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Family Life  
Education:  
4th Grade

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Curriculum Guide

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2016-17

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*Alexandria City Public Schools*

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# Fourth Grade Family Life Education

## Introduction

### Family Life Education in Alexandria City Public Schools

**Program Goals:** The APCS Family Life Education curriculum is designed to provide a comprehensive, sequential K-12 program that includes age-appropriate instruction in family living and community relationships, abstinence education, human sexuality and reproduction, and the value of postponing sexual activity and benefits of adoption as a positive choice in the event of an unwanted pregnancy. Instruction is designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. Parents have the right to review the complete family life curricula, including all supplemental materials used in any family life education program.

**Program Sequence:** As directed by the Virginia Department of Education, the Family Life Education Curriculum includes instruction in the following content areas:

1. Family living and community relationships;
2. The value of postponing sexual activity until marriage (abstinence education);
3. Human sexuality;
4. Human reproduction and contraception, including the benefits of adoption as a positive choice in the event of an unintended pregnancy;
5. The etiology, prevention, and effects of sexually transmitted infections;
6. Stress management and resistance to peer pressure;
6. Development of positive self-concepts and respect for others;
7. Parenting skills;
8. Substance use and abuse;
9. Child abuse;
10. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services;
11. Dating violence and the characteristics of abusive relationships including using electronic devices to convey inappropriate images and behaviors;
12. Education about and awareness of mental health issues; and
13. The benefits of marriage.

Additionally, the Virginia Department of Education requires the following:

1. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
2. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team or school health advisory board, and to assist in program implementation and evaluation.
3. Medical and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
4. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
5. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
6. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
7. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.
8. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detracting from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.

9. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate, medically-accurate instruction in relation to students' developmental stages and abilities.
10. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life. This would include using any electronic devices to convey inappropriate behaviors and/or images. The information must be taught at least once during middle school and at least twice during high school.
11. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.
12. The curriculum shall include information on the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities.

**Organization of the Curriculum:** This curriculum guide reflects an [end-in-mind design process](#), with each unit following a three-stage structure: Stage One: Desired Results; Stage Two: Assessment Evidence; and Stage Three: Unit Learning Plan. Additionally, key [Family Life Education Curriculum Design and Learning Principles](#) guide the development of the ACPs Family Life Education program.

The curriculum is informed by the SIECUS Guidelines for Comprehensive Sexuality Education (Sexuality Information and Education Council of the United States, 2004) and the National Sexuality Education Standards (The Future of Sex Education Initiative, 2011) both of which provide a clear rationale for teaching sexuality education content and skills at different grade levels that is evidence-informed, age-appropriate and theory-driven. The Family Life Education curriculum supports schools in improving academic performance by addressing a content area that is both highly relevant to students and directly related to high school graduation rates. The curriculum presents sexual development as a normal, natural, healthy part of human development and offers clear, concise recommendations for school personnel on what is age-appropriate to teach students at different grade levels. The SIECUS Guidelines and National Sexuality Education Standards translate an emerging body of research related to school-based sexuality education so that it can be put into practice in the classroom.

#### **Theoretical Framework:**

In addition to knowledge and skills, the Family Life Education Curriculum is based on a theoretical framework that embodies social cognitive theory, the social ecological model of prevention, self-efficacy, social norms, and susceptibility. Its characteristics include increasing perception of personal risk; relevant and high student engagement; recognizing social pressures and influences; basic, accurate, and functional knowledge; understanding individual values and group norms; opportunities to reinforce skills and health behaviors; and opportunities to make connections with the community. The curriculum is age and developmentally appropriate with specific behavioral outcomes and culturally inclusive learning strategies. The curriculum is designed to be taught over the course of the school year to provide adequate time for instruction and learning.

#### **Guiding Values and Principles:**

The curriculum embodies the following guiding values and principles regarding comprehensive health education:

1. Academic achievement and student health are inextricably linked.
2. All students deserve the opportunity to achieve personal health and wellness.
3. Quality instruction and cooperative, active learning strategies are essential.
4. Accessibility to multiple valid sources of information is critical.
5. Effective health education can contribute to a healthy and productive citizenry.
6. Improvements in public health can contribute to lower health care costs.

It is the responsibility of the teacher to ensure that personal or privately-held beliefs and values are not part of family life education instruction. If students share or discuss what they have heard about a particular topic, the teacher is to remain non-judgmental and to explain that not all people believe the same things about a given issue. It is the teacher's role to encourage students to ask their parents or guardians to clarify the values and beliefs of their own family. Students need to be assured that their values and beliefs are personal and only to be shared at the discretion of the student.

**NOTE: HELPING CHILDREN UNDERSTAND THEIR RIGHT TO PRIVACY:**

Before instruction begins, the teacher needs to take the time to explain the idea of “passing” during discussions that include personal opinions. Students need to understand that they do not have to share personal opinions or beliefs if they so choose. Help students differentiate between fact and opinion. Be sure that students understand that the decision to share an opinion or belief during one class session does not mean they must continue to share during other lessons. Conversely, if a student opts to “pass” during a discussion, he or she can make the decision to share an opinion or belief during another class session.

Students must also understand that they should **not** share personal information about others during class discussions. Students’ families and friends have the right to privacy, too.

The curriculum is built around six [measurement topics](#), which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program.

1. Developing a sense of self
2. Developing healthy relationships
3. Maintaining personal health and wellness
4. Maintaining personal safety
5. Understanding anatomy and physiology
6. Analyzing influences

Transfer goals and performance assessments for each unit are aligned with these measurement topics.

## Course Resources

### Virginia Department of Education Resources

- [http://www.doe.virginia.gov/instruction/family\\_life\\_education/index.shtml](http://www.doe.virginia.gov/instruction/family_life_education/index.shtml)

### National Health Education Resources

- <http://www.siecus.org/index.cfm?fuseaction=Page.viewPage&pageid=514&parentID=477>
- <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>
- <http://www.sexedlibrary.org/index.cfm>
- <http://www.communityactionkit.org/index.cfm?pageid=885>

### ACPS Core and Supplemental Resources

- [Kindergarten Social Studies Curriculum](#)
- [Kindergarten English Language Arts Curriculum](#)

### Differentiation Resources on the ACPS Curriculum Blackboard Site

- [Differentiation Framework](#)
- [ACPS Language Acquisition Framework](#) and [ELL Strategies](#)
- [Executive Function Research & Strategies](#)

### Additional Resources

- [Real Life Calls for Real Books: Literature to Help Children Cope with Family Stressors](#)
- [School-wide Positive Behavioral Interventions and Support](#)
- [Responsive Classroom](#)

# 4<sup>th</sup> Grade Family Life Education

Year-at-a-Glance

|  |   |   |
|--|---|---|
| <b>Quarter One</b>   | <p><b><u>Unit 1: Getting to Know All of Me: My Place in My Family, Strong Emotions, Personal Health &amp; Safety</u></b></p> <p>During this unit, students will:</p> <ul style="list-style-type: none"><li>• become aware of sharing tasks within the family and helping, supporting, and communicating with family members</li><li>• begin to identify and learn strategies to cope with increasingly complex emotions</li><li>• develop awareness and acceptance of personal strengths and weaknesses</li><li>• learn about child abuse, neglect and protection from them</li><li>• examine motivations, dangers, and avoidance techniques related to substance use</li></ul> | <p><b>Standards of Learning:</b><br/>4.4, 4.5, 4.6, 4.7, 4.8, 4.9</p> <p><b>Suggested Time Frame:</b><br/>6 lessons</p> |
| <b>Quarter Two</b>   | <p><b><u>Unit 2: My Changing Body</u></b></p> <p>In this unit, students will become familiar with the concept of puberty along with the resulting changes and subsequent hygienic demands, and the names and functions of reproductive organs.</p>  | <p><b>Standards of Learning:</b><br/>4.1, 4.2</p> <p><b>Suggested Time Frame:</b><br/>10 lessons</p>                    |
| <b>Quarter Three</b>   | <p><b><u>Unit 3: My Baby Sister</u></b></p> <p>During this unit, students will become familiar with the fertilization process.</p>  | <p><b>Standards of Learning:</b><br/>4.3</p> <p><b>Suggested Time Frame:</b><br/>2 lessons</p>                          |
| <p><b>Spiraling Standards:</b> (These standards spiral though the entire 4<sup>th</sup> Grade FLE curriculum and should be addressed throughout the school year): 4.4, 4.5</p> |   |   |

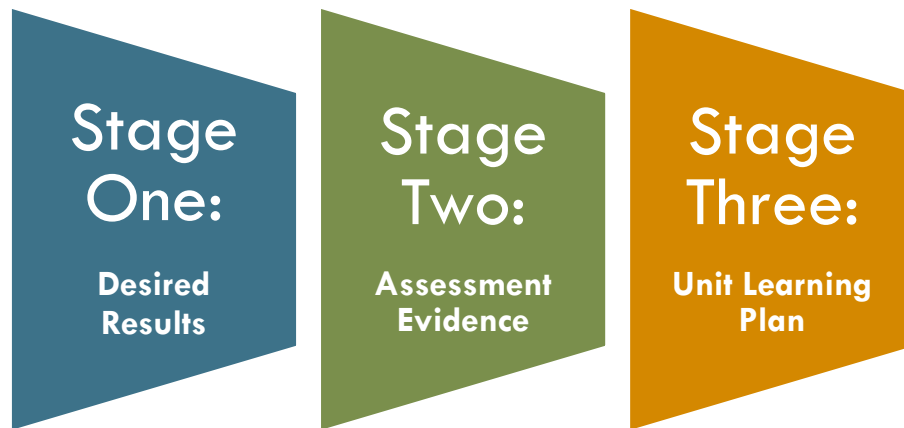
## Unit 1:

# Getting to Know All of Me: My Place in My Family, Strong Emotions, Personal Health & Safety

### The Compelling “Why?” of This Unit:

Students will discuss and explore elements of their own feelings and understanding through family structure, personal emotion, and personal health and safety.

**Suggested Time Frame:** First Quarter



### Virginia Standards of Learning to be Emphasized in This Unit

- 4.4: the student will identify basic human emotions and effective ways of dealing with them.
- 4.5: The student will develop awareness and acceptance of his or her strengths and weaknesses.
- 4.6: The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.
- 4.7: The student will describe the factors surrounding child abuse and child neglect
- 4.8: The student will identify factors contributing to the use of drugs.
- 4.9: The student will recognize the dangers of substance use and abuse.

**Spiraling Standards:** (These standards spiral though the entire 4<sup>th</sup> grade FLE curriculum and should be addressed throughout the school year): 4.4, 4.5, 4.9

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Identify roles within a family and begin to understand the concept of loss, both in terms of loved ones dying and other major “losses” in life, such as job-loss or home-loss.

## Essential Questions:

- What is my specific role within my family?
- What are effective ways for dealing with substantial personal loss?

## Enabling Knowledge Objectives (Know/Do):

### Declarative Knowledge Objectives

Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): loss, grief, divorce, sibling, strength, weakness, child abuse, child neglect, physical abuse, verbal abuse, sexual abuse, electronic harassment, substance abuse.
2. *What is my specific role within my family?*
3. *What are effective ways to deal with substantial personal loss?*
4. *What is “child abuse,” and how do I prevent it?*
5. *What is “substance abuse,” and what are its dangers?*

### Procedural Knowledge Objectives

Students will be able to:

1. Explain their specific role within their family.
2. Demonstrate effective methods for dealing with loss.
3. Explain various types of child abuse.
4. Demonstrate an understanding for why young people abuse substances.

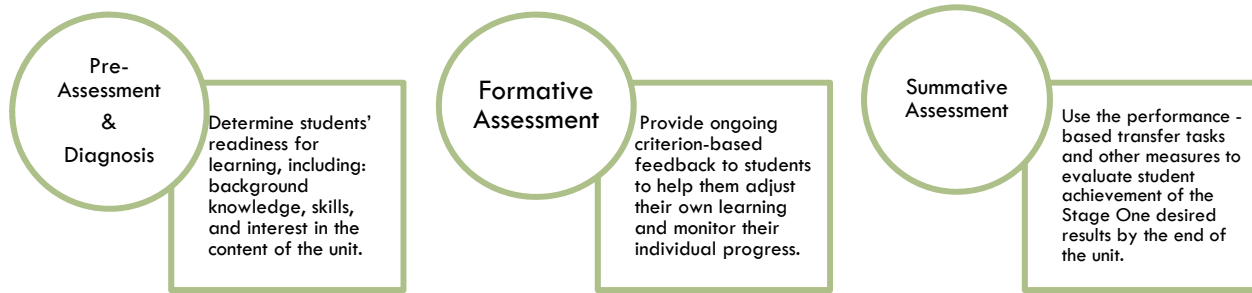
### Suggested Resources:

Course Resources: Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

- [Virginia Standards of Learning Objectives: Family Life Education](#)
- [SIECUS Guidelines for Comprehensive Sexuality Education](#)
- [SexEd Library](#)
- [Teaching Tolerance](#)

Unit Resources: Find unit-specific suggested resources below. Also see lessons in the *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence. Key resources include:

# Stage Two: Assessment Evidence



## Assessment Tools for This Unit

### Pre-Assessment/Diagnosis:

- Discuss with students the various roles which are undertaken in families; ensure group input.
- Discuss with students their existing feelings regarding personal loss.

### Formative Assessment:

- Monitor students' participation in class discussions.
- Assess student flyers/advertisements related to substance abuse for accuracy and be prepared to correct any misinformation.

### Summative Assessment:

|  |   |
|--|---|
| <p><b>Unit 1 Transfer Task:</b> In the transfer task, Students will complete the <i>My Role in My Family</i> worksheet, which can be found in “Stage Two” of the unit outline. In addition, following lesson 2, they should address the “My Feelings of Loss” questions. The task includes three versions, differentiated to provide multiple possibilities for assessing students’ progress toward the transfer goals for the unit. Click <a href="#">here</a> for suggestions for preparing students for end-of-unit transfer tasks.</p> |   |
| <b>Comprehensive Task</b>  | This version designed to be appropriate for most students. Students will follow the directions given after lessons 1 and 2.   |
| <b>Guided/Scaffolded Task</b>  | This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task. |
| <b>Accelerated/Enhanced Task</b>   | This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will expand on the transfer tasks to indicate a further depth of knowledge or understanding.               |
| <b>Measurement Topic Rubrics</b>   | Task-specific rubrics for these measurement topics are provided.  |



# Stage Three: Unit Learning Plan

**Introduction:** Stage Three Learning Plans present a set of teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit transfer task and achieving understanding of Stage One Desired Results.

## 1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your 4<sup>th</sup> grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

## 2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

3. **Administer pre-assessments to determine student strengths and needs.** Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences. The first three FLE Standards of Learning are all about how a student experiences classroom structures including relationships, routines, self-acceptance, peer-acceptance, and the effects of behavior on self and others.

### Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Implement and systematically use explicit teaching and a gradual release of responsibility approach.
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation
- Support language development by immersing students in authentic texts and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills to independent reading and oral language scenarios.

**For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:**

[http://www.pen.k12.va.us/instruction/family\\_life\\_education/family\\_life\\_speced.pdf](http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf)

4. **Make the assessments transparent.**
5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
  - *Making caring for self and others a part of everyday life.*
  - *Using school experiences to learn and grow.*
  - *Listening and sharing stories helps us understand one another.*
6. **Use teachable moments in the classroom to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.**
8. **Support students' efforts with a positive classroom climate that promotes positive mental health development and protects the child from physical and emotional infringements by others.** Use appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively.
9. **Conclude the learning with a celebration of student successes in developing a sense of self and building healthy relationships within the classroom community.** Connect students' learning and experiences in this unit to your school's PBIS program or Responsive Classroom components.

#### Instructional Practices to Support ELs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
4. To support differentiation for students at various WIDA levels, reference the [WIDA Speaking Rubric](#) and [Scoring Protocol](#) as a guide in assessing ELLs' oral language output.
5. Support students in transferring L1 literacy skills to their L2.

#### Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am making a positive contribution to our classroom community?*
- *How can I help others thrive in our classroom community?*

## Unit 1, Lesson 1

### My Family and Me

|  |  |
|--|--|
| <p><b>Mastery Objective: Students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify the different identities each child has within a family; identify the important roles each child may play; and the responsibilities she/he may have as a member of a family.</li> </ol> | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is my specific role within my family?</li> </ol> |
|--|--|

#### Framing the Learning:

Explain to students that in today's lesson they will be thinking about the many people within their families and the important roles/responsibilities people have as members of families.

#### Active Instruction:

Distribute the *Family Connections* worksheet (following). Next, have students draw a line outward from the circle (such as a picture of the sun would look) then draw a circle at the line and write the name of a person in her/his family inside that new circle. Instruct the students to continue this pattern (a straight line coming out of the primary, center circle with their name in it; another smaller circle at the end of the line they drew, and the name of the family member in the smaller circle). Next, have students write on each line, the identity s/he has in the relationship with their family member. For example, if MOM is written on one of the outer circles, the student will write "daughter" on the line that connects the two circles. If there is a "Dwayne" circle for an older brother, the student would write "younger sister" on the line. Ask students to share with the class some of the identities they have within their families.

#### Practice:

1. As a class brainstorm together relatives that make up a family:
  - parents (guardians, adoptive parents, etc.)
  - siblings
  - aunts, uncles, cousins
  - grandparents
  - close family friends
  - family pets
2. Then brainstorm roles of each family member, specifically members living in one household (i.e., financial obligation, chores, etc.)
3. End the activity by asking students to choose one of their identities in their family and complete the *Family Connections Journaling* worksheet: "Some of the best things about being a (fill in the family identity here such as younger sister or daughter) are..."

#### Summarizing/Anchoring the Learning:

As this assignment is completed, spend a minute discussing with students the special attention and care that should go into supporting and communicating with family members who have physical or mental disabilities. You can discuss the three basic tenets below that might help students with this process:

1. Establish good communication with the health professionals that are assisting your family member (in case of emergencies, for instance).

2. Clarify with other family members the additional roles that should be taken on to support the family member in need.
3. Create a positive living environment in the home.

Assessing the Learning:

**Transfer Task Assessment:** Students will complete the *My Role in My Family* worksheet, which can be found in “Stage Two” of the unit outline. The first column is the “family identity” column. Students will list in this column their various family identities as labeled on the lines in the first worksheet, such as daughter, younger sister, niece, etc. These are listed to remind them that they may have different responsibilities in a family based on the different relationships they have in the family.

In the second column, students will list the responsibilities or behaviors in which they engage because they are a part of a family. For example, the list may include “complete the chores my mom assigns, do my homework each day, give my Dad a hug when he gets home, share my games with my brother, only use nice words and names even when disagreeing with my brother, etc). If they are having a difficult time thinking of responsibilities, remind them that people in their family have probably told them about things they are “supposed to do,” and those tasks are included in their responsibilities. For example Mom might tell them that they are to clean their room once a week. Also, remind students that as a member of a family, some of their responsibilities might not only be jobs within their home (such as taking out the trash), but also tasks that help to show family members that they care about them and support them, such as listening to how someone’s day went, or giving a hug when someone is sad.

The third column is for students to write what the “results” are if she/he fulfills those responsibilities. For example, if take out the trash is listed, “our apartment doesn’t smell” may be a result. Give my Dad a hug when he gets home may result in, “My Dad knows that I love him.” Only use nice words with my brother may result in, “we get along better.”

After students have a chance to write in the three columns, ask the students to pair up and to share at least 3 of their responsibilities and results as listed on their worksheet with their partner. Collect these papers for grading purposes, using the rubric is “Stage Two” of the unit outline.

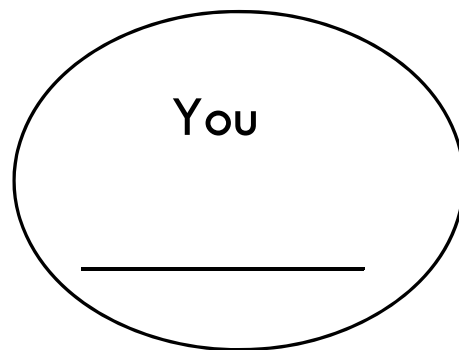
**Conclusion:** Students respond to the following statement at the bottom of their *Family Connections Journaling* worksheet: “I am an important member of my family because...”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Family Connections**

**Directions:** Write your name in the center of the circle. Following the example on the board, draw a smaller circle off to the side and a line to connect the two. In the small circle write the name of a family member. On the line connecting the big circle to the small circle write your relationship to that family member. Do this for all your family members.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Transfer Task: My Role in My Family**

**Directions:** Think about the roles and responsibilities you have in your family. Fill out the columns below.

| <p><b><u>Family Identity</u></b><br/>Think about your relationship to other family members.</p> | <p><b><u>Family Responsibilities</u></b><br/>Think about things you have been told you are supposed to do.</p> | <p><b><u>Family Results</u></b><br/>What are the results of you completing your responsibilities?</p> |
|---|--|---|
| <p><i>Example:</i><br/>younger sister</p>   | <p><i>Example:</i><br/>only use nice words with my brother</p>   | <p><i>Example:</i><br/>my brother and I get along better</p>  |
| <p><i>Example:</i><br/>niece</p>  | <p><i>Example:</i><br/>give my aunt a hug</p>  | <p><i>Example:</i><br/>my aunt knows I love her</p>   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |

### Transfer Task Rubric

| Score Point                           | My Role in My Family  |
|---------------------------------------|---|
| <b>4<br/>Consistently<br/>Evident</b> | <p>The student consistently demonstrates an understanding of all the following:</p> <ul style="list-style-type: none"> <li>• relatives that makeup a family</li> <li>• responsibilities members have in a family</li> <li>• the outcome of fulfilling family responsibilities</li> </ul>    |
| <b>3<br/>Frequently<br/>Evident</b>   | <p>The student consistently demonstrates an understanding of two of the following:</p> <ul style="list-style-type: none"> <li>• relatives that makeup a family</li> <li>• responsibilities members have in a family</li> <li>• the outcome of fulfilling family responsibilities</li> </ul> |
| <b>2<br/>Sometimes<br/>Evident</b>    | <p>The student consistently demonstrates an understanding of one of the following:</p> <ul style="list-style-type: none"> <li>• relatives that makeup a family</li> <li>• responsibilities members have in a family</li> <li>• the outcome of fulfilling family responsibilities</li> </ul> |
| <b>1<br/>Never<br/>Evident</b>        | <p>The student does not demonstrate an understanding of the terms listed below.</p> <ul style="list-style-type: none"> <li>• relatives that makeup a family</li> <li>• responsibilities members have in a family</li> <li>• the outcome of fulfilling family responsibilities</li> </ul>    |



## Unit 1, Lesson 2

### The Death of a Pet

#### Mastery Objective: *Students will:*

1. Begin to understand that the concept that death is universal and inevitable, and that death produces feelings of grief, fear, and anger, and while all of these feelings are natural, they will eventually go away.

#### Essential Questions:

1. How do I successfully deal with substantial personal loss?

#### Framing the Learning:

Explain to students that today's lesson will deal with loss, in the form of a pet that passes away. Ask students to raise their hands if they have ever experienced the loss of a pet. If they'd like to share, allow them to discuss the pet's name and a couple of special qualities they saw in that pet.

#### Active Instruction:

Read the book *The Tenth Good Thing about Barney* by Judith Viorst. Employ the below Before, During, and After reading strategies to ensure student understanding.

**IMPORTANT: If a student in your class has recently experienced the loss of a close friend or relative, please consult the parent or guardian about this lesson. If the loss is recent, it might be good to provide for the child to be out of the classroom for this lesson.**

#### Practice:

**Before Reading:** Look at the cover of the book. Share your prediction with an elbow partner. How does this picture make you feel? The story we will read is about a boy whose pet cat dies and what the boy does to feel better.

**During Reading:** Stop at page 7. This shows Barney's funeral. Have you been to a funeral? What did you see and how did you feel?

**After Reading:** Discuss the little boy's intense feelings for his pet, which has died. Ask children if they have had such an experience or can imagine such an experience. Reinforce the concept that every living thing must eventually die. Also reinforce that sadness is not the only feeling associated with death. Often people feel angry when a loved person or pet has died. Ask children if they think these feelings are all right. Stress that they are natural feelings and that it is all right to have such feelings. Finally, reinforce that people eventually come to terms or reconcile the death of a loved person, just as the little boy does in the story. Then the feelings are no longer so sad, and we remember the good or fun things about the dead person or pet.

Some children may have read *Charlotte's Web* by E. B. White or may have seen the television or movie version. See if they can recall Charlotte's acceptance of the fact that one day she must die. Remind them also of the sad feelings Charlotte's friends had for a while.

NOTE TO TEACHER: Mention to students that sometimes there is a death in our families of a relative we really didn't know very well. Maybe the relative lived far away or was a great deal older. Sometimes we just don't feel very sad feelings -- even though other people in our family who knew

the person do feel very sad. This is a natural way to feel, and we shouldn't feel strange about not having sad feelings.

**Assessing the Learning:**

Discuss briefly with students that joy and exuberance are strong emotions that often come from positive events. Somewhat similar to the darker emotions, these can seemingly take control of a student and must be managed. Ask students to write down how they might successfully deal with strong feelings of this type (e.g., be aware of your emotions and behavior and how that might be affecting others, watch how trusted adults who experience these emotions behave and respond). Look to compare their answers in this realm to some of the conclusions made from combating feelings of loss.

## Unit 1, Lesson 3

### Other Types of Loss

**Mastery Objective: Students will:**

1. Understand that in addition to death, there are losses in life of varying degrees, and these losses produce feelings similar to those we have when someone dies.

**Essential Questions:**

1. How do effectively deal with substantial personal loss?

**Framing the Learning:**

Review with the class the feelings of loss over the death of a pet or loved one. Reinforce that there are many kinds of losses which people experience, from small (a favorite toy) to immense (loss of a classmate, parent, or job, and divorce). The same feelings (grief, fear, anger) which result from a death also occur when there is a loss. Again, reinforce that these are natural feelings which eventually become less strong and may finally go away. Ask students if they can think of any small losses.

**Active Instruction:**

1. Divide the children into small groups. Give each group one of the following topics:
  - You are moving away from your home town where you were born and you are moving to a new city.
  - You have lost your iPod or favorite CD.
  - Your parents have decided to separate.
  - You had hoped to win an election at school, but you did not.
  - Your best friend is moving far away.

**Practice:**

Distribute the *Other Types of Losses* worksheet (following) to each group to discuss and complete in response to their topic addressing these questions:

- How would you feel if this happened to you?
- How long do you think it would take you to feel better?
- Describe a similar situation that has happened to you.

**Summarizing/Anchoring the Learning:**

After students have worked in small groups, have each group report its reactions to the issue given. As students respond, make it clear that it is natural to have these feelings.

**Assessing the Learning:**

**Transfer Task Assessment:** Distribute the “My Feelings of Loss” worksheet. This is done individually and should be graded using the rubric in the “Stage Two” section of the unit outline as their summative assessment.

**Conclusion:** Ask students if there are other examples of loss they may wish to share. Ask if there are any questions they wish to ask about death or loss. Finally, ask students to write one or two sentences in their writing journals on feelings about death or other losses. These may be shared with the class or just with the teacher.

## Topic Cards to Distribute

|   |   |
|---|---|
| <p>You are moving away from the home town you were born in, and you are moving to a new city.</p> | <p>You have lost your iPod or favorite CD.</p>                      |
| <p>Your parents have decided to separate.</p>   | <p>You had hoped to win an election at school, but you did not.</p> |
| <p>Your best friend is moving far away.</p>   |   |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Other Types of Loss

DIRECTIONS: Your teacher has given you a Type of Loss topic card. As a group, discuss the situation, answer the questions below and be prepared to share.

Glue your topic card here:

Your group should include the following information as you discuss your topic situation.

How would you feel if this happened to you?

How long do you think it would take you to feel better?

Describe a similar situation that has happen to you.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Feelings about Death and Other Losses – Journal Entry**

Note: This can be private, shared with the teacher, or the class. Write two to three sentences on your feelings about death and other losses.

Conclusion: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TEACHER RESOURCE SHEET (For Teachers Information Only)

At the age of five or six, there is a change in a child's comprehension of death. After this point, the child begins to understand that death is final, inevitable, and universal. Because children are more able to understand death in a realistic manner, we have included this short segment in the Family Life Education program.

Information about death should be presented in an age-appropriate manner. We recommend that you use the concept of the **teachable moment** as it occurs, e.g., the death of a classmate, family pet, someone in public life, etc. Seize that opportunity to give information and support. **For example:** A student comes into class announcing that his rabbit died over the weekend. In a low-key manner, take time to talk with the class about this. Ask how the rabbit died. Encourage other children to ask and answer questions. This process can lead to ventilation of fears and anxieties about death. Respect students' religious beliefs about death. Be sure to talk about feelings associated with death, i.e., grief, anger, and fear and mention that these are natural reactions to loss and death. Such teachable moments can stimulate good discussions and learning. In the primary grades, **teachable moments** provide one of the best vehicles for discussing difficult, emotional issues in the classroom.

Dr. Elisabeth Kubler-Ross has done extensive research in the area of death and dying. Her book **On Death and Dying** is a classic in the field and would be an excellent resource for the teacher. In her book she details the five stages which dying people and grieving people go through. The stages are **denial and isolation, anger, bargaining, depression, and acceptance**. It is helpful to understand the process which marks our reaction to, and acceptance of, death and other losses. It is also important to know that the theory of these stages was that people moved through them sequentially. We now know that the grieving process is not so predictable and that people jump around in different stages of the process. Particularly for children, they often will ask a question about death of a loved one (they may ask the same question over and over as they grapple with the new information) but after 1-2 minutes on the topic, they are ready to go back to playing or some other topic. It is normal for kids to have minimal attention spans with such serious and confusing topics.

Books related to death and losses are in school and local libraries. Examples include:

- ✓ The Fall of Freddie the Leaf by Leo Buscaglia
- ✓ Bridge to Terabithia by Katherine Paterson
- ✓ Where the Red Fern Grows by Wilson Rawls
- ✓ A Taste of Blackberries by Doris Smith
- ✓ Ramona and Her Father by Beverly Cleary (Loss of Job)
- ✓ Nana Upstairs, Nana Downstairs by Tomie dePaola





### Transfer Task Rubric

| <b>Score Point</b>                | <b>My Feelings of Loss</b>   |
|-----------------------------------|--|
| <b>4<br/>Consistently Evident</b> | <p>The student consistently demonstrates an understanding of all the following:</p> <ul style="list-style-type: none"> <li>• Feelings are associated with loss</li> <li>• Feelings that occur due to loss can go away or lessen over time</li> <li>• Recall a true loss they have experience in their life</li> </ul>    |
| <b>3<br/>Frequently Evident</b>   | <p>The student consistently demonstrates an understanding of two of the following:</p> <ul style="list-style-type: none"> <li>• Feelings are associated with loss</li> <li>• Feelings that occur due to loss can go away or lessen over time</li> <li>• Recall a true loss they have experience in their life</li> </ul> |
| <b>2<br/>Sometimes Evident</b>    | <p>The student consistently demonstrates an understanding of one of the following:</p> <ul style="list-style-type: none"> <li>• Feelings are associated with loss</li> <li>• Feelings that occur due to loss can go away or lessen over time</li> <li>• Recall a true loss they have experience in their life</li> </ul> |
| <b>1<br/>Never Evident</b>        | <p>The student does not demonstrate an understanding of the terms listed below.</p> <ul style="list-style-type: none"> <li>• Feelings are associated with loss</li> <li>• Feelings that occur due to loss can go away or lessen over time</li> <li>• Recall a true loss they have experience in their life</li> </ul>    |

## Unit 1, Lesson 4

### Personal Strengths and Weaknesses

|   |   |
|---|---|
| <p><b>Mastery Objective: <i>Students will:</i></b></p> <p>1. Develop an awareness and acceptance of both strengths and weaknesses which they possess.</p> | <p><b>Essential Questions:</b></p> <p>1. How do successfully involve and accept others with different strengths and weaknesses?</p> |
|---|---|

#### Framing the Learning:

Explain to students that today you will be discussing the concept of strengths and weaknesses. Discuss the fact that we ALL have skills and abilities at which we excel, as well as those which are difficult for us. Begin by asking students, “If you could be the best in the whole world at one thing, what would it be?” Should answers come slowly, please model something you’d like to be the best at to get them started (fastest swimmer, best number cruncher, best memory, etc.).

After students have had time to think and share, explain that while we may not grow to be the best in the world at something, we all have talents unique to each of us. And then explain that opposite to that, we each have weaknesses, or things in which we do not excel or maybe even struggle.

#### Active Instruction:

Create a “T” chart on the board that lists some of your personal strengths and weaknesses. Try to vary your chart so that you’re not just listing, for instance, only swimming strokes as strengths or weaknesses. You don’t have to get too personal, but be honest with your assessment. After you have discussed your work, ask the students to create a similar list on a scratch sheet of paper.

#### Practice:

Once they have had some time to do this, ask students to share some of what they’ve recorded. Following this, discuss the fact that we ALL have both strengths and weaknesses. Some are more valued in our society than others (for instance, the fastest runner in the country will likely be more well-known/successful than someone who can tie the fastest knot on their tennis shoe), but we all still have things at which we excel, and things that give us trouble. As we want students to accept their own strengths and weaknesses, revisit your own list and explain how you’ve internalized some of the items you listed and how that affects your life. For instance, if you’ve put “not a great driver at night” under weaknesses, discuss how you try to take the Metro or get a ride with a friend or your spouse when you attend evening events. Then ask students if they’ve accepted or internalized some of their own strengths and weaknesses and made them part of their own behavior.

#### Summarizing/Anchoring the Learning:

Continue to explore this topic by asking students the below questions which are related to strengths and weaknesses and resulting behavior:

1. What does it mean to take responsibility for successes and failures? (not blaming others if your actions result in negative consequences, for instance)
2. What does it mean to take pride in an accomplishment? (feeling good about something you’ve been able to accomplish) Is this OK? (yes, as long as it is not excessive)

3. Can making mistakes result in success in the future? (yes, we try to learn from our mistakes so that next time we are able to do better.)

**Assessing the Learning:**

Pull everything together by explaining that because we all have different strengths and weaknesses, we all have value within our given families. Each one of us has the ability to make a substantial contribution not only to our families, but to our communities, our schools, and the world. Have students write a short paragraph about how they could use one or more of their own strengths to positively impact with their family, their school, or their community. Collect the work when the students have finished, and post them somewhere in the classroom.

## Unit 1, Lesson 5

### Child Abuse and Neglect

|   |   |
|---|---|
| <p><b>Mastery Objective: <i>Students will:</i></b></p> <p>1. Begin to understand the terms “child abuse” and “child neglect,” and they will be exposed to effective ways of protecting oneself against these occurrences.</p> | <p><b>Essential Questions:</b></p> <p>1. What steps can I take to protect myself against abuse?</p> |
|---|---|

#### Framing the Learning:

Explain to students that they will be learning about some new terminology in today’s lesson: “child abuse (both physical and verbal),” “child neglect,” “sexual abuse,” and “electronic harassment.” Explain that they will be watching a short video with three different stories in it that each cover different forms of child abuse: physical abuse (1), verbal abuse (2), and sexual abuse (vignettes 3). Ask them to keep in mind how, in each case, the problems that were happening ended up getting resolved (a trusted adult was told).

#### Active Instruction:

Beginning with “child abuse,” ask students for a definition. Discuss the answers given. (Definition: When a caregiver mistreats a child for whom they are caring, resulting in injury, harm, or even death.) Explain that all the other terms you will discuss today fall under the category of child abuse (e.g. physical and verbal abuse). All are different forms of child abuse. Next ask students if they know the term “child neglect.” (Definition: When a caregiver fails to provide children with the most basic needs like adequate health care, supervision, nutrition, housing as well as their physical, emotional, social, educational and safety needs.) Spend a minute ensuring students understand how the two are related (e.g., child neglect is a form of child abuse). Then explain that electronic harassment is inappropriate communication using electronic devices, like phones or email accounts.

#### Practice:

Show students *If It Happens to You: Dealing With Abuse*. It is a 20-minute video comprised of three short vignettes. Watch the three vignettes in the film about three different young people. Pause the video after each vignette and discuss with students the questions that are posed (and written on the screen).

#### Summarizing/Anchoring the Learning:

When the video finishes ask the students if they picked up how each problem was solved (trusted adult intervention). Walk through the various vignettes to identify how, in each case, a trusted adult was told of the issue and it was then quickly resolved.

#### Assessing the Learning:

Ask the students if they have any other thoughts or comments related to the video. This is a sensitive topic, so gauge your own students if it might be affecting anyone on a more severe level and respond appropriately (if someone was impacted heavily by the videos, find a private minute with that student and suggest they see the counselor).

## Unit 1, Lesson 6

### Substance Use and Abuse

|   |  |
|---|--|
| <p><b>Mastery Objective: Students will:</b></p> <ol style="list-style-type: none"> <li>1. Gain exposure to the problems associated with using and abusing alcohol, tobacco, and other drugs.</li> </ol> | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What dangers do using alcohol, tobacco, and other drugs pose to my body?</li> <li>2. What strategies can I use to successfully avoid using these substances?</li> </ol> |
|---|--|

*Today's lesson involves the use of a 52-minute video. If time constraints do not allow you to view the movie in one sitting, breaking it up after part 1 ends is a logical approach.*

#### Framing the Learning:

Explain to students that today they will be watching a video and discussing some of the dangers related to alcohol, tobacco, and other substance use.

The movie, *The Danger Zone: Steering Clear of Drugs*, has 3 parts: Dangers in Your House; Alcohol, Tobacco, and Marijuana; and The Power of No. Each part is filled with short vignettes with similarly-aged children who role-play "Danger Zone" situations involving substance use. Each part does a nice job of covering several aspects of the danger in question (physical responses, peer-pressure situations, etc.). The video culminates in Part 3 with suggestions for successfully avoiding the "The Danger Zone."

#### Active Instruction:

Before playing the movie for students, share with them the culminating assignment which you will ask them to complete. Tell them you'd like them, following the video, to make a one-page flyer or advertisement regarding the dangers of using one of the substances covered in the video (inhalants, prescription drugs, over-the-counter medicine, alcohol, tobacco, marijuana). You can set the creative boundaries (colors to be used, size, depth of material, etc.), but students should be asked to convey an understanding of a specific set of dangers posed by using a particular substance.

#### Practice:

Play the movie for the students, stopping at the end of each part for a quick discussion relating to the material presented in that part. Allow some time for this as debriefing is very important for students in the process of internalizing information. Use this time to clear up any misconceptions on their part.

#### Summarizing/Anchoring the Learning:

Following part 3 of the movie, write the techniques listed in the video on a white board or nearby piece of large paper so the students can see them for a brief discussion (be assertive, repeatedly say "no," change the subject, walk away). Following this, brainstorm with students if there exist other ways they can think of to avoid the Danger Zone.

#### Assessing the Learning:

Once all three parts have been viewed, allow students time to complete the Flyer/Advertisement assignment. Once they are completed, ask for volunteers to share their work, and then hang them somewhere around the room.

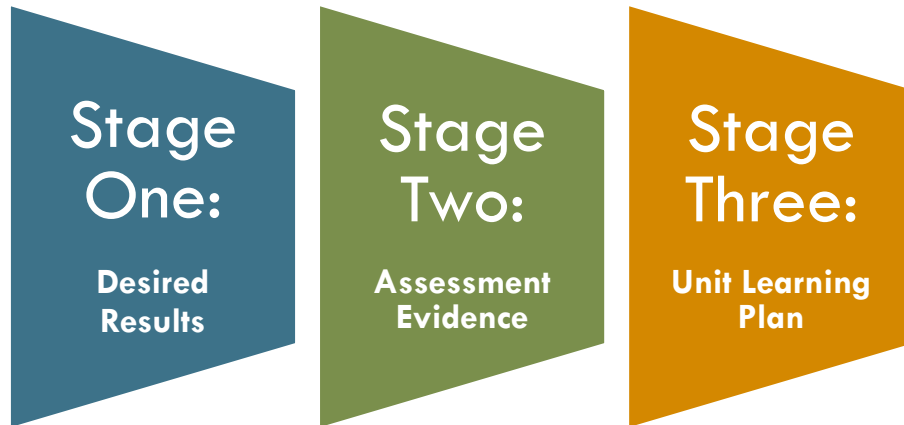
# Unit 2: My Changing Body

## **The Compelling “Why?” of This Unit:**

Students begin to understand puberty and the various physical changes that take place.

## **Suggested Time Frame:**

2<sup>nd</sup> Quarter



## **Virginia Standards of Learning to be Emphasized in This Unit:**

4.1: The student will be able to identify the human reproductive organs.

4.2: The student will identify physical changes that begin to occur during puberty.

# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Be able to identify the reproductive organs on both males and females.
2. Identify physical changes that begin to occur during puberty.

## Essential Questions:

1. What changes will take place within my body during puberty?
2. Is there a “normal” rate of growth or development against which I should be measuring my own changes?
3. How does puberty affect boys and girls differently?

## Declarative Knowledge Objectives (from the [VDOE Curriculum Framework](#)):

### Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): adolescence, hormones, pituitary gland, thyroid gland, adrenal gland, endocrine system, puberty, estrogen, testosterone, ovaries, fallopian tubes, uterus, cervix, vagina, endometrium, labia, clitoris, menopause, sanitary pad, tampon, penis, testicles, scrotum, erection, epididymis, sperm, vas deferens, Cowper’s gland, prostate gland, seminal vesicles, semen, foreskin, circumcision, nocturnal emission, ejaculation,
2. *What is puberty?*
3. *What specific effects will puberty have on my body?*
4. *Is it “normal” to be experiencing the changes that are taking place within my body?*
5. *What is the menstrual cycle?*

## Procedural Knowledge Objectives

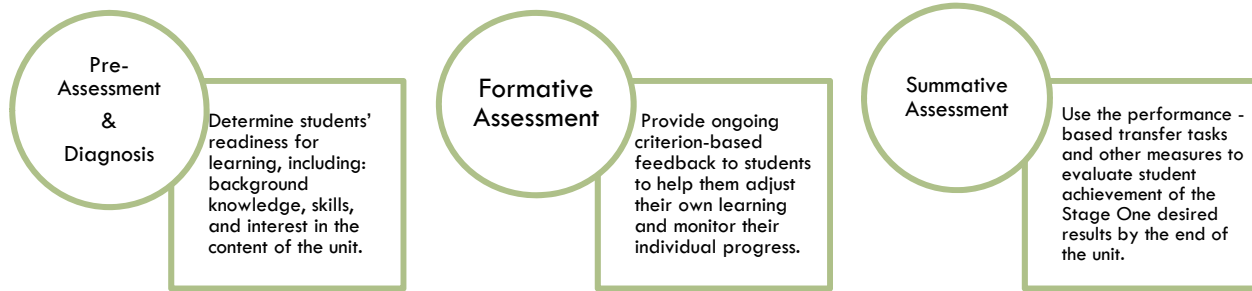
### Students will be able to

1. Explain the roles estrogen and testosterone play in puberty.
2. Understand that physical development happens on difference schedules for everyone.
3. Identify the major physical changes of puberty for boys.
4. Identify the major physical changes of puberty for girls.

## Suggested Resources:

Unit Resources: Find unit-specific suggested resources below. Also see *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

# Stage Two: Assessment Evidence



## Assessment Tools for This Unit

### Pre-Assessment/Diagnosis:

- Students will take a 10-question true-false quiz for both the male and female portions of the unit.

### Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- **Monitor students' participation in class discussions about family, similarities, and differences.**
- **Provide students with multiple opportunities to self-assess the ways in which they use their actions to express what they are feeling.**

### Summative Assessment:

|  |   |
|--|---|
| <b>Unit 2 Transfer Task:</b> Students will be given the same pre/post questions before and after studying male and female puberty development. |   |
| <b>Comprehensive Task</b>  | This version designed to be appropriate for most students.  |
| <b>Guided/Scaffolded Task</b>  | This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task. |
| <b>Accelerated/Enhanced Task</b>   | This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will include in their drawings extended family members enjoying an activity together.                      |
| <b>Measurement Topic Rubrics</b>   | The measurement topic assessed by this transfer task is <u>Understanding Anatomy and Physiology</u> , and <u>Developing Healthy Relationships</u> .   |



# Stage Three: Unit Learning Plan

**Introduction:** Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit summative assessment and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

## 1. Prepare and plan for the unit.

- Introduce yearlong classroom routines.
- Collaborate and co-plan with your 4<sup>th</sup> grade colleagues to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS.
- Plan how you will monitor progress.
- Establish class rules or norms ([see sample class norms](#)).
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

## 2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out classroom scenarios.
- Model exemplary ways to develop a sense of self and build healthy relationships.
- Ask students to listen to a classroom community concern and offer you advice for improvement.
- Ask students, in a variety of flexible group settings, to explore the essential questions. Click [here](#) to access suggestions for using essential questions.

## 3. Administer pre-assessments to determine student strengths and needs.

Teachers are encouraged to think carefully about how to best use this time. The beginning of the year is also the time to build relationships and routines in your classroom. Remember the power of anecdotal assessments that come from carefully watching, observing and responding to your students during learning experiences.

## 4. Make the assessments transparent and meaningful to everyday experiences.

### Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students' background knowledge, interests, and skills.
- Make the assessments transparent.
- Systematically use [explicit teaching and a gradual release of responsibility approach](#).
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.
- Support language development by prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills in their daily lives.

### Instructional Practices to Support ELLs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.

5. **Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:**
  - *Making caring for self and others a part of everyday life.*
  - *Using life experiences to learn and grow.*
  - *Listening and sharing stories helps us understand one another.*
6. **Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.**
7. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess the ways in which they use appropriate words and actions to show respect for others and to graph or discuss their assessment with a parent or guardian.
8. **Support students' efforts to develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.** Focus on using appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, helping, and playing, the child will understand that rules are made for safety and protection.
9. **Conclude the learning with a celebration of student successes in developing a sense of self, building healthy relationships, and understanding of similarities and differences in families.** Connect students' learning and experiences in this unit to your school's PBIS program components.

### Using Higher Order Thinking Prompts and Questions

Have students investigate, debate, and discuss higher-order questions and prompts:

- *What can I do to make sure I am showing respect for others' differences?*
- *How can I use my words and actions to show how I am feeling?*

For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:  
[http://www.pen.k12.va.us/instruction/family\\_life\\_education/family\\_life\\_speced.pdf](http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf)

**IMPORTANT TEACHER NOTE:**

**All of the lessons located within this unit derive from The Puberty Workshop and Curriculum binder. This unique resource does a tremendous and thorough job of introducing students to this critical yet sensitive material with the help of knowledgeable narrators, thoughtful medical doctors, as well as curious students their own age. All of the necessary materials are located within the binder. Should your binder be missing any portion of the content, please contact Mike Humphreys (703-619-8047) at Central Office.**

## Unit 2, Lessons 1- 3

### What is Puberty?

|   |   |
|---|---|
| <p><b>Mastery Objective: Students will:</b></p> <p>1. Gain an initial understanding of the physical changes that take place during puberty.</p> | <p><b>Essential Questions:</b></p> <p>1. What are the processes involved with the human body and puberty?</p> |
|---|---|

#### Framing the Learning:

Students will begin their journey in understanding puberty with a pre-test, a video, and some other useful resources. The materials in *The Puberty Workshop & Curriculum* do a great job of introducing puberty to young students. Please follow the lessons below and the guidance and material within the binder.

#### Individual Lessons:

**Lesson 1:** What is Puberty? 1 (SOL 4.2)

Give the Pre Test (Activity 1A, p.15) from the What is Puberty? Chapter. Do not score the assessments yet, just collect them. You will use them again at the conclusion of the unit. Watch the What is Puberty? video and complete the Puberty Crossword Puzzle (Activity 2A and 2B, p. 17-18).

**Lesson 2:** What is Puberty? 2 (SOL 4.2)

Verbally review the video from the first lesson (ideally shown last week), students complete Changes Checklist (Activity 3A-C, p. 20-22) and interpret results. Distribute Fact Sheets (p. 30-37) as a packet to students. Discuss and complete Hygiene and You (Activity 6A, p.25) as a class. HW optional – Taking Care of Yourself (Activity 5, p.24).

**Lesson 3:** What is Puberty? 3 (SOL 4.2)

Review Fact Sheet packet, complete In the Know (Activity 7, p.27) and Puberty Highs and Lows (Activity 8A and 8B, p. 28-29). Discuss and allow students to share as they are comfortable. Give Post Test (Activity 1A p.15), score and discuss.

#### Assessing the Learning:

Assessments are thoughtfully created and located within the above lesson descriptions.

## Unit 2, Lessons 4 - 6

### Girls and Puberty

|   |   |
|---|---|
| <p><b>Mastery Objective: <i>Students will:</i></b></p> <p>1. Gain an understanding of the female journey through puberty.</p> | <p><b>Essential Questions:</b></p> <p>1. What specific changes occur in puberty within the female body?</p> |
|---|---|

#### Framing the Learning:

After developing a general understanding of puberty and its effects on the human body, students will take a closer look at this process as it occurs in females. Please follow the below lessons which utilize the resources within *The Puberty Workshop & Curriculum* binder.

#### Practice:

**Lesson 4:** Girls and Puberty (SOL 4.1)

Give the *Pre Test* (Activity 1A, p. 38) from the ***Girls and Puberty*** chapter, watch the *Girls and Puberty* video and complete the *Girl or Boy? Word Bank* (Activity 2A, p.40) as a class.

**Lesson 5:** Girls and Puberty (SOL 4.1)

Verbally review the word bank from the previous lesson. Distribute the *Fact Sheets* (p. 51-62) as a packet for student use. Students complete *Vocabulary Matching* (Activity 3A, p.42) with a partner and check as a class. As a class discuss and complete *The Female Reproductive System* (Activity 4A and 4B, p.44-45). Allow students time to complete *Name That Stage* (Activity 5A, p. 46) independently, then check as a class.

**Lesson 6:** Girls and Puberty (SOL 4.1)

Students complete *Periods Explained* (Activity 6A, p.48) with a partner, then check as a class. Discuss *Dear Answer Gal* (Activity 7, p.50) as a class.

#### Assessing the Learning:

Assessments are thoughtfully created and located within the above lesson descriptions.

## Unit 2, Lessons 7 - 9

### Boys and Puberty

|   |   |
|---|---|
| <p><b>Mastery Objective: Students will:</b></p> <p>1. Gain an understanding of the male journey through puberty</p> | <p><b>Essential Questions:</b></p> <p>1. What specific changes occur in puberty within the male body?</p> |
|---|---|

#### Framing the Learning:

After developing a general understanding of puberty and its effects on the human body (and specifically the female body), students will take a closer look at this process as it occurs in males. Please follow the below lessons which utilize the resources within *The Puberty Workshop & Curriculum* binder.

#### Practice:

**Lesson 7:** Boys and Puberty (SOL 4.1)

Give the *Pre Test* (Activity 1A, p. 63) from the ***Boys and Puberty*** chapter, watch the *Boys and Puberty* video and review/complete the *Girl or Boy? Word Bank* (Activity 2A, p.65) as a class [this is the same worksheet as the one from the *Girls and Puberty* video].

**Lesson 8:** Boys and Puberty (SOL 4.1)

Verbally review the word bank from the previous lesson. Distribute the *Fact Sheets* (76-82) as a packet for student use. Students complete *Vocabulary Matching* (Activity 3A, p.67) with a partner and check as a class. As a class discuss and complete *The Male Reproductive System* (Activity 4A and 4B, p.69-70). Allow students time to complete *Name That Stage* (Activity 5A, p.71) independently, then check as a class.

**Lesson 9:** Boys and Puberty (SOL 4.1)

Students complete *Am I Normal?* (Activity 6A, p.73) with a partner, then check as a class. Discuss *Dear Answer Dude* (Activity 7, p. 74) as a class.

#### Assessing the Learning:

Assessments are thoughtfully created and located within the above lesson descriptions.

## Unit 2, Lesson 10

### Puberty Review and Assessment

|  |  |
|--|--|
| <p><b>Mastery Objective: <i>Students will:</i></b></p> <p>1. Demonstrate an understanding of the processes involved with both males and females going through puberty.</p> | <p><b>Essential Questions:</b></p> <p>1. How are the physical changes of males and females both different and the same as they experience puberty?</p> |
|--|--|

#### Framing the Learning:

Having learned about both the female and male experience within puberty, students will engage in a review session and then will complete the same short assessment they did at the beginning of the unit.

#### Active Instruction:

#### Practice:

Have students review *Fact Sheets* for both girls and boys. This can be done through some creative methods you have, or simple group or individual study time. It might present a nice opportunity to either introduce or reinforce what it means to “study” for a test if that has been a focus of yours in the classroom. Once you’ve adequately allowed for some final review, give the two Post-Tests together (both titled Activity 1A, p.38 and 63).

#### Assessing the Learning:

Prior to scoring these assessments, pass back to students their initial assessments from the first day in this unit (unscored). Have the students score both assessments together. Once this is completed, build a class plus-minus count on the improvement they made. Have students write their plus/minus number on the upper right-hand corner of one of their tests, and then walk around and keep a running tally. **(For instance, if Juan answered 4 out of 10 correctly on the first assessment, and then 8 out of 10 correctly on the second one, his plus/minus number would be +4, the positive difference between the two tests. If Janie scored a 6 the first time around and a 5 on the post-test, her number would be -1.)**

Once you’ve checked everyone’s numbers and kept a running total, put that number (which will more than likely be a large positive number) on the board for all to see, and explain how as a group they improved this much.

Finally, ask students if there were any questions that they still did not understand from the assessment. Check in privately at a later time with any students who had a negative number or did not improve between the two assessments.

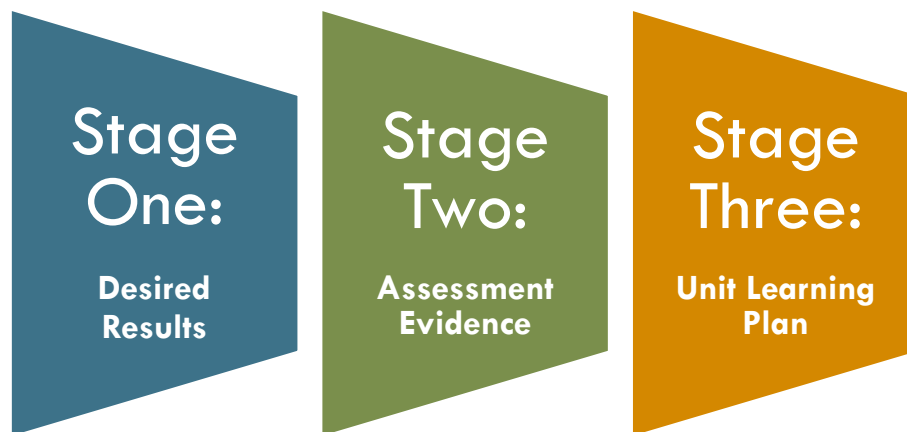
# Unit 3: My Baby Sister

## The Compelling “Why?” of This Unit:

Students begin to develop an awareness of the fertilization process that occurs in humans, as well as ensuing prenatal development.

## Suggested Time Frame:

1 week



## Virginia Standards of Learning to be Emphasized in This Unit:

4.3: The student will develop and awareness of human fertilization and prenatal development.



# Stage One: Desired Results

## Transfer Goals: *Students will:*

1. Understand and identify the processes involved with fertilization and fetal growth.
2. Be able to articulate the fertilization to birth narrative.

## Essential Questions:

1. What are the necessary components involved with human fertilization?
2. What steps are involved in the growth of a fetus from conception to birth?

## Declarative Knowledge Objectives (from the [VDOE Curriculum Framework](#)):

### Students will be able to explain, interpret, and apply the following:

1. [Key unit academic vocabulary](#): sperm, egg, fallopian tube, uterus, umbilical cord, fetus, embryo
2. *What vital components are needed in order for fertilization to occur?*

## Procedural Knowledge Objectives

### Students will:

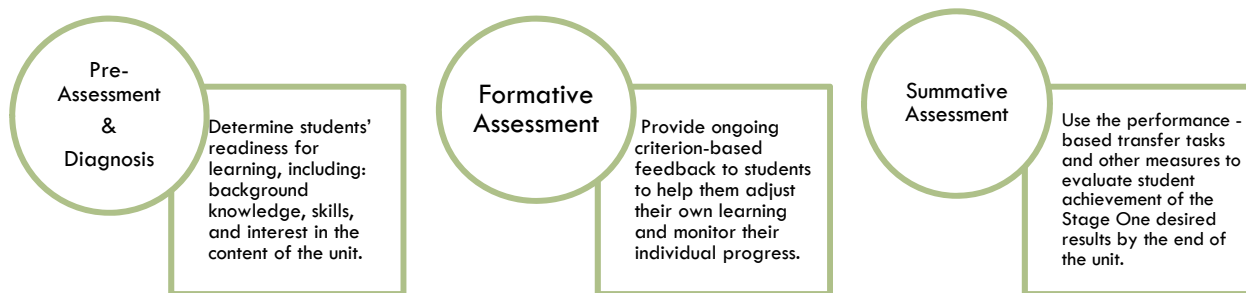
1. Identify the necessary components involved with human fertilization.
2. Demonstrate process of a fetus/embryo moving from conception to birth.

## Suggested Resources:

[Course Resources](#): Use this link to find VDOE resources, textbook information, and links to resources that will be valuable throughout the year.

[Unit Resources](#): Find unit-specific suggested resources below. Also see *Stage Three: Unit Learning Plan* for suggestions for incorporating these resources into the instructional sequence.

## Stage Two: Assessment Evidence



### Assessment Tools for This Unit

#### Pre-Assessment/Diagnosis:

- Students will brainstorm as a group where babies come from and the related processes involved with conception, growth, and birth.

#### Formative Assessment:

- [Suggested Strategies for Formative Assessment and Feedback to Students](#)
- Provide students with multiple opportunities to self-assess the ways in which they use their words and actions to express what they are feeling.

#### Summative Assessment:

**Unit 3 Transfer Task:** In the transfer task, students demonstrate their understanding of the main ideas of this unit by writing a narrative that explains to the reader the processes involved between conception and birth in human beings.

The task includes three versions, differentiated to provide multiple possibilities for assessing students' progress toward the transfer goals for the unit.

|                                  |  |
|----------------------------------|--|
| <b>Comprehensive Task</b>        | This version designed to be appropriate for most students.   |
| <b>Guided/Scaffolded Task</b>    | This version provides suggested scaffolding strategies for students who may require language modifications, especially Level 1-4 ELL students or students with disabilities. Teachers may provide more one-on-one assistance to help students complete each step of the task.  |
| <b>Accelerated/Enhanced Task</b> | This version expands the focus of the original transfer task for students who need additional enrichment and enhanced rigor. In this version of the task, students will add greater detail to their narrative by incorporating the following additional vocabulary words: Amniotic Sac, Blastocyst, Caesarian Section. |
| <b>Measurement Topic Rubrics</b> | The measurement topic assessed by this transfer task is <u>Understanding Anatomy and Physiology</u> .  |

# Stage Three: Unit Learning Plan

**Introduction:** Stage Three Learning Plans present a set of suggested teaching and learning activities (with a proposed sequence), designed to support students in preparing for the unit summative assessment and achieving understanding of Stage One Desired Results. Teachers may apply Stage Three suggestions as a basis for their own lesson planning.

## 1. Prepare and plan for the unit.

- Collaborate and co-plan with your 4<sup>th</sup> grade colleagues and school counselor or nurse to map out the explicit instruction teaching points of this unit.
- Consider integration opportunities with social studies, language arts, and PBIS or Responsive Classroom.
- Plan how you will monitor progress.
- Plan for at least one follow-up discussion/class meeting each week to address classroom community concerns and to celebrate successes.

## 2. Hook and engage student interest when introducing the unit:

- Read-aloud one of the suggested texts.
- Have students act out scenarios in which they practice saying “no.”
- Model exemplary ways to develop a sense of self and confidence with refusal skills.

## 3. Make the assessments transparent and meaningful to everyday experiences.

## 4. Implement a daily and systematically use explicit teaching and a gradual release of responsibility approach. You may use this [Teaching Point Planning Calendar](#). Sample mini-lessons include:

- *Making caring for self and others a part of everyday life.*
- *Using life experiences to learn and grow.*
- *Listening and sharing stories helps us understand one another.*

## 5. Use [Morning Meeting](#) to reinforce the key FLE topics/indicators: understanding a sense of self, building healthy relationships, maintaining personal health and wellness, maintaining personal safety, and analyzing influences.

### Key Components of Unit Instructional Sequence:

- Engage students, frame the unit learning and introduce unit essential questions.
- Pre-Assess students’ background knowledge, interests, and skills.
- Make the assessments transparent.
- Systematically use [explicit teaching and a gradual release of responsibility approach](#).
- Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.
- Support language development by immersing students in real-life experiences and prompting students to apply prior knowledge and skills in their L1 to their L2.
- Conclude instruction with accountable application of skills everyday life.

### Instructional Practices to Support ELLs:

1. Incorporate [specific language goals](#) into every lesson.
2. Provide students with opportunities to listen, read, write, and speak by using comprehensible input and providing [sentence frames](#) to scaffold students in the language demands of explaining key unit content.
3. Incorporate opportunities for students to practice unit learning through the use of [specific cooperative learning structures](#) such as time-share pair.
4. Support students in transferring L1 literacy skills to their L2.

6. **Support executive functioning skills by implementing consistent routines and expectations based on student self-monitoring, metacognition and self-regulation.** Encourage students to self-assess the ways in which they use appropriate words and actions as others for help and to graph or discuss their assessment with a parent or guardian.
7. **Conclude the learning with a celebration of student successes in developing a sense of self, building healthy relationships, and understanding of similarities and differences in families.** Connect students' learning and experiences in this unit to your school's PBIS program components.

**For assistance in reaching students with special needs, please consult the Virginia Department of Education's information site related to Family Life Education:**

[http://www.pen.k12.va.us/instruction/family\\_life\\_education/family\\_life\\_speced.pdf](http://www.pen.k12.va.us/instruction/family_life_education/family_life_speced.pdf)

#### **Using Higher Order Thinking Prompts and Questions**

**Have students investigate, debate, and discuss higher-order questions and prompts:**

- *What can I do to make sure I am showing respect for others' differences?*
- *How can I use my words and actions to show how I am feeling?*

## Unit 3, Lesson 1

### Pregnancy and Birth

|  |   |
|--|---|
| <p><b>Mastery Objective: Students will:</b></p> <p>1. Demonstrate their understanding of animal and human reproduction and growth.</p> | <p><b>Essential Questions:</b></p> <p>1. What processes are involved with fetal development and growth?</p> |
|--|---|

#### Framing the Learning:

Tell the students that they have now learned about how plants are able to reproduce in many different ways (seeds, cuttings, plantlets, etc.). Ask for volunteers to tell you some of the things they learned in the science unit about plant reproduction. Tell the students that they are now going to be learning about the development of babies in human beings. The teacher says; “We all may have misinformation or myths about pregnancy and birth – that’s why we study about it in school. No one should feel “dumb” because he/she offers some misinformation.” Ask them to tell you what they already know about how babies develop and where they come from. List all of their ideas on a large sheet of newsprint. (Post the sheet in the classroom and save it for discussion at the end of the second lesson.)

#### Active Instruction:

When the brainstorming is completed, tell students that they will soon be learning about human reproduction and the growth of a fetus (baby). Tell them that you will return to the list of things they knew (or thought they knew) at the end of the unit and talk about which items are correct on their list. **Optional:** *If you have students who do not brainstorm well, you can pass out index cards to each child. Ask them to write three things they know about human reproduction (how babies develop and where they come from). Collect the cards, read the comments, and then list them on the chart.*

**NOTE TO TEACHER:** Due to misinformation during the brainstorming session, the teacher may wish to clear up obvious fallacies relating to pregnancy rather than wait to the conclusion at lesson 5. Lessons on PREGNANCY AND BIRTH should be taught in a timely manner so that misinformation is quickly correct

#### Practice:

**CLAY DEMONSTRATION:** The purpose of this activity is to help children understand how very tiny the reproductive parts are and how tiny the developing baby is during the first few months of pregnancy. It is during the first few months of pregnancy when the mother must be most careful not to take medicines or expose herself to other dangerous situations -- yet this is the time when people can’t even tell that the women is pregnant, because the baby is so tiny.

Tell them that right now they are going to get to feel and see the differences for several months of development of the human fetus.

- Hold up the tiniest dot of play doh you can. Tell students, “This is the even bigger than the egg that is inside the women that is used for producing a baby.” Next,

hold an open hand out to the class and ask, “Do you see how small the size of the sperm is?” Wait for students’ responses. Then remind them, “Sperm are so small that we cannot see them with our eyes. We would need a microscope to see a sperm. Next, pinch off play doh only about 1/4 inch long. Tell the students (and pass the bit of clay around to the students) that this clay represents an embryo that is about one month old. At this time, there are no arms or legs, just little buds beginning to form. The embryo is so small that the mother cannot even feel that it is inside her uterus.

- Hold up a ball of play doh (or clay) about 1-1/4 inches in diameter. (This weighs about one ounce.) Then stretch this ball to about 2 inches in length and give it little arms and legs. Tell the students that this clay represents a fetus that is about **three months old**. It has begun to get active, but the mother can’t feel it yet because it is still too small. It has arms, legs, fingers, and toes, and these can move around a little bit. The lungs have also begun to develop.
- Hold up some clay which weighs about 1-3/4 pounds. This should be about 14 inches long. Tell the children (and pass the clay around) that this is how much the fetus or baby has grown when it is **six months old**.
- (Remind the students that it takes about nine months for the baby to be fully developed.) At this point, the baby has digestive glands, an excretory system, and hair on the head; the skeleton has hardened, and the heartbeat can be heard by the mother. The baby can also kick and hiccup, which can be felt by the mother and sometimes by others if they put their hand on the mother’s abdominal area.
- Hold up some clay weighing about eight pounds with a length of about 20 inches. Tell the students that this represents the fetus or developing baby at age **nine months** right before birth. The baby looks and acts like many of the young babies they might have seen. It is now turned with its head down so that it can begin the birth process when it is ready.

**NOTE TO TEACHER:** If you do not have access to 8 pounds of clay, it is sufficient to use the clay examples for the early stages only.

### Summarizing/Anchoring the Learning:

Remind the children of the minuscule piece of clay that we started with for the egg and the sperm that we could not see, and then what we ended up with. Remind them that all mammals grow within the mother’s uterus, but that the mothers are pregnant long before they look pregnant because the fetuses are so small.

Inform them that in their next lesson, the final FLE lesson of the year, they will watch a short video that demonstrates human fertilization and prenatal development, as well as discuss their brainstormed list to correct/adjust any theories they originally put forth about how babies develop and where they come from.

### Assessing the Learning:

Check-in with students to find out if they have any questions regarding the Clay Demonstration.

## Unit 3, Lesson 2

### Prenatal Development

|  |   |
|--|---|
| <p><b>Mastery Objective: <i>Students will:</i></b></p> <p>1. Gain an understanding of the process of conception and the subsequent prenatal development of a human baby.</p> | <p><b>Essential Questions:</b></p> <p>1. What processes are involved with fetal development and growth?</p> |
|--|---|

#### Framing the Learning:

Explain to students that they will be watching a short video on conception and prenatal development, and following that they will be revisiting the brainstormed list of where babies come from that you worked on during the last lesson.

#### Active Instruction:

Begin with a short recap of the last lesson (the brainstormed list mentioned above, the clay activity). Refresh students' memories so they can begin watching the video with an expectation of what is to come.

#### Practice:

In order to play the *From Fertilization to Birth* video (link below), you must log into the Discovery Education site ([discoveryeducation.com](http://discoveryeducation.com)). The username is "TCW1516" and the password is "ACPSK12"

Video link:

<https://app.discoveryeducation.com/learn/videos/8086c5c9-6a6d-4949-abd1-1a0a10112b00?hasLocalHost=false>

#### Summarizing/Anchoring the Learning:

Following the short video, answer any immediate questions students have. If the conversation steers from physical growth and birth to an inappropriate conversation about how babies are made, feel free to explain to students that they will be learning about that information in the coming years with FLE instruction, or that they should seek a trusted adult at home.

Bring the newspaper list into focus and review a few of the answers students gave at the beginning of the first lesson. Ask them again what they know about how babies develop and where they come from. Use portions of the video (either by memory or replay) to reinforce correct answers or to correct misinformation.

#### Assessing the Learning:

**Transfer Task:** Have the students (either individually or in pairs or small groups) write a narrative about the process of fertilization and prenatal growth. Have the following words on the board and ask students to correctly incorporate them into their paragraph: **Egg, Fallopian Tube, Sperm, Umbilical Cord, Uterus.**

Once groups finish, ask for volunteers to read their paragraphs aloud. Listen to as many groups as will share given your time constraints. Be sure to correct any misinformation and celebrate correct

sequencing and labeling. Prepare a paragraph that correctly uses all of the terms to disseminate to those students/groups that have difficulty with the assignment.

*Please email curriculum comments  
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