

GRADE FIVE FAMILY LIFE EDUCATION (FLE) OBJECTIVES

Curriculum Strand	Objective Number	Objective and Description
Human Sexuality / Growth and Development / Reproduction	FLE SOL 5.1 (Health)	<i>The student will define the structure and function of the endocrine system.</i> The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.
	FLE SOL 5.4 (Health)	<i>The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.</i> Physical changes that occur during puberty are reviewed. Topics include 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 bear children.
	FLE SOL 5.7 (Health)	<i>The student will describe the effect of personal hygiene on one's self-concept.</i> Discussion in sex-segregated classes 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. Toxic shock syndrome and its relation to cleanliness during the cycle are included. Students are encouraged to discuss this topic with their parents.
	FLE SOL 5.10 (Health)	<i>The student will examine the messages of mass media related to gender stereotyping.</i> Students discuss the concept of gender stereotyping and how gender stereotypes have changed over time. Students realize that many messages about sex roles and gender stereotypes come from the media, including printed materials (books, newspapers), television, movies, and advertisements.
	FLE SOL 4.1 and FLE SOL 5.2 (Health)	<i>The student will identify the human reproductive organs in relation to the total anatomy.</i> 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. This will be taught in sex-segregated classes, and students are encouraged to discuss this topic with their parents.
	FLE SOL 3.7, FLE SOL 4.3, and FLE SOL 5.3 (Health)	<i>The student will develop a basic understanding of human reproduction</i> The focus is on the concept that babies originate from a sperm and an egg, with the male providing the sperm and the female providing the egg. The growth and development of the baby inside the uterus will be discussed. This is an age-appropriate introduction and is not intended to be an explicit explanation of sexual intercourse. This objective will be taught in sex-segregated classes. Student will be referred to parents for further information involving the sexual process.
Sexually Transmitted Diseases	FLE SOL 5.14 (Health)	<i>The student will become aware of the existence of sexually transmitted diseases.</i> The nature and myths regarding sexually-transmitted diseases, including HIV and AIDS, are introduced. AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, Chlamydia, genital herpes, hepatitis, and infectious mononucleosis. This objective will be taught in a sex-segregated environment. Teachers will emphasize the fact that some of these diseases can also be transmitted by non-sexual means. Students are encouraged to discuss these topics with their parents.
Stress Management and Resistance to Peer Pressure	Health 5.8.1	<i>The student will recognize the warning signs of stress and effectively manage stressful situations.</i> Students will understand that depending on the circumstances, stress can be helpful or harmful. Eustress is a healthful response to stress that allows body changes to enable the body to perform better. Distress is unsuccessful coping or a harmful response to a stress that may lead to various physical conditions and ailments. Students identify and practice healthful strategies for managing stress.

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Stress Management and Resistance to Peer Pressure <i>(continued)</i>	D.A.R.E 5.11 / FLE SOL 5.11	<i>The student will develop skill in saying “no” to any social behavior or activity that he or she perceives as wrong for him or her.</i> Discussion focuses on making wise decisions that are healthful and safe and show a good attitude and caring attitude toward others. Students identify cheating, showing rude behavior, smoking, alcohol or drug use, committing theft or vandalism as wrong decisions with bad results. When faced with pressure to participate in wrong decisions, students learn that it is important to use refusal skills to resist peer pressure and stick with making responsible decisions.
	D.A.R.E. 5.19 (Guidance)	<i>The student will explain why most people do not abuse drugs and will describe appropriate responses to peer pressure and media pressure regarding drugs.</i> Students will learn that drug abuse can be avoided by understanding its inherent dangers, and by learning how to deal with peer pressure. Emphasis is on the say “no” response.
Development of Positive Self-Concept and Respect for Others	Guidance 5P.8 / FLE SOL 5.8	<i>The student will recognize the importance of contributing to a constructive group activity.</i> The focus of this objective is on how contributing to group activities enables students to accept responsibility for individual actions and to choose actions that serve their own interests as well as the interests of others. Students learn that almost every work situation today requires a person to have good team skills. Knowing how to get along with others fosters leadership roles and will enable a person to help the group achieve its goals more efficiently.
	Guidance 5P.4	<i>The student will describe strategies for getting along with others.</i> Productive strategies for getting along with others involve using manners and interacting positively with others (sharing, cooperating, making and keeping friends); practicing acceptable ways to resolve conflict with others (using words instead of physical conduct; seeking external assistance); and practicing self-control and anger management (listening, following rules and directions; using internal dialog to cool oneself down; counting to ten before reacting).
	Guidance 5P.3	<i>The student will demonstrate appreciation and respect for similarities and differences in opinions.</i> Empathy is a social skill necessary for promoting healthful relationships. Students will understand that people often perceive things differently and that one perception is not necessarily more right or wrong than another. Student will also practice identifying differing viewpoints and developing empathy and respect for varying viewpoints in given situations.
Substance Abuse	D.A.R.E. 5.15	<i>The student will identify the two types of medicines-prescriptions and over-the-counter and explain their uses.</i> Students learn the difference between prescriptions and over-the-counter (OTC) medicines and safety rules for both types. Emphasis is placed on the proper use of medicines that can prevent, treat, and/or cure health conditions.
	D.A.R.E. 5.13a / FLE SOL 5.13	<i>The student will identify the classes of drugs and describe their effects on mental and physical health.</i> Students will learn the effects of depressants, narcotics, stimulants, and hallucinogens. Emphasis is placed on the effects of marijuana and cocaine as well as on the addictive nature of drugs.

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Substance Abuse (continued)	D.A.R.E. 5.13b Heath 5.7.1 FLE SOL 5.15	<p><i>The student will explain the effects of tobacco, alcohol, inhalants, and other drugs have on the integrated functioning of the body systems.</i></p> <p>Students recognize that alcohol, tobacco, inhalants, and other drugs affect the coordination of body systems and the body's ability to work effectively and efficiently. Cancer, chronic bronchitis, emphysema, and heart disease affect the respiratory and circulatory systems and are directly related to the use of tobacco products. Distinctions are made between the effects of stimulants and depressants on body systems.</p>
	D.A.R.E. 5.13c / FLE SOL 5.13	<p><i>The student will describe the effects of alcohol and drug abuse on mental and physical health.</i></p> <p>Students learn that persons who abuse alcohol or other drugs have an increased risk of illness and body damage. Drugs affect a person's ability to think clearly and may cause feelings of depression and anger. As a result, people who use drugs or alcohol may injure themselves intentionally or unintentionally.</p>
	Health 5.7.2 FLE SOL 5.13	<p><i>The student will understand the effects of alcohol, inhalants, and other drugs have on academic performance.</i></p> <p>The focus of this objective is on the potential effects of drug use on academics, including the increased chances that grades may fall, absences may increase, or teens may drop out of school altogether. The action of drugs disrupts brain activity, affecting attention span and short term memory and causing confusion and mood swings.</p>
	Health 5.7.3	<p><i>The student will describe the impact that drug and alcohol abuse have on family, friends, and other relationships.</i></p> <p>Students discuss the far-reaching impacts of the physical, emotional, mental, and social effects of an individual's drug use on relationships with family members and friends. Emphasis is placed on the fact that the consequences of drug use are not isolated to the individual involved, but create hardship and stress for friends and family members as well.</p>
	D.A.R.E. 5.20	<p><i>The student will recognize ways of avoiding drug abuse.</i></p> <p>Student will learn that developing a positive self-image, accepting one's strengths and weaknesses, and examining alternatives to improper drug use are some healthy ways of avoiding drug abuse.</p>
	D.A.R.E. 5.19	<p><i>The student will understand the legal implications of using illegal drugs.</i></p> <p>Student will learn Virginia laws regarding alcohol and tobacco use by minors and discuss the consequences for violating tobacco and alcohol laws.</p>
Child Abuse	FLE SOL 5.12 (Guidance)	<p><i>The student will recognize threatening or uncomfortable situations and how to react to them.</i></p> <p>Threatening or uncomfortable situation include walking alone; opening doors for strangers; experiencing bad touching; receiving obscene telephone calls; and facing dangers found in shopping malls. Students learn the importance of following all safety rules in a given situation in lowering the risk of accidents and ensuring safety.</p>