

DOUGLAS COUNTY SCHOOL DISTRICT

**FAMILY LIFE AND SEX/AIDS EDUCATION
SCOPE AND SEQUENCE**

PARENT/PUBLIC EDITION

**Approved November 1995
Revised and Approved Spring 2005
Revised and Approved July 2013**

General Program Guidelines

1. Abstinence will be the focus of instruction.
2. Whenever the topics of human reproduction, sexually transmitted diseases and sexual responsibility are being presented, parents will be notified of the specific topics to be discussed. Students shall be allowed into the program only upon annual, written parental consent.
3. The content of the program dealing with reproduction, related sexually transmitted diseases and human sexuality shall be taught by Board-approved, qualified instructors. The presentation by guest speakers must be approved by the Advisory Council, as meeting the requirements of the scope and sequence at that grade level. All guest speakers will be supervised by Board-approved, qualified instructors.
4. Student questions will be answered in a group/class setting, except those questions pertaining to material that has been reserved by the Scope and Sequence of this program for a subsequent school year. Teachers will encourage frank discussion between students and their parents and will suggest appropriate professional resources when needed. Teachers may answer questions within Scope & Sequence privately or refer students to parents, counselor or nurse.
5. All instructional strategies utilized in the implementation of this program will be sensitive to and protect the feelings and privacy of all students. For example, students will be invited to write their questions without signing their names.
6. All instructional materials related to human reproduction, sexually transmitted diseases, and human sexuality shall be made available for inspection by parents or guardians prior to their use in the program in any given years, and prior to the time parents are requested to decide if they wish their child to participate in the program.
7. Sex education and information of AIDS and its transmission may involve the use of sensitive terms, such as masturbation, abortion, homosexuality, bisexuality and anal and oral intercourse. When discussed, these terms will be covered in a straightforward fashion through strict physiological and anatomical definitions and explanations.
8. Any health information taught under the content of this program should encourage behavior based on fidelity, commitment, and maturity, encouraging sexuality within the context of marriage with an emphasis on abstinence.

PROGRAM GUIDELINES

Grades K-4

Goals

To provide information and instructional activities which will enable the student to establish and maintain a positive self-concept, understand basic hygiene, reproduction, human growth, and developmental changes.

To support the concepts of love, caring, family and self through discussion and activities.

Procedures

Instruction on Health and Family Life Concepts may be taught whenever possible in the regular classroom setting by the regular classroom teacher. The intent is to have the content of the program delivered in a purposeful and typical classroom setting rather than in a “pull-out” program or other format which could detract from the importance of the teaching-learning episodes.

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE**Grades K-4***

* These Health and Family Life Concepts need to be presented to students prior to Sex Education being implemented beginning in the 5th grade

<u>Objectives & Skills</u>	<u>K</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>
1. Growth & Development					
Recognition that the life cycle of a plant or animal involves growth, development and aging processes ending with death	I	R	R	R	R
Recognition that all living things come from living things	-	I	R	R	R
Understanding of various parenting activities within the animal world	-	-	I	-	-
Knowledge of how animals nurture and care for their offspring	-	-	I	R	-
Explain the difference between wellness and illness	I	R	-	-	-
Identify sound health habits and general hygiene that prevent disease and the spread of disease through universal precautions	I	R	R	R	R
Discriminate among diseases	I	R	R	R	R
Identify the names of the basic internal body parts	-	I	-	-	-
Identify external body parts	I	R	-	-	-
Integration of the external and internal body parts covered above	-	-	I	-	-
2. Interpersonal Concepts					
Development of self-confidence and positive self-esteem	I	R	R	R	R
Development of self-understanding and personal responsibility	I	R	R	R	R
Define child molestation (can include family members, friends, as well as strangers) and discuss preventative measures, telling a trusted adult, and legal protection for personal safety	I	R	R	R	R
Define sexual harassment and assault and understand refusal skills	I	R	R	R	R
Understanding of the meaning of love in relation to family, friends, neighbors, and country and peoples of the world	I	R	R	R	R
Knowledge of familial terms	I	R	R	-	-

PROGRAM GUIDELINES

Grades 5-9

Goals

To provide information and instructional activities which will enable the student to make responsible decisions, maintain respect for self and others, promote a positive self-concept, and develop knowledge of human anatomy and reproductive systems. Additional goals include reviewing information about human sexuality and anatomy which will enable the student to understand the reproductive and emotional aspects of human beings, and teaching students how to prevent themselves and others from becoming infected with HIV, hepatitis, tuberculosis and other sexually transmitted diseases. A strong emphasis on abstinence will be presented to students along with refusal skills, goal setting and personal decision making.

Procedures

This program is to be provided in a typical co-educational classroom setting unless otherwise determined by staff and site administrators. Teachers or support staff, who have been approved by the Board of Trustees, will be responsible for delivering the instruction in this program*. Testing of students may be incorporated into this instructional program and annual, written, positive parent permission is required.

* At the Elementary level there will always be two instructors in the classroom.

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE

Grades 5-9

* Any information that has been introduced at a prior grade level may be reinforced at any later time

<u>Objectives & Skills</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
1. Human Growth & Development					
Knowledge of the emotional aspects related to the hormonal changes in adolescence including the menstrual cycle and nocturnal emissions	I	R	R	R	R
Knowledge of human growth: <ul style="list-style-type: none"> • function of glands • growth pattern of adolescents 	I	R	R	R	R
Knowledge of basic physiology and anatomy of the human body as they relate to the growth pattern of adolescents	I	R	R	R	R
Review information concerning the care structure, and function of the human body	-	-	-	-	I
Knowledge of basic anatomy related to the reproductive system and gender differences	I	R	R	R	R
Introduce the endocrine system, diseases, self-diagnosis, and preventive techniques	-	-	-	-	I
Understand of basic functions and scientific terminology associated with the male and female reproductive systems	-	-	I	R	R
Understand of appropriate hygiene practices	I	R	R	R	R
Greater understanding of physical changes being caused by hormones and changes in external and internal organs.	-	R	R	R	R
Define genital intercourse	-	I	I	R	R
Knowledge of fertilization	-	I	R	R	R
Knowledge of fetal development	-	I	R	R	I
Define pregnancy	-	I	R	R	I
Define masturbation	-	-	I	R	R

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE

Grades 5-9

* Any information that has been introduced at a prior grade level may be reinforced at any later time

<u>Objectives & Skills</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
2. Interpersonal Relationships					
Development of self-confidence and positive self-esteem	E	R	R	R	R
Understanding and appreciation that each individual has worth regardless of differences in appearance, ability, background and beliefs	I	R	R	R	R
Development of self-understanding and personal responsibility	E	R	R	R	R
Appreciation of and responsibility for one's own mental and physical well-being	I	R	R	R	R
Understanding of the meaning of love in relation to family, friends, neighbors, country and peoples of the world	E	R	R	R	R
Define heterosexuality, homosexuality and bisexuality including slang terms	I	R	R	R	R
Introduce types of relationships	-	-	I	R	E
Introduce relationship skills	-	-	-	I	R
Introduce phases of relationships	-	-	-	I	R
Understand the components of healthy relationships	I	R	R	R	E
Skills necessary to improve personal responsibilities in relationships with others	-	-	-	-	I
Knowledge of the lifetime responsibilities of parenthood	-	-	-	-	I
Awareness of the use of digital technologies in relationships.	I	R	R	R	E
Understand the risky forms of self-disclosure and their possible consequences.	I	R	R	R	E
Define sexting.		I	R	R	E
Enhance positive relationships by identifying strategies for avoiding sexting.		I	R	R	E

E=Emphasize I=Introduce R=Reinforce

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE

Grades 5-9

* Any information that has been introduced at a prior grade level may be reinforced at any later time

<u>Objectives & Skills</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
Define child molestation and discuss preventive measures and legal protection for personal safety	R	R	R	R	E
Awareness of sexual harassment including definition.	R	R	I	E	E
Awareness of precautionary measures for preventing sexual assault and knowledge of community resources for helping victims of sexual assault	-	-	-	E	R
3. STD/AIDS/HIV					
Knowledge of what AIDS is, its cause, and the fact that it is fatal; there is no vaccine or cure for AIDS. Knowledge that AIDS is not transmitted by casual contact	-	I	R	R	R
Overview of the Immune System	-	I	I	R	R
Knowledge of safety precautions such as the use of rubber gloves, eye protection, masks, condoms, and universal precautions	I (excluding condoms)	I	R	R	R
Knowledge of AIDS transmission: through blood contact, sexual contact, mother/child, illegal IV drug use or needle sharing (including piercing and tattooing)	-	I	R	R	R
Basic knowledge concerning the transmission, symptoms, effects and consequences associated with sexually transmitted diseases	-	-	I	R	R
Knowledge of and how to avoid high risk behaviors, i.e., not using IV drugs, and avoidance of sexual contact	-	I	R	R	R
Understanding that abstinence is the most effective way to avoid contracting AIDS and other sexually transmitted diseases	-	I	I	R	R

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE

Grades 5-9

* Any information that has been introduced at a prior grade level may be reinforced at any later time

<u>Objectives & Skills</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
Understanding of how barrier methods, i.e., condoms, may reduce the risk of AIDS and other sexually transmitted diseases, but do not guarantee protection	-	-	I	R	R
Understanding of the issues surrounding blood testing for identification of AIDS	-	I	I	R	I
Review of the problems associated with developing a vaccine and a cure for AIDS	-	-	-	-	I
Knowledge of where to find additional information about AIDS	-	-	I	R	R
Introduce risky behavior: Oral and Anal sex, mutual masterbation, consequences of behavior	-	-	I	R	R
4. Contraceptives					
Define Contraception			I	R	R
Introduce various types of contraceptives	-	-	I	R	R
Understand health risk, misinformation and proper methods of use regarding contraception					I
Review the causes, symptoms, prevention, and treatment of sexually transmitted diseases, including; syphilis, gonorrhoea, chlamydia, herpes, and others, and the harm done by these diseases	-	-	I	E	R

E=Emphasize I=Introduce R=Reinforce

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE

Grades 5-9

* Any information that has been introduced at a prior grade level may be reinforced at any later time

<u>Objectives & Skills</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
5. Decision Making					
Understanding of self-management and control	I	R	R	R	R
Recognition of personal goals, aspirations and needs	I	R	R	R	E
Understanding of decision making skills	I	R	R	R	R
Understanding of abstinence as a way to avoid an unwanted pregnancy or a sexually transmitted disease	-	I	R	R	R
Practice Refusal Skills	-	-	-	-	I
Understand that abstinence is a responsible decision	I	E	E	E	E
Knowledge of the consequences associated with sexual behavior and the importance of personal responsibility	-	I	R	R	E
Introduce and awareness of sexual behavior boundaries	-	-	-	-	I

PROGRAM GUIDELINES

Grades 11

Goals

To review information and instructional activities which focus on self-understanding, personal responsibility, decision making, and appreciation for one's own physical and mental well-being.

Procedures

This program is to be provided in U.S. History during the Junior year. It is to be provided in a typical co-educational classroom setting unless otherwise determined by staff and site administrators. Teachers or support staff, who have been approved by the Board of Trustees, will be responsible for delivering the instruction in this program. Testing of students will be incorporated into this instructional program and annual, written, positive parent permission is required.

FAMILY LIFE AND SEX/AIDS EDUCATION SCOPE AND SEQUENCE**Grade 11**

<u>Objectives & Skills</u>	<u>11th Grade</u>
1. Interpersonal Relationship	
Development of self-understanding and personal responsibility	R
Appreciation of and responsibility for one's own mental and physical well-being	R
Awareness of precautionary measures for preventing sexual assault and knowledge of community resources for helping victims of sexual assault	R
2. STD/AIDS/HIV	
Knowledge of what AIDS is, its cause, and the fact that it is fatal; there is no vaccine or cure of AIDS. Knowledge that AIDS is not transmitted by casual contact	R
Knowledge of AIDS transmission: through blood contact, sexual contact, mother/child and illegal IV drug use	R
Knowledge of and how to avoid high risk behaviors, i.e., not using IV drugs, and avoidance of sexual contact	R
Understanding that abstinence is the most effective way to avoid contracting AIDS and other sexually transmitted diseases	R
Understanding of how barrier methods, i.e., condoms and Nonoxynol-9, may reduce the risk of AIDS and other sexually transmitted diseases, but do not guarantee protection	R
Knowledge of procedures and accuracy of testing for the AIDS antibody	R
Understanding of the issues surrounding blood testing for identification of AIDS	R
Review of the problems associated with developing a vaccine and a cure for AIDS	R
Knowledge of where to find additional information about AIDS	R