

TUCSON UNIFIED SCHOOL DISTRICT

FAMILY LIFE CURRICULUM

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Philosophy

Education is a lifelong process that begins with parents as the primary teachers. It includes education in all areas including sexuality. From the time a child begins formal education, the responsibility becomes a shared effort among home, school, and community education inclusive of an understanding of healthy attitudes, interpersonal relationships, decision making, understanding consequences of decisions, and growth and development which arise with emerging sexuality. Additionally, it is intended to encourage open parent-child discussions.

All curricula convey a set of values that are supported in a democratic society. Thus, sensitivity and respect for individual beliefs are of critical importance in presenting a sex education curriculum. The main values espoused by this curriculum include:

Show respect for the values and uniqueness of each individual.

Show respect for every family unit.

Accept responsibility to protect self and others.

Accept responsibility as a member of society.





State Guidelines

Arizona State Guidelines (State Board of Education R7-2-303) for sex education:

Lessons will not exceed the equivalent of one class period per day for four weeks of the school year (K-4).

Lessons will not exceed the equivalent of one class period per day for nine weeks of the school year (5-8).

Alternative elective lessons(s) from the state adopted optional subject list (K-8).

Lessons will be taught to boys and girls separately (K-8).

Lessons will not be graded and teachers may not require homework (K-8).

Lessons will be a supplement to the Health Course of Study (K-8).

Evaluations are anonymous and shall not (t)-3(req)6(u)4(iMm12.18.15Qq0.00000912 0 61





Understand and describe advantages and disadvantages of different contraceptives.

Discuss and understand the realities of teenage pregnancy and responsibilities of parenthood, including financial and legal responsibilities.

Discuss conception and fetal development.

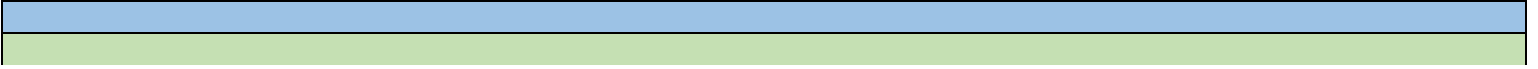
Discuss and understand the roles media plays in society, including: social media, bullying and stereotyping.

Discuss and understand personal safety concepts, including: consent, legal liabilities of sexual intercourse with a minor, sexual harassment and abuse, rape/sexual assault/sexual abuse; and how to report to a trusted adult.





Pacing Guide



Lessons

Grade: 6 Lesson: 1 <i>taught together</i>	Lesson Title/Focus: Communication	Materials: anticipatory set story prompt, printed active listening components, posted
Standards: S4C1PO1. Apply effective verbal and nonverbal communication skills to enhance health S4C2PO1. Identify effective conflict management or resolution strategies		
Lesson Objectives: Students will be able to: practice listening skills for effective communication. demonstrate skills for building relationships based on mutual respect, trust and caring. identify the role of feelings and attitudes in behavior.		
Academic Vocabulary: 1. active listening 2. effective communication		



Teacher will read the following statement, changing the meaning of the statement by changing inflection:

- a. Express anger by shouting the question. Ask students what emotion they detect. Have students repeat the phrase, expressing anger, but adding body movements that would emphasize anger.
- b. Express sadness, by changing facial expression, stating the phrase softly. Solicit the emotion from students. Have them repeat, adding body language.
- c. eyebrows. Students identify emotion. Repeat phrase, adding gestures that indicate questioning.

Discuss which emotions were/are easiest to detect. Focus on the heightened actions, body language that often accompany heightened emotions.



- c. School Age Child---other factors begin to influence the Child
- d. Teens---spending more and more time with friends outside of the home environment

Teacher asks the following questions:

- a. How do peers influence your choices? (Give some examples: social activities, clothing choices, group behavior)
- b. How can Parental/Adult Influences and Peer Influences be in conflict?
- c. Which influence is stronger? In each of the following situations:
 - What TV shows, movies or videos I might see
 - Whether I get a piercing or maybe a tattoo

 - What type of afterschool activities I will participate in
 - The type of clothing or haircut I will get
- d. How can the conflict between family expectations or peer influences be resolved?



Guided Practice:

with how one sees him/herself?

What are some risky behaviors or choices teens might be attracted to because of ads?

Independent Practice:

Working in pairs, have students examine magazine ads for a variety of products that are geared to their age group. Choose an ad to share with the class, while answering this prompt:

____, I would be/be able to _____.

As each pair shares, have the remainder of the class decide whether they felt that the ad did a good job of representing the product and selling it to teens. Pick their top three most effective.

Closure:

Write a two person 4-line dialog that



Grade: 6 Lesson: 4 <i>taught together</i>	Lesson Title/Focus: Self-Esteem / Setting Boundaries	Materials: Access to YouTube videos: Middle School Weekend with Refusal Skills or Middle School Lunch with Refusal Skills
Standards: S1C2PO1. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence S1C5PO1. Explain how appropriate health care can promote personal health S4C2PO1. Identify effective conflict management or resolution strategies S7C1 PO1. Demonstrate healthy practices and behaviors that will maintain or improve health of self and others		
Lesson Objectives: Students will be able to: explain the need for positive self-esteem. identify the role of feelings and attitudes in behavior. demonstrate skills for building relationships based on mutual respect, trust, and caring.		

Academic Vocabulary:

1. Self-esteem: a measure of how much you value, respect and feel confident about yourself.





Grade: 6 Lesson: 5 <i>taught together</i>	Lesson Title/Focus: Social Activities / Stereotyping	Materials: Whiteboard or chart paper for recording
Standards: S2C1PO 3. Analyze how peers influence healthy and unhealthy behaviors S2C2 PO 2. Explain the influence of personal values and beliefs on individual health practices and behaviors		
Lesson Objectives: Students will be able to: identify how classmates and friends tend to group together. explain how they have more social opportunities as they get older. maintain their values and autonomy despite belonging to a group.		
Academic Vocabulary: 1. Peer Pressure: the feeling that you should act a certain way because your friends want you to 2. Empathy: the ability to understand and share the feelings of another person 3. Tolerance: the ability to overlook differences and accept people for who they are		
Teacher Background: There are lots of formal and informal groups at school or in the community. People often belong to more than one. Part of belonging to a group is remaining yourself while you show tolerance and empathy for other members.		



Activity:

- In groups of 3-5, have students pick one of the groups that they have identified, preferably one that they may belong to.
- Write a two- minute skit that shows how the group treats a potential new member. Consider including how the new member can have a positive impact on the group.

Ask for volunteers to present, as time permits.

Independent Practice:

As the student groups present their skits, have the other students identify examples of **empathy** and **tolerance**. Record some of the details of the examples to discuss after presentations are complete.

Closure:

Have students think of two examples of recent situations where they have been pressured by their peers. In each situation, did they have to show empathy or tolerance for others? Were they able to maintain their own sense of values or identity during these situations?

Have student share out or write responses on an exit ticket.



Grade: 6 Lesson: 6 <i>taught separately</i>	Lesson Title/Focus: Bullying / Hazing / Sexual Harassment	Materials: Suggested Video: YouTube: What is Sexual Harassment? (1:56) AMAZEOrg
Health Standards: S4C1PO1 Apply effective verbal and nonverbal communication skills to enhance health S4C2PO1 Identify effective conflict management or resolution strategies		
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> review consent and setting personal boundaries. demonstrate refusal skills. explain the harmful effects of sexual harassment. T.U.S.D. has a policy that prohibits sexual harassment and stipulates consequences for such acts. Bullying and Hazing are also in the Students' Rights and Responsibilities.		

Academic Vocabulary:

1. affection
2. dating, group dates



Pick one of the examples of sexual harassment from the list displayed or from the video. Produce a series of cartoon cells that shows the occurrence with the victimized character using refusal skills or sharing with a trusted adult.

Closure:

Think of an example where you or a friend witnessed bullying, hazing or harassment.

How did you feel while you observed the action and words?

Did you do anything to stop the bullying, hazing or harassment?

If not, how would you like to handle the situation if you witnessed it again?



Grade: 6 Lesson: 7 <i>taught separately</i>	Lesson Title/Focus: Puberty	Materials: Pencil, paper Materials for student brochures
Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> describe the physical changes during puberty identify similarities and differences in male and female growth patterns discuss the mental, emotional and social changes experienced during puberty 		
Health Standards: S1C2PO1 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence S1C3PO1 Analyze how the environment affects personal health S2C2PO3 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors		
Academic Vocabulary: <ol style="list-style-type: none"> 1. puberty 2. hormones 		

Teacher Background:

The changes that occur during puberty will happen over a period of years.

- a. _____ and can vary from average experiences.
- b. Sometimes, puberty can occur outside of the expected range. For example:
 - Signs of puberty before age 8 in girls or age 9 in boys may not be healthy; or if there are NO signs of puberty by age 13 in girls or age 14 in boys, that may not be healthy either (see chart below for first signs of puberty); for girls that do have breast development or other secondary sex characteristics, no start of menstruation by age 15 may not be healthy.
 - During normal visits with your doctor, they may check to see what stage of



Pretend that you have a younger family member who is about to enter puberty and is nervous about the changes that they are about to experience.

- You will produce a brochure or hand out for your family member that explains what is happening.
- Include the physical, mental and emotional changes that they can expect.

Closure:

Explain that the emotional and mental changes will cause people to feel out of control and awkward. This is the time for friends and family to be supportive.



Grade: 6 Lesson: 8 <i>taught separately</i>	Lesson Title/Focus: Reproductive System	Materials: Male reproductive system diagram Female reproductive system diagram
Lesson Objectives: Students will: identify the structure and function of the male and female reproductive systems. understand the importance of confiding in a trusted adult or doctor.		
Health Standards: S3C2PO3 Describe situations that may require professional health services		
Academic Vocabulary: Reference reproductive systems vocabulary		
Teacher Background: It is important to understand both the male and female reproductive systems. Using correct terminology reduces confusion. Be prepared to speak to a trusted adult when faced with concerns about the reproductive system.		
Anticipatory Set: Display these questions: a) What is the purpose of the reproductive system? b) Why does the reproductive system need to change during puberty? Students should record a couple of answers. Be ready to share.		
Direct Instruction: Label the parts of the male and female reproductive systems. Discussion: Why is it important to know the location of the organs? Why is it important to know the proper names for the organs, both male and female?		
Guided Practice: Reproductive System physiology: Students may read Holt, Decisions for Health, Level Green, p. 192-195 Add the terms sperm and egg and menstruation to vocabulary. Beginning with production in the testes, follow the sperm through the Male Reproductive System. Examine the two functions of the Female Reproductive System: producing the egg and carrying out pregnancy. Also, review the menstruation cycle.		
Independent Practice: Complete the assignment started after Lesson 7. Assignment: Pretend that you have a younger family member who is about to enter puberty and is nervous about the changes that they are about to experience.		



- You will produce a brochure or hand out for your family member that explains what is happening.
- Include the physical, mental and emotional changes that they can expect.

Closure:

Have students complete an exit ticket listing 2 things they feel are most important from

Additional Resources: Reference: Holt, Decisions for Health, Level Green, p. 192-195

Male Reproductive System: The main function of the system is to make and store sperm, the male sex cells. The reproductive system also make the hormone testosterone, which controls much of the growth and function of the male body. Sperm are produced in the testes. A healthy adult male makes several million sperm each day. Then, they are carried into the vas deferens, the long tubes leading to the urethra. The urethra is the tube running through the penis.



Have students turn back to their list from the Warm-up. Using the Follow-up List from the Guided Practice, have them determine where some of those risk factors could

being in the presence of adults who are encouraging them to participate in illegal activities lessens their control of a situation. Practicing interventions is helpful to lessen the risk.



Family Life Curriculum

Glossary of Terms

Important Note: This glossary of terms is a comprehensive list of the academic vocabulary for the entire 5-12th grade Family Life Curriculum. Terms are introduced according to age and grade level. For specific vocabulary introduced at each grade level please see each lesson.

Abstinence- Refraining from all forms of sexual activity and genital contact such as vaginal, oral, or anal sex.

Acne- An inflammatory disease resulting from excess sebum production, follicle plugging, and increased bacterial production.

Active Listening- A way of listening and responding to another person that improves mutual understanding.

Adjustment- The process of adapting or becoming used to a new situation.

Adolescence



Amygdala- Is one of two almond-shaped clusters of nuclei located deep and medially within the temporal lobes of the brain.

Aromantic- Having little or no romantic feeling toward others.

Asexual- A term used to describe someone who does not experience sexual attraction toward individuals of any gender.

Assertiveness- The quality of being self-assured and confident without being aggressive. A method of critical thinking where an individual speaks up in defense of their views or in light of erroneous information.

Bacterial Vaginosis- A type of vaginal inflammation caused by the overgrowth of bacteria naturally found in the vagina. Bacterial vaginosis is the most common cause of abnormal vaginal odor and discharge.

Basic Needs- Essential items necessary to sustain life, like food, shelter, and clothing.

Bisexual- A person who experiences emotional, romantic and/or sexual attractions to, or engages in romantic or sexual relationships with, more than one sex or gender.

Body Autonomy- A person has the right to accept or reject physical touch (this concept is often tested when two people greet each other).

Body Language- The nonverbal messaging of gestures and movement.

Bullying/Hazing- Repeated threats meant to create fear or harm to a person by someone who has more power or status. Hazing is harassment or ridicule directed at members of a group or team.

Chancre- A painless, small sore that appears at the spot where bacteria entered the body. Often known as the first of Syphilis.

Change- To make different in some way.

Chlamydia- A common sexually transmitted infection (STI) caused by bacteria. Can cause

Cisgender- Individuals whose current gender identity is the same as the sex they were assigned at birth. For example, a person who was assigned female at birth and identifies as a woman is regarded as a cisgender or as a cisgender woman.



Communication- Sending and receiving messages. Good communication helps people in relationships know and understand each other.

Conception- The process of becoming pregnant involving fertilization and implantation.

Consent- Permission, agreement or willingness to do something with another person (v) give permission for something to happen.

Consequences- The final result of a decision (short-term and long-term).

Contraceptives- A device or drug used to prevent pregnancy.

Core Values- The fundamental beliefs of a person.

Custodial Arrangements- The care, control and maintenance of a child awarded by a court.

Customs- A practice common to many, or to a particular place, class or individual.

Cyber Bullying- Mistreating a person through technology especially via social media.

Cyber Sexual Harassment- Uninvited or unwelcome verbal or physical behavior of a sexual nature via the web.

Dating- To regularly spend time with someone with whom you are romantically involved.

Decision- The act or process of making a final choice or judgement or selecting a course of action.

Decontextualization- The process of isolating a component from its normal or expected context.

Depersonalization- The process of taking away personal identity.

Dignity- The quality or state of being worthy, honored or esteemed.

Dynamic- A system of continuous change.

Effective Communication- Communication between two or more persons with the purpose of delivering, receiving and understanding the message successfully.

Empathy- The ability to understand and share the feelings of another person.

Empowerment-

o

Esteem- Respect and admiration.



Evaluate- To determine the value of something by careful appraisal and study.

Explicit- Fully revealed or expressed without vagueness.

Family- A family is a group of two or more persons related by birth, marriage, or adoption who live together; all such related persons are considered as members of one family.

Fertilization- When a sperm and egg combine to form a zygote.

Gay- A person who is attracted primarily to members of the same gender. Gay is most frequently used to describe men who are attracted primarily to other men, although it can be used for men and women.

Gender-

Gender Dysphoria-

Gender Expression- How an individual chooses to present their gender to others through physical appearance and behaviors, such as style of hair or dress, voice, or movement.

Gender Identity-
something else.

Gender Preference- can be defined as any of the following:

(a)- gender preference or sexual preference is used to describe the desire of biological parents for either a male or a female child.

(b)- gender preference is to describe explicit or implicit job discrimination by which women are perceived as unable to perform certain skills (e.g. tasks requiring heavy lifting



LGBTQ- Acronym that refers to the lesbian, gay, bisexual, transgender, and queer/questioning community.

Liking Yourself- Accepting yourself and coming to terms with those aspects of yourself that you cannot change.

chy- A five tier model of human needs consisting of Psychological needs, Safety needs, Belonginess and Love needs, Esteem needs, and Self-Actualization.

Media- Means of communication that influence people widely such as, radio, televisions, newspaper, magazine, and internet.

Menstrual Cycle-



Perspiration- The process of sweating; sweat.

Physiological- A branch of biology that deals with living organisms and their parts.

Power Differential- Situations in which one person is perceived or actually has more authority, agency or knowledge than another person.

Prefrontal Cortex- Is the front part of the frontal lobes of the brain. It lies in front of the motor and premotor areas.

Pregnancy-



Self-Actualization- T

abilities and resources. This process may vary from one person to another.

Self-Awareness- C



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