

# COLONIAL HEIGHTS CITY PUBLIC SCHOOLS

COLONIAL HEIGHTS, VIRGINIA 23834



INFORMATION BOOKLET  
AND  
OPT-OUT FORMS  
FOR

**GRADES 9 - 12**  
FAMILY LIFE EDUCATION  
**2016-2017**

This booklet was developed to give information about the school division's Family Life Education program to the public. It also serves as a means of notifying parents about the opt-out procedure and aids their selecting the type of curriculum they want for their children. Family Life Education instruction will begin during the month of October, and schools need to identify those students who will be exempt from the instruction so that other instructional-related activities for them can be arranged. **The selection form should be returned to your child's school no later than Wednesday, September 14th.** All forms should be returned even though opt-out is not selected by the parent. This will allow the school to verify that it has met its legal responsibility to inform parents/guardians of the opt-out provision. We thank you for your timely response to this request.

The Virginia General Assembly mandated in the Code of Virginia under Section 22.1-207.1 that the program be introduced to the public school curriculum during the school year 1989-90. The Virginia Board of Education approved regulations for the program and allowed each school division to either adopt the state curriculum or to develop its own program within state guidelines. Our school division approved a curriculum that was developed by a Community Involvement Team composed of thirty-three persons that included school division central office personnel, school principals from elementary, middle, and high school levels, teachers, parents, members of the clergy, members of the medical profession, and other persons from the community. During the 2013-2014 school year, the Health Advisory Board reviewed and the School Board approved the current program and recommendation for updated materials.

The objectives of the curriculum are classified in eleven categories as follows:

1. Family living and community relations,
2. The value of postponing sexual activity until marriage,
3. Human sexuality/growth and development,
4. Human reproduction,
5. Contraception,
6. Sexually transmitted diseases,
7. Stress management and resistance to peer pressure,
8. The development of positive self-concept and respect for others,
9. Parenting skills,
10. Substance abuse, and
11. Child abuse.

Several of the objectives were placed into more than one category when it was felt that these objectives strongly exemplified the category. In many instances, however, a case can be made for additional category placement. Some of the objectives are taught with female and male students receiving the instruction in separate classrooms due to the sensitivity of the subject matter.

A perusal of the objectives will make one realize that this curriculum is in fact a Family Life Education program, covering many different facets of living that are important to the physical and

psychological well-being of our society and the individuals in it. Important focuses of the program are the building of self-esteem, respect for others, and the postponing of sexual activity until marriage. The ultimate goals of the program after a student has been exposed to the curriculum for the duration of his/her schooling are to develop in young people a respect for others, including people of other races, religions, or origins, to promote a strong sense of family, moral values, a sense of self worth, and to develop in young people a comfortable feeling with their sexuality.

A lesson plan has been developed for each objective to ensure like instruction from classroom to classroom. If parents/guardians have questions about the Family Life Program, they are asked to make arrangements for reviewing lessons plans and materials with their child's school principal. In some cases, lesson plans suggest parental/guardian follow up to classroom instruction. In these cases, handout sheets to student will be sent home by the teacher asking that help be given in reinforcing what has been taught in class. We solicit your help in these instances to help your child understand better the concept being taught. Your involvement and interest will show your child that you value the importance of the lesson.

This booklet contains the objectives with descriptive statements for your child's grade level. Please review them and make your decision concerning instruction and return the selection sheet to your child's school. You may exempt your child from **part** or **all** of the instruction. Children of parents who elect this option will be involved in instructional-related activities while the Family Life Education instruction is in progress.

## **STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS**

### **NINTH GRADE**

- 9.1 THE STUDENT WILL TRACE THE HUMAN GROWTH CYCLE IN RELATION TO PARENTING SKILLS FROM THE PRENATAL PERIOD THROUGH THE ELDERLY STAGE.  
Descriptive Statement: Information about developmental levels throughout the life cycle- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly-is related to the complexity of childrearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.
- 9.2 THE STUDENT WILL RECOGNIZE THE DEVELOPMENT OF SEXUALITY AS AN ASPECT OF THE TOTAL PERSONALITY.  
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.
- 9.3 THE STUDENT WILL REVIEW AND APPLY THE DECISION-MAKING PROCESS.  
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, positive mental health practices, and reason as bases for decision-making.
- 9.4 THE STUDENT WILL REVIEW THE NATURE AND PURPOSES OF DATING.  
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.
- 9.5 THE STUDENT WILL REALIZE THE IMPORTANCE OF SETTING STANDARDS FOR CONTROLLING SEXUAL BEHAVIOR AND OF POSTPONING SEXUAL RELATIONS UNTIL MARRIAGE.  
Descriptive Statement: The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.
- 9.6 THE STUDENT WILL INTERPRET THE EFFECTS AND PREVENTION OF SEXUAL ASSAULT, RAPE (INCLUDING "DATE RAPE"), INCESTUOUS BEHAVIOR, AND MOLESTATION.  
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices. (Segregate by sex.)
- 9.7 THE STUDENT WILL RELATE SPECIFIC INFORMATION ON SUBSTANCE ABUSE TO EACH STAGE OF THE LIFE CYCLE.  
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

- 9.8 THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF SPECIFIC HEALTH ISSUES, INCLUDING THE ABILITY TO CONDUCT PARTICULAR SELF-EXAMINATIONS.  
Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination. (Segregated by sex)
- 9.9 THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF PREGNANCY PREVENTION AND DISEASE CONTROL.  
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception (to include the possibility of side effects), a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control (to include information that the increase in the number of sexual partners increases the risk of contracting sexually transmitted diseases), 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. Adoption is presented as an alternative to abortion and single parenthood.
- 9.10 THE STUDENT WILL EXPLAIN THE TRANSMISSION AND PREVENTION OF THE AIDS VIRUS.  
Descriptive Statement: This is a review of the ways in which AIDS is transmitted and the techniques for preventing this disease.
- 9.11 THE STUDENT WILL IDENTIFY THE EFFECTS OF DISCRIMINATION AND DEFINE SEXUAL HARASSMENT.  
Descriptive Statement: The teacher helps students identify sexual harassment and forms of discrimination including ageism, racism, and sexism and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.
- 9.12 THE STUDENT WILL BEGIN TO IDENTIFY EDUCATIONAL AND CAREER GOALS.  
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites, such as MySpace, Facebook and Twitter, on career goals.
- 9.13 THE STUDENT WILL EXAMINE FACTORS TO BE CONSIDERED IN LIFE-GOAL PLANNING.  
Descriptive Statement: Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

## ***STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS***

### **TENTH GRADE**

- 10.1 THE STUDENT WILL DETERMINE HOW MATURATION AFFECTS ADOLESCENTS.  
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices, the decision-making process, sources of values, and self-discipline.
- 10.2 THE STUDENT WILL DESCRIBE HIS OR HER OWN ATTITUDES CONCERNING EXPECTATIONS OF SELF AND INTERPERSONAL RELATIONSHIPS.  
Descriptive Statement: Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed. Discussion will include the expectations of virtual relationships.
- 10.3 THE STUDENT WILL EXAMINE VALUES, MORALS, AND ETHICS ESSENTIAL TO THE GROWTH AND MAINTENANCE OF POSITIVE HUMAN RELATIONSHIPS.  
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.
- 10.4 THE STUDENT WILL USE THE STEPS IN THE DECISION-MAKING PROCESS TO SOLVE SPECIFIC PROBLEMS.  
Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.
- 10.5 THE STUDENT WILL RECOGNIZE THE NEED TO ABSTAIN FROM PREMARITAL SEXUAL INTERCOURSE.  
Descriptive Statement: Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.
- 10.6 THE STUDENT WILL RECOGNIZE ALTERNATIVES TO PREMARITAL SEXUAL INTERCOURSE FOR EXPRESSING FEELINGS AND AFFECTION.  
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures, and other positive mental health practices, rather than through premarital sexual intercourse.

- 10.7 THE STUDENT WILL EXPLAIN THE FACTORS TO BE CONSIDERED IN PREPARING FOR DATING AND MARRIAGE.  
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. *\*Instruction should include identifying the characteristics of dating violence and abusive relationships.*
- 10.8 THE STUDENT WILL DESCRIBE THE SIGNS AND SYMPTOMS OF PREGNANCY.  
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.
- 10.9 THE STUDENT WILL ANALYZE THE FACTORS ASSOCIATED WITH A HEALTHY PREGNANCY.  
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs as well as the effects of sexually transmitted diseases, including AIDS. Other consequences of good/poor health habits, including the importance of quality prenatal care are stressed.
- 10.10 THE STUDENT WILL EXPLAIN THE IMPORTANCE OF SUPPORTIVE ROLES OF THE MOTHER AND FATHER THROUGH PREGNANCY AND BIRTH.  
Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.
- 10.11 THE STUDENT WILL DESCRIBE AVAILABLE BIRTHING OPTIONS.  
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth, are examined.
- 10.12 THE STUDENT WILL IDENTIFY THE STAGES OF THE BIRTHING PROCESS.  
Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery--dilation, birth, and expulsion of placenta.
- 10.13 THE STUDENT WILL ANALYZE THE SKILLS AND ATTITUDES NEEDED TO BECOME A COMPETENT PARENT.  
Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

10.14 THE STUDENT WILL DESCRIBE ADJUSTMENTS TO BE MADE AFTER THE BIRTH OF A CHILD.

Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

10.15 THE STUDENT WILL COMPILE A LIST OF COMMUNITY AGENCIES AND RESOURCES AVAILABLE TO ASSIST INDIVIDUALS AND FAMILIES.

Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

10.16 THE STUDENT WILL REVIEW THE POSITIVE ASPECTS OF FAMILY LIFE AS A BASIC UNIT OF SOCIETY AND AS A MEANS OF PERSONAL DEVELOPMENT.

Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

10.17 THE STUDENT WILL EVALUATE INDIVIDUAL STRENGTHS AND WEAKNESSES IN RELATION TO PERSONAL EDUCATIONAL AND CAREER GOALS.

Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short and long term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision making.

10.18 THE STUDENT WILL RELATE MAJOR THEORIES OF HUMAN DEVELOPMENT TO HIS OR HER OWN SITUATION AND/OR DEVELOPMENTAL LEVEL.

Descriptive Statement: A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.

10.19 THE STUDENT WILL RECOGNIZE ADVANTAGES OF ABSTINENCE FROM PREMATITAL SEXUAL RELATIONS, REINFORCING METHODS OF SAYING "NO" TO UNDESIRABLE BEHAVIOR.

Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.

10.20 THE STUDENT WILL EXPRESS HIS OR HER OWN ATTITUDE TOWARD PARENTING.

Descriptive Statement: This centers on the student's own opinions about parenthood – possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It includes also discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s).



- 10.21 THE STUDENT WILL DEVELOP SKILL IN MAKING PARENTING DECISIONS.  
Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, and maturity.
- 10.22 THE STUDENT WILL IDENTIFY PARENTHOOD OPTIONS IN TERMS OF QUESTIONS TO BE ANSWERED AND DECISIONS TO BE MADE.  
Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility (including adoption); genetic factors, and birth defects; and expenses associated with parenthood. Discussion includes also the positive aspects of parenting for the individual and for society.
- 10.23 THE STUDENT WILL DESCRIBE CHARACTERISTICS OF NEWBORN INFANTS.  
Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.
- 10.24 THE STUDENT WILL RECALL WAYS TO COPE WITH COMMON FEARS AND CONCERNS REGARDING THE CARE OF NEWBORN INFANTS.  
Descriptive Statement: The emphasis is on parent-child relationships, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, smothering, apnea, medications, illness, and breast and bottle feeding.
- 10.25 THE STUDENT WILL DESCRIBE THE ADJUSTMENTS FAMILY MEMBERS FACE IN THE POSTNATAL PERIOD.  
Descriptive Statement: Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation and time with other children. The issue of sibling rivalry is also discussed.
- 10.26 THE STUDENT WILL EXPLAIN THE STAGES OF GROWTH AND DEVELOPMENT IN CHILDREN.  
Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.
- 10.27 THE STUDENT WILL EXPLAIN HOW PARENTAL RESPONSIBILITIES CHANGE THROUGHOUT THE FAMILY LIFE CYCLE.  
Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs for family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.
- 10.28 THE STUDENT WILL DEVELOP A PLAN FOR MANAGING RESOURCES IN THE HOME.  
Descriptive Statement: This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.

10.29 THE STUDENT WILL ANALYZE STRESS AND CRISIS SITUATIONS WHICH AFFECT FAMILY LIFE.

Descriptive Statement: Stress situations and crisis in the family are emphasized, particularly parental crises, death and dying, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive.

10.30 THE STUDENT WILL INTERPRET RATIONALE FOR SAYING “NO” TO PREMARITAL SEXUAL ACTIVITY.

Descriptive Statement: The student progresses in assertive skills associated with saying “no” and know the physical, emotional, social, and economic implications of premarital sexual relations.

10.31 THE STUENT WILL EXPLAIN THE IMPORTANCE OF THE FAMILY AS A BASIC UNIT OF SOCIETY AND HIS OR HER RESPONSIBILITY AS A MEMBER OF THE FAMILY.

Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society.

10.32 THE STUDENT WILL BE ABLE TO EXPLAIN THE PROCESS OF REPRODUCTION.

Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

## ***STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS***

### **ELEVENTH GRADE**

- 11.1 THE STUDENT WILL EXPLAIN HOW TELEVISION CAN HAVE BOTH POSITIVE AND NEGATIVE EFFECTS ON THE DEVELOPMENT OF INDIVIDUALS – CHILDREN, ADOLESCENTS, AND ADULTS.  
Descriptive Statement: Content includes types of messages conveyed on television; techniques for analyzing television programs and commercials; and strategies for evaluating television offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide behavior, and to promote violence.
- 11.2 THE STUDENT WILL CLASSIFY THE MAJOR PROBLEMS, ISSUES, AND DECISIONS RELATED TO EACH STAGE OF THE FAMILY LIFE CYCLE.  
Descriptive Statement: The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.
- 11.3 THE STUDENT WILL CALCULATE THE PERSONAL CONSIDERATIONS AND FINANCIAL COSTS OF CHILDBEARING.  
Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of education; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with the discussion regarding the rewards of having children.
- 11.4 THE STUDENT WILL IDENTIFY CRITERIA FOR SELECTING ADEQUATE CHILDCARE SERVICES IF NEEDED.  
Descriptive Statement: This is achieved by guiding the student in identifying childcare alternatives and in establishing guidelines for selecting appropriate care, considering preschool education, after-school day care, the problems of children in self-care (latchkey) situations, and the need for quality and quantity of time in maintaining the well-being of the child.
- 11.5 THE STUDENT WILL ANALYZE COMMUNITY RESOURCES TO MEET SPECIFIC NEEDS.  
Descriptive Statement: This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.
- 11.6 THE STUDENT WILL ANALYZE THE EFFECTS OF CULTURAL AND FAMILY PATTERNS ON INDIVIDUAL AND FAMILY DEVELOPMENT.  
Descriptive Statement: Topics such as kinship, family cultural background and customs, family religious traditions, and the changing family in today's society are analyzed.

## ***STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS***

### **TWELFTH GRADE**

- 12.1 THE STUDENT WILL DESCRIBE THE VALUE OF THE HOME AND FAMILY AS PRIMARY SOURCES OF ENRICHMENT AND PERSONAL RENEWAL.  
Descriptive Statement: Content focuses on the importance of home and family as a support system, as a nurturing influence in developing values and attitudes, and as an example or role model for the student's future home and lifestyle.
- 12.2 THE STUDENT WILL DESCRIBE TYPES OF ADJUSTMENTS AND SOURCES OF CONFLICT IN INTERPERSONAL RELATIONSHIPS.  
Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, positive mental health practices and other methods of conflict resolution.
- 12.3 THE STUDENT WILL RECOGNIZE PROBLEMS OF INDIVIDUALS WITH HANDICAPPING CONDITIONS AND WAYS IN WHICH FAMILIES CAN BE SENSITIVE TO AND MAKE ADJUSTMENTS FOR THESE NEEDS.  
Descriptive Statement: The emphasis is on managing and coping with the emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills included.
- 12.4 THE STUDENT WILL INTERPRET STATE LAWS THAT AFFECT FAMILY LIFE.  
Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, and legal responsibilities of parents.
- 12.5 THE STUDENT WILL IDENTIFY WAYS OF PREVENTING AND/OR COPING WITH VARIOUS TYPES OF VIOLENCE.  
Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, electronic harassment, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting. Students will demonstrate the ability to seek mental health services as needed when coping with violence.
- 12.6 THE STUDENT WILL IDENTIFY PROCEDURES AND CRITERIA FOR ASSESSING COMMUNITY RESOURCES THAT DEAL WITH INDIVIDUAL AND FAMILY PROBLEMS.  
Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.