.</p> <p><b>7.8 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.</b></p> <p><u>Descriptive Statement:</u> 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.</p> | <ul style="list-style-type: none"> <li>•  What was the biggest change to your life when you found out you were having a child?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Benefits of Postponing Sexual Activity</a></li> </ul>  |
| <p><b>7.10 The student will develop an understanding of and responsibility for family planning.</b></p> <p><u>Descriptive Statement:</u> 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.</p>  | <p>Student:</p> <ul style="list-style-type: none"> <li>•  What methods of family planning did you use? Would you change the method you used or want to try a new method if you had the chance?</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>•  What would you like to know about family planning?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Family Planning</a></li> </ul> |
| <p><b>7.12 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV.</b></p> <p><u>Descriptive Statement:</u> Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.</p>  | <p>Student:</p> <ul style="list-style-type: none"> <li>• What did you know about HIV and sexually transmitted infections when you were younger?</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>• What do you know about HIV?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">HIV/AIDS</a></li> <li>• <a href="#">STIs</a></li> </ul>   |
| <p><b>7.15 The student will recognize contributions of various racial and ethnic groups to family life and society.</b></p> <p><u>Descriptive Statement:</u> Topics include the importance of racial and ethnic identity for</p>  | <p>Student/Families:</p> <ul style="list-style-type: none"> <li>• Why do you think it is important to recognize and appreciate differences in others?</li> </ul> <p>Resources:</p>   |

|   |   |
|---|---|
| <p>families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.</p> <p><b>7.16 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.</b></p> <p><u>Descriptive Statement:</u> Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.</p>  | <ul style="list-style-type: none"> <li>• <a href="#">Empathy</a></li> <li>• <a href="#">Acceptance</a></li> <li>• <a href="#">Showing Acceptance</a></li> </ul>   |
| <p><b>7.6 Students will explore safety issues related to the Internet.</b></p> <p><u>Descriptive Statement:</u> Instruction includes how predators can use the Internet to exploit young people. Students will identify how traffickers use technology to find and lure victims and how information posted on social media sites may make students vulnerable. Strategies and habits to keep technology users protected from human trafficking and protect personal information will be discussed. Students will list resources available to them when seeking adult support in an uncomfortable situation.</p> | <p>Student/Families:</p> <ul style="list-style-type: none"> <li>• What do you do to stay safe on the internet?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Internet Safety</a></li> <li>• <a href="#">Take it Down - This service is one step you can take to help remove online nude, partially nude, or sexually explicit photos and videos taken before you were 18</a></li> </ul> |

**Grade: 8**

| <b>VDOE Standard of Learning</b>  | <b>Conversation Starter / Prompt</b>  |
|---|---|
| <p><b>8.2 The student will recognize the development of sexuality as an aspect of the total personality.</b></p> <p><u>Descriptive Statement:</u> The primary factor to be presented is the development of one's own sexual identity.</p>   | <p>Student/Families:</p> <ul style="list-style-type: none"> <li>•  How has your sexual identity affected you?</li> </ul> <p>Resource:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sexual Orientation and Gender Identity Definitions</a></li> <li>• <a href="#">LGBTQIA+ Relationships (Arlington)</a></li> </ul> |
| <p><b>8.7 The student will describe strategies for saying "no" to premarital sexual relations.</b></p> <p><u>Descriptive Statements:</u> 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.</p> <p><b>8.3 The student will become aware of the need to think through decisions, to know how decisions impact their lives as well as the lives of others, and to take responsibility for the decisions they make.</b></p> <p><u>Descriptive Statement:</u> The impact of present decisions on future opportunities and personal development, and the well-being of others, is stressed. Instruction also includes support skills for</p> | <p>Student/Families:</p> <ul style="list-style-type: none"> <li>• How did you say no to something you didn't want to do but were being pressured to try?</li> <li>• Discuss different situations that arise and talk about different ways to say no in that situation</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Refusal Skills</a></li> </ul>                             |

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 and pictures/images posted on social networking sites on future goals. Criminal penalties for engaging in sexually explicit communications will be discussed.

**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.

**8.9 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.

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

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





Student/Families:

- What makes a healthy relationship (friendship, romantic relationship, family relationship)?
- What do you do if you are in an unhealthy relationship?

Resources:

- [Types of Relationships](#)
- [Relationships](#)
- [Characteristics of Health and Unhealthy Relationships](#)
- [Sexual Exploitation, Abuse, and Harassment](#)
- [RAINN](#)



|   |  |
|---|--|
| <p>also are emphasized, including family and sexual violence.</p>   |  |
| <p><b>8.7 The student will describe strategies for saying "no" to premarital sexual relations.</b><br/> <u>Descriptive Statements:</u> 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.</p> <p><b>8.10 The student will analyze the issues related to teenage pregnancy.</b><br/> <u>Descriptive Statement:</u> 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.</p> | <p>Student:</p> <ul style="list-style-type: none"> <li>•  Did participating in sexual activity change your life in any way? How?</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>•  Do you know how participating in sexual activity can change your life now and in the future?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Benefits of Postponing Sexual Activity</a></li> </ul>  |
| <p><b>8.11 The student will review facts about pregnancy prevention and disease control.</b><br/> <u>Descriptive Statement:</u> 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 sexually transmitted infections.</p>   | <p>Student:</p> <ul style="list-style-type: none"> <li>•  What do you know about contraception?</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>•  Do you know who to talk to about contraception and what might work for you?</li> <li>• Do you know about abstinence?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Contraception/Family Planning (WHO)</a></li> <li>• <a href="#">Contraception (CDC)</a></li> <li>• <a href="#">Types of Contraception</a></li> </ul> |