

**NORTHWEST AREA SCHOOL  
DISTRICT  
FAMILY LIFE CURRICULUM  
GRADES 5 & 6**

Rev 6/10

# COMPONENTS OF FAMILY LIFE CURRICULUM

## GRADES 5 & 6

1. Growth and Development
2. Family Unit
3. Social and Emotional Development and Decision Making
4. Social and Sexual Topics

## **Family Life Curriculum Goals**

1. The students will develop an understanding of the structure and function of the female/male reproductive systems and the process of pregnancy.
2. The students will develop an understanding of the family unit, family responsibilities, and family relationships.
3. The students will promote a stronger family unit through the use of individual interpersonal skills.
4. The students will develop a positive self-image and strengthen self-esteem.
5. The students will develop an understanding of the mental health, social and emotional implications of reproduction.
6. The students will enhance their ability to make responsible decisions regarding social, emotional, and physical effects of sexual activity.

**Component #1 Growth and Development \* Note girls and boys are separated for these presentations**

<b>Student Objective</b>	<b>Content to Reach Objectives / Learning Activities</b>	<b>Expected Levels Of Achievement</b>	<b>Pennsylvania Academic Standards for Health, Safety, &amp; Physical Education</b>
<p>The student will name the structure and functions of the female and male reproductive and urinary systems; including menstruation and personal hygiene.</p> <p>The student will gain understanding of the process of pregnancy from conception to birth.</p> <p>The student will be able to demonstrate knowledge of physical and emotional changes occurring in adolescence.</p>	<p>Identify parts of the reproductive systems and development of a pregnancy through use of charts, slides, models, overhead projector, and VHS/DVD tapes.</p> <p>Discuss the chemical changes that occur during puberty that produce physical and emotional changes.</p> <ul style="list-style-type: none"> <li>• Pituitary gland</li> <li>• Hypothalamus</li> <li>• Hormones</li> </ul> <p>The students will be encouraged to discuss these topics with parents/guardians.</p>	<p>Able to recognize anatomy, reproductive organs and correctly explain their function.</p> <p>Able to explain the process of human reproduction and the relationship between prenatal care and the developing fetus.</p>	<p>10.1.6A 10.1.6B 10.2.6A</p>

**Component #2 Family Unit \* Note girls and boys are separated for these presentations.**

<b>Student Objectives</b>	<b>Content to Reach Objectives / Learning Activities</b>	<b>Expected Levels Of Achievement</b>	<b>Pennsylvania Academic Standards for Health, Safety, &amp; Physical Education</b>
<p>The student will gain understanding of the individual family member functions and his/her role in the family unit.</p> <p>The student will discuss family structure and family communication techniques.</p> <p>The student will develop skills to cope with situations that may occur in a family unit.</p>	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• Function of family unit and family members</li> <li>• Family structure: two parents, single parent, foster, etc.</li> <li>• Coping with changes in family structure and family conflict</li> <li>• Family communication</li> </ul> <p>Use of visualization, fiction scenarios, and “what if” situations to motivate classroom discussion.</p> <p>The students will be encouraged to discuss these topics with parents/guardians.</p>	<p>Able to understand the different types of family structures.</p> <p>Able to identify positive ways to cope with changes in the family structure.</p> <p>Able to describe the role of each family member and the strengths of the family unit.</p> <p>Able to identify positive methods to communicate within the family structure.</p>	

**Component #3 Social & Emotional Development /Decision Making \* Note girls and boys are separated.**

<b>Student Objective</b>	<b>Content to Reach Objectives / Learning Activities</b>	<b>Expected Levels Of Achievement</b>	<b>PA Academic Standards</b>
<p>The student will develop skills for developing a positive self-image, strengthen self-esteem, and make responsible decisions.</p> <p>The student will develop skills for coping responsibly with stressful situations at home with family members; at school with teachers and peers.</p> <p>The student will demonstrate knowledge of the serious consequences of sexual activity and the health benefits of abstinence.</p>	<p>Demonstrate realization that one is a unique and special person who is continually changing.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>▪ Factors affecting emotions within the family unit</li> <li>▪ Enhancing self-concept, Coping with sexuality</li> <li>▪ Social maturity</li> <li>▪ Peer pressure</li> <li>▪ Emotional involvement &amp; pattern of dating</li> </ul> <p>Use of films, slides, overhead projectors and/or role-playing</p>	<p>Able to realize that stress and dealing with stress are both natural parts of living.</p> <p>Able to identify stressful situations in one's own life, how stress affects oneself, and possible coping methods and/or alternative solutions.</p> <p>Able to understand the consequences of one's actions dealing with stress at home or school, encourage brainstorming and predicting the consequences of alternatives considered.</p> <p>Able to identify the human factors which influence decision-making and understand the consequences of sexual activity.</p> <p>Able to recognize the health benefits of abstinence.</p>	<p>10.3.6C</p>

### Component #4 Social and Sexual Topics

Student Objective	Content to Reach Objectives / Learning Activities	Expected Levels Of Achievement	Pennsylvania Academic Standards for Health, Safety, & Physical Education
<p>The student will demonstrate a basic knowledge of Sexually Transmitted Diseases (STDs) including HIV/AIDS</p>	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• Sexually Transmitted Diseases</li> <li>• Human Deficiency Virus (HIV)</li> <li>• Acquired Immunodeficiency Syndrome (AIDS)</li> </ul> <p>The students will be encouraged to discuss these topics with parents/guardians.</p>	<p>Able to identify names of sexually transmitted diseases and health outcome.</p> <p>Able to name mode of transmission, symptoms, and social problems caused by HIV/AIDS.</p>	<p>10.1.6E 10.2.6C 10.3.6A 10.3.6B 10.3.6D</p>

Resource Materials:

*Always changing*-Fifth Grade Puberty Education Program (DVD video) 2008 Procter & Gamble  
*Healthy Me II*- Having a Positive Body Image (VHS video) 2006 Sunburst Visual Media  
*Healthy Me II*- Looking Ahead: About Girls Grades 3-6 (VHS video) 2006 Sunburst Visual Media

Pamphlets/Puberty Kits provided by *Always Changing* Program, Procter & Gamble

2011

Day One:

5<sup>th</sup> Grade: "Changing"

*Always Changing* Program Video on Puberty & Development  
1990 Procter & Gamble  
Part 2-Hygiene  
Part 3-About Boys

6<sup>th</sup> Grade: *Healthy Me II*- "Looking Ahead: About Boys" Sunburst Visual Media

Day Two:

5<sup>th</sup> Grade: "It's a Change Thing"- "It's a Guy Thing"

2001 Kimberly Clark-Kotex Lifetime Learning Systems

6<sup>th</sup> Grade: "Growing Up and Liking It"

Personal Products Company 1988

Day Three:

5<sup>th</sup> Grade: "What is Aids?" (The Little League Type)

MTI Film & Video

6<sup>th</sup> Grade: "Understanding HIV & AIDS"

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