

**FAMILY LIFE EDUCATION (FLE) OBJECTIVES**  
**Grade 9 Health**

<b>Curriculum Strand</b>	<b>Objective Number</b>	<b>Objective and Description</b>
Value of Postponing Sexual Activity Until Marriage	FLE 9.5	<b><i>The student will learn that the best pregnancy prevention and disease control program is abstaining from sexually related risk-taking behaviors.</i></b> Students review the benefits of premarital abstinence from a health standpoint, with emphasis on social, psychological, and physical advantages. Special emphasis will be placed on the importance of both marital partners remaining faithful in order to remain free of sexually-transmitted diseases.
	FLE 9.6	<b><i>The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual intercourse until marriage.</i></b> The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive and refusal skills that will enable students to resist pressure and manage their own feelings and behaviors in a positive way.
Human Sexuality / Growth and Development	FLE SOL 9.3	<b><i>The student will recognize the development of sexuality as an aspect of the total personality.</i></b> Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.
Human Reproduction and Contraception	FLE 9.10	<b><i>The student will explain health issues related to the reproductive system.</i></b> The focus is on factual information about menstruation, toxic shock syndrome, post-partum depression, menopause, testicular cancer and prostate dysfunction, and hernias.
	FLE SOL 9.11	<b><i>The student will demonstrate knowledge of pregnancy prevention and disease control.</i></b> Topics include planning for adult relationships, a review of factors to consider in planning for a family; misconceptions about contraception; a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control; and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
Sexually-Transmitted Diseases	FLE SOL 9.12	<b><i>The student will explain the transmission and prevention of HIV, the virus that causes AIDS.</i></b> This is a review of the ways in which the AIDS virus is transmitted, and the techniques for preventing this disease.
Stress Management and Resistance to Peer Pressure	Health 9.8.8	<b><i>The student will analyze the impact that emotions and peer approval have on personal decision-making.</i></b> Students will explain that emotions often magnify a problem and that a person needs to have a firm foundation of decision-making skills in place in order to make responsible decisions in the face of strong emotions. Students will understand that peer pressure can influence either positively or negatively the choices teens make. Emphasis is on types of manipulation teens are often exposed to, including teasing, threats, blackmail, guilt, and flattery.
	Health 9.8.1	<b><i>The student will develop a personal system for coping with distress and stress.</i></b> Students will identify stressful situations (including relationships, deadlines, and grades) and recognize ways to avoid situations that may cause stress. Students also describe methods of coping with stress.

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Stress Management and Resistance to Peer Pressure <i>(continued)</i>	Health 9.8.2	<b><i>The student will describe how to manage deadlines.</i></b> Students describe ways to manage stress, including eating nutritious foods; getting adequate sleep; managing time-list tasks and determining how much time each task will take to complete; maintaining a positive outlook; being physically active; learning how to relax; and seeking advice from others for solutions to problems.
Development of Positive Self-Concept and Respect for Others	FLE 9.31	<b><i>The student will describe Maslow's theory of needs and its relationship to personality.</i></b> Instruction includes the hierarchy of needs developed by Maslow. Emphasis is placed on the importance of having each level of needs met before moving on to the next level, from the physical level to the emotional level to the self-fulfilling level.
	Health 9.8.12	<b><i>The student will identify the risk factors and warning signs associated with someone who may harm himself or herself.</i></b> Students define a mental disorder as an emotional, psychological, physical or biochemical disorder that interferes with the demands of daily life. Students distinguish between an organic mental disorder and a functional mental disorder. Depression and the warning signs that indicate that someone may cause harm to themselves are also discussed.
Substance Abuse	Health 9.7.1	<b><i>The student will apply health knowledge and skills to develop personal standards regarding the use of alcohol, tobacco, and other controlled substances.</i></b> Students analyze peer pressure and the use of alcohol and other drugs. Students recognize the importance of setting personal standards and describe a plan of action to stay drug-free.
	Health 9.7.2	<b><i>The student will analyze, synthesize, and evaluate the effects of alcohol and other drug use.</i></b> Students identify how alcohol and other drug use may contribute to injury and violent crimes. For example, alcohol and other drug use may cause a person to lose the ability to control his or her anger; to make poor judgments and decisions; become susceptible to negative group pressures, and drive under the influence.
	Health 9.7.4	<b><i>The student will investigate the effects of alcohol and drug use provided by the recognized sources of state and local agencies.</i></b> Students will research the Food and Drug Administration (FDA), National Institutes of Health (NIH), World Health Organization (WHO), and the Centers for Disease Control (CDC) to identify their public health responsibilities.
Child Abuse	Guidance 9P.4 / FLE SOL 9.7	<b><i>The student will define bullying and sexual harassment and understand how to report it to school staff.</i></b> Students will describe the effects of bullying and various types of sexual assault (rape/date rape, incest, and molestation) and possible measures of protection available to the individual. A review of strategies for avoiding risk situations, assertive skills, and conflict resolution (especially guilt issues) will occur. Students will identify protocols for reporting bullying and abuse and will explore appropriate support agencies within the community.