Virginia Family Life Education

# Grade 5

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| The student will define the structure and function of the endocrine system. | 1 | The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced. 5.1 |
| The student will identify the human reproductive organs in relation to the total anatomy. | 2 | 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. 5.2 |
| The student will explain how human beings reproduce. | 3 | Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child. 5.3 |
| The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction. | 4 | Physical changes that occur during puberty are summarized. Topics included are 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 conceive and bear children. 5.4 |
| The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus. | 5 | This objective is incorporated into the nutrition component for the fifth-grade health curriculum. 5.5 |
| The student will identify rea se marriage. | 6 | The psychological, social, and physical consequences of premarital sexual elations are discussed, as well as the benefits of postponing sexual intercourse ntil one is physically and emotionally mature and has a positive, committed |

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| | | marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health. 5.6 |
| The student will describe the effects of personal hygiene on one's self-concept. | 7 | Discussion 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. Proper use of feminine hygiene products in relationship to cleanliness is included. 5.7 |
| The student will recognize the importance of contributing to a constructive group activity. | 8 | The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented. 5.8 |
| The student will develop an increased understanding of the roles, duties, and responsibilities of family members. | 9 | The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life- long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Nontraditional roles of males and females are discussed, and options for the lifelong goals of men and women are presented. 5.9 |
| The student will examine the messages from mass media related to sexuality. | 10 | Printed materials, advertising, television, wearing apparel, Internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation, sexually explicit communication using electronic means, and sexual violence. Students will understand the appropriate use of cell phones and other social media. Students will understand how the media affects mental health issues related to sexuality. 5.10 |
| The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for him or herself. | 11 | Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital and unwanted sexual relationships. 5.11 |
| The student will recognize threatening or uncomfortable situations and how to react to them. | 12 | These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, being influenced or coerced into selling their bodies for financial gain, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made, however, that most life situations are not threatening. 5.12 |
| Th<br>th | | Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during |

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| use and abuse on the body. | | adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit. 5.13 |
| The student will become aware of the existence of sexually transmitted infection. | 14 | Factual information regarding the nature of sexually transmitted infection, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, Genital Herpes, Gonorrhea, Human Papilloma Virus (HPV), and Syphilis. 5.14 |