

# VIRGINIA STANDARDS OF LEARNING CORRELATED WITH VIRGINIA RULES LESSONS

SOLs Correlated with Virginia Rules Lesson Introduction to Laws in Virginia
Govt. 2c
Govt. 2d
Govt. 2e
Govt. 2f
Govt. 3b
Govt. 3c
Govt. 4b
Govt. 4c
Govt. 8a
Govt. 8b
Govt. 8d
Govt. 9c
Govt. 9e
Govt. 11d
Govt. 11e
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18c
Govt. 19b
Govt. 19c
CE. 2a
CE. 3b
CE. 3c
CE. 3d
CE. 3e
CE. 4a
CE. 4b
CE. 4c
CE. 4d
CE. 4f
VS. 3d
VS. 6a
VS. 6b
VS. 10a
VUS. 5a
VUS. 5b
VUS. 5c
Health 6.7

SOLs Correlated with Virginia Rules Lesson Virginia's Judicial System
Govt. 3b
Govt. 3c
Govt. 4c
Govt. 8a
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3b
CE. 3c
CE. 4b
CE. 4d
CE. 10c
CE. 10d
VS. 10a

SOLs Correlated with Virginia Rules Lesson Virginia's Juvenile Justice System
Govt. 3b
Govt. 3c
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3b
CE. 3c
CE. 4b
CE. 4d
CE. 10c
CE. 10d
FL 10.16
FL 12.7
FL 12.8

SOLs Correlated with Virginia Rules Lesson Introduction to a Virginia Courtroom
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18b
CE. 3b
CE. 3c
CE. 3e
CE. 4d
CE. 10c

SOLs Correlated with Virginia Rules Lesson Criminal Law Basics
Govt. 3b
Govt. 4c
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18b
Govt. 18g
Govt. 19b
Govt. 19c
CE. 2a
CE. 3b
CE. 3c
CE. 4a
CE. 4d
CE. 10c
Health 6.7

<b>SOLs Correlated with Virginia Rules Lesson Civil Law Basics</b>
Govt. 3b
Govt. 4c
Govt. 16c
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 10c
CE. 13e

<b>SOLs Correlated with Virginia Rules Lesson Bullying</b>
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3c
CE. 4b
CE. 4d
CE. 4f
Health 6.3
Health 6.5
Health 7.1
Health 7.5
Health 9.3
Health 10.1
Health 10.3
Health 10.5
FL 6.12
FL 7.12
FL 9.7
FL 12.8

<b>SOLs Correlated with Virginia Rules Lesson Teens and Violence</b>
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3c
CE. 4b
CE. 4d
CE. 4f
Health 6.4
Health 6.5
Health 7.1
Health 7.5
Health 9.1
Health 9.3
Health 9.5
Health 10.1
Health 10.3
Health 10.5
FL 6.8
FL 6.9
FL 6.12
FL 7.13
FL 8.3
FL 9.7
FL 10.2
FL 10.4
FL 12.8

<b>SOLs Correlated with Virginia Rules Lesson Dating Violence</b>
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3c
CE. 4d
CE. 4f
Health 6.4
Health 6.5
Health 7.1
Health 7.4
Health 7.5
Health 9.1
Health 9.3
Health 9.5
Health 10.1
Health 10.3
Health 10.5
FL 6.8
FL 6.9
FL 6.12
FL 7.10
FL 7.12
FL 7.13
FL 8.5
FL 9.5
FL 9.7
FL 10.2
FL 10.16
FL 12.8

<b>SOLs Correlated with Virginia Rules Lesson Student Responsibilities</b>
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
Govt. 19c
CE. 3b
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 4f
CE. 10d
Health 6.5
Health 7.1
Health 9.3
Health 10.3
Health 10.5
FL 6.7
FL 7.13
FL 10.4

<b>SOLs Correlated with Virginia Rules Lesson Keeping Your Driver's License</b>
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
CE. 3c
CE. 4c
CE. 4d
CE. 4f
Health 6.4
Health 6.5
Health 7.1
Health 9.3
Health 10.1
Health 10.3
Health 10.5
DE. 1
DE. 8

<b>SOLs Correlated with Virginia Rules Lesson Keeping Your Driver's License</b>
DE. 9
FL 10.4

<b>SOLs Correlated with Virginia Rules Lesson Gangs</b>
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
CE. 3c
CE. 4c
CE. 4d
CE. 4f
Health 6.1
Health 6.3
Health 6.4
Health 6.5
Health 7.1
Health 8.2
Health 8.5
Health 9.3
Health 10.2
Health 10.3
Health 10.5
FL 6.12
FL 10.3
FL 10.4
FL 12.8

<b>SOLs Correlated with Virginia Rules Lesson Victims' Rights</b>
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3c
CE. 3e
CE. 4d
CE. 4f
Health 7.1

<b>SOLs Correlated with Virginia Rules Lesson Victims' Rights</b>
Health 7.4
Health 10.3
Health 10.5
FL 6.9
FL 9.7
FL 10.16
FL 12.8

<b>SOLs Correlated with Virginia Rules Lesson Family Relationships and the Law</b>
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 4f
Health 7.1
Health 7.4
Health 10.3
Health 10.5
FL 6.7
FL 6.8
FL 6.9
FL 6.10
FL 8.3
FL 8.12
FL 9.2
FL 9.4
FL 9.5
FL 9.7
FL 10.2
FL 10.4
FL 10.16
FL 10.17
FL 12.1
FL 12.7
FL 12.8

<b>SOLs Correlated with Virginia Rules Lesson Internet Safety</b>
Govt. 17c
Govt. 17d
Govt. 18a
CE. 3c
CE. 4d
CE. 4f
Health 6.4
Health 7.1
FL 6.8
FL 7.10
FL 8.3
FL 9.7
FL 10.2
FL 10.4

<b>SOLs Correlated with Virginia Rules Lesson Underage Drinking</b>
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
CE. 3c
CE. 4a
CE. 4b
CE. 4c

<b>SOLs Correlated with Virginia Rules Lesson Underage Drinking</b>
CE. 4d
CE. 4f
CE. 4g
Health 6.1
Health 6.3
Health 6.4
Health 6.5
Health 7.1
Health 7.2
Health 7.5
Health 8.2
Health 8.5
Health 9.1
Health 9.3
Health 9.5
Health 10.1
Health 10.3
Health 10.5
DE. 8
DE. 9
FL 6.9
FL 6.10
FL 8.3
FL 8.12
FL 10.3
FL 10.4

<b>SOLs Correlated with Virginia Rules Lesson Teens and Crime Prevention</b>
Govt. 17c
Govt. 17d
Govt. 18a
Govt. 18g
CE. 3c
CE. 3e
CE. 4a
CE. 4c
CE. 4d
CE. 4f
CE. 4g
Health 6.7
Health 7.5
Health 8.2
Health 8.5
Health 9.1
Health 9.3
Health 9.5
Health 10.2
Health 10.3
FL 7.10
FL 8.3
FL 10.3
FL 12.8

# Virginia Standards of Learning

## Virginia and United States Government (Approved 2008)

**GOVT.2c - The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by**

c) examining the writings of Hobbes, Locke, and Montesquieu. (limited government; government's authority coming only from the consent of the governed; separation of powers)

**GOVT.2d - The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by**

d) explaining the guarantee of the "rights of Englishmen" set forth in the charters of the Virginia Company of London.

**GOVT. 2e - The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by**

e) analyzing the natural rights philosophies expressed in the Declaration of Independence. (all men created equal; government based on an agreement between people and leaders)

**GOVT.2f - The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by**

f) examining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

**GOVT.3a, b, c, d, e - The student will demonstrate knowledge of the concepts of democracy by**

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise;
- e) recognizing the freedom of the individual.

**GOVT.4b - The student will demonstrate knowledge of the Constitution of the United States of America by**

b) identifying the purposes for government stated in the Preamble.

**GOVT.4c - The student will demonstrate knowledge of the Constitution of the United States of America by**

c) examining the fundamental principles upon which the Constitution is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

**GOVT.8a - The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by**

a) examining the legislative, executive, and judicial branches.

**GOVT.8b - The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by**

b) examining the structure and powers of local (county, city, and town) governments.

**GOVT.8d - The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by**

d) examining the ways individuals and groups exert influence on state and local governments.

**GOVT.9c - The student will demonstrate knowledge of the process by which public policy is made by**

c) describing how the state and local governments influence the public agenda and shape public policy;

**GOVT.9e - The student will demonstrate knowledge of how public policy is made by**

e) describing how individuals, interest groups, and the media influence public policy.

**GOVT.11a - The student will demonstrate knowledge of civil liberties and civil rights by**

a) examining the Bill of Rights, with emphasis on First Amendment freedoms.

**GOVT.11b - The student will demonstrate knowledge of civil liberties and civil rights by**

b) analyzing due process of law expressed in the 5th and 14th Amendments.

**GOVT.11d - The student will demonstrate knowledge of civil liberties and civil rights by**

d) exploring the balance between individual liberties and the public interest.

**GOVT.11e - The student will demonstrate knowledge of civil liberties and civil rights by**

e) explaining every citizen's right to be treated equally under the law.

**GOVT.16c - The student will demonstrate knowledge of the role of government in the Virginia and United States economies by**

c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.

**GOVT.17a, b, c, d, e, f - The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by**

a) practicing trustworthiness and honesty;  
b) practicing courtesy and respect for the rights of others;  
c) practicing responsibility, accountability, and self-reliance;  
d) practicing respect for the law;  
e) practicing patriotism;-;  
f) practicing financial responsibility.

**GOVT.18a, b, c, d, e, f, g - The student will demonstrate that thoughtful and effective participation in civic life is characterized by**

a) obeying the law and paying taxes;  
b) serving as a juror;  
c) participating in the political process;  
d) performing public service;  
e) keeping informed about current issues;  
f) respecting differing opinions in a diverse society.  
g) practicing personal and fiscal responsibility.

**GOVT.19b - The student will explain the meaning of citizenship in the United States and how it relates to American civic life by**

b) recognizing that American citizenship is defined by shared political and civic beliefs and values.

**GOVT.19c - The student will explain the meaning of citizenship in the United States and how it relates to American civic life by**

c) describing how Americans are citizens of their locality, state and nation.

## **Virginia Studies**

**VS.3d - The student will demonstrate knowledge of the first permanent English settlement in America by**

d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America.

**VS.6a - The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by**

a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”

**VS.6b - The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by**

b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

**VS.10a - The student will demonstrate knowledge of government, geography, and economics by**

a) identifying the three branches of Virginia government and the function of each.

## **Civics and Economics**

**CE.2a - The student will demonstrate knowledge of the foundations of American constitutional government by**

a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.

**CE.3b - The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by**

b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.

**CE.3c - The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by**

c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.

**CE.3d - The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by**

d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.

**CE.3e - The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by**

e) evaluating how civic and social duties address community needs and serve the public good.

**CE.4a, b, c, d, e, f, g - The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by**

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision-making;
- g) practicing service to the school and/or local community.

**CE.10c - The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by**

c) comparing and contrasting civil and criminal cases.

**CE.10d - The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by**

d) explaining how due process protections seek to ensure justice.

**CE.13e - The student will demonstrate knowledge of the role of government in the United States economy by**

e) describing the protection of consumer rights and property rights.

## **Virginia & US History**

**VUS.5a -The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by**

a) explaining the origins of the Constitution, including the Articles of Confederation;

**VUS.5b - The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by**

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

**VUS.5c - The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by**

c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

# HEALTH

## Grade 6

**Health 6.1 - The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include**

- a. the importance of significant friends or adult mentors;
- b. the relationship between self-image and gang-related behaviors;
- c. the effects of environmental influences on personal health;
- d. refusal strategies related to alcohol, tobacco, and other drugs;
- e. prevention of communicable and non-communicable diseases.

**Health 6.3 - The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include**

- a. the effects of stress;
- b. respect for individual differences;
- c. positive and negative responses to criticism;
- d. the effects of peer pressure;
- e. the effects of bullying;
- f. issues related to body image and weight management.

**Health 6.4 - The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include**

- a. the relationships among personal actions, self-image, and personal success;
- b. the importance of accepting responsibility for personal actions;
- c. the use of resistance skills to avoid violence, gangs, weapons, and drugs;
- d. identification and avoidance of risk-taking behaviors.

**Health 6.5 - The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include**

- a. safety habits in vehicles and public areas;
- b. first-aid and safety practices;
- c. strategies to prevent accidents and injuries;
- d. the need for and use of protective gear;
- e. awareness of behaviors that can result in violent acts.

## Community Health and Wellness

**Health 6.7 - The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include**

- a. involvement in community and family projects;
- b. increased participation as a leader;
- c. development of conflict-resolution skills;
- d. respect for the opinions and beliefs of other individuals;
- e. respect for rules and regulations.

## Grade 7

**Health 7.1 - The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include**

- a. alternatives to gang-related behaviors and acts of violence;
- b. recognition of harmful and risky behaviors;
- c. the benefits of stress management and stress-reduction techniques;
- d. development of strategies for coping with disappointment;
- e. factors that affect school success;
- f. the impact of difficult family situations;
- g. development of healthy interpersonal relationships.

**Health 7.2 - The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include**

- a. the effects of nutrition on daily performance;
- b. the importance of participating in recreational and leisure activities;
- c. strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;
- d. the health benefits of regular physical activity and fitness;
- e. the impact of sleep and rest on physical and mental performance.

**Health 7.4 - The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include**

- a. the relationship of social and environmental factors to individual and community health;
- b. the community's financial resources dedicated to promoting health;
- c. the community's support of health services and partnerships;
- d. the availability of emergency response systems and services;
- e. the community's support of recreational and leisure activities.

**Health 7.5 - The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include**

- a. implementation of safe and healthy practices and behaviors;
- b. advocacy and use of appropriate methods of expressing opinions on health issues;
- c. the benefits of community service.

## Grade 8

**Health 8.2 - The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include**

- a. the risks associated with gang-related activities;
- b. the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues;
- c. the importance of developing relationships that are positive and promote wellness;
- d. the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

**Health 8.5 - The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include**

- a. methods used to reduce health hazards and risks;
- b. the health risks associated with yielding to negative peer pressure;

- c. practices associated with healthy environments;
- d. opportunities for community service.

## **Grade 9**

### **Health 9.1 - The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include**

- a. the use of current research and scientific study to interpret nutritional principles;
- b. a decision-making process for selecting health and wellness products;
- c. development of personal standards regarding the use of alcohol, tobacco, and other harmful substances;
- d. maintenance of health habits that promote personal wellness;
- e. implementation of a fitness and lifelong physical activity plan;
- f. establishment of personal parameters for appropriate and inappropriate health behaviors;
- g. utilization of a personal system for coping with distress and stress;
- h. management of deadlines;
- i. peaceful resolution of conflicts.

### **Health 9.3 - The student will analyze, synthesize, and evaluate the relationships among positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include**

- a. risky behaviors that may result in permanent disability for self or others;
- b. the consequences of using weapons in acts of violence;
- c. identification of situations involving risks;
- d. use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures;
- e. the effects of alcohol and other drug use.

### **Health 9.5 - The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include**

- a. the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
- b. promotion of community projects;
- c. development of school and community health programs for citizens of all ages;
- d. the need for community services;
- e. the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

## **Grade 10**

### **Health 10.1 - The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include**

- a. the impact of healthy and poor nutritional choices;
- b. the effects of active and sedentary lifestyles;
- c. the effects of tobacco, alcohol, inhalants, and other drug use;
- d. behaviors that result in intentional and unintentional injury.

**Health 10.2 - The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include**

- a. the empowering effect of being assertive;
- b. the impact of involvement in school and community activities;
- c. the value of exercising self-control;
- d. the merits of goal setting;
- e. the influence of emotions and peer approval on personal decision-making;
- f. the influence of the environment on the individual;
- g. family health habits and behaviors as they relate to promotion of health and wellness;
- h. the importance of support and encouragement from positive role models.

**Health 10.3 - The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include**

- a. strategies to reduce and prevent violence;
- b. peaceful resolution of conflicts;
- c. administration of emergency care;
- d. recognition of tendencies toward self-harm;
- e. recognition of life-threatening situations;
- f. crisis-management strategies;
- g. methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
- h. recognition of when to seek support for self and others.

**Health 10.5 - The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include**

- a. the benefits of volunteering;
- b. the outcome of drinking and driving;
- c. the consequences of using acts of violence to settle disputes;
- d. the need for organized efforts to address community health and wellness issues;
- e. the responsibilities of citizens to promote the health and wellness goals of the community;
- f. the value of positive role models;
- g. the negative influence of teenage drug and alcohol use on younger members of the community.

## **Driver Education**

**DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege. Key concepts include**

- a. licensing requirements and types of licenses;
- b. the motor vehicle section of the *Code of Virginia*;
- c. the organ- and tissue-donation designation process.

**DE.8 The student will analyze and describe the physiological, psychological, and cognitive effects of alcohol and other drugs and their impact on a driver's awareness of risks and involvement in collisions. Key concepts include**

- a. prescribed and over-the-counter medications;

- b. illegal or illicit drugs;
- c. effects of alcohol and other drugs on vision and space management;
- d. synergistic effects of drugs;
- e. when alcohol is eliminated from the body.

**DE.9 The student will identify and analyze the legal, health, and economic consequences associated with alcohol and other drug use and driving. Key concepts/skills include**

- a. positive and negative peer pressure;
- b. refusal and peer-intervention skills;
- c. Implied Consent, Zero Tolerance, and Use and Lose laws;
- d. Administrative License Revocation, loss of license, ignition interlock, and other licensing restrictions;
- e. court costs, insurance requirements, Virginia Alcohol Safety Action Program referral, and other costs.

## **Family Life Education**

### **Grade 6**

**FL 6.7 The student will describe personal characteristics that can contribute to happiness for self and others.**

This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice responding to situations using positive mental health practices.

**FL 6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.**

This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.

**FL 6.9 The student will become aware of community healthcare and safety agencies and their functions.**

Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted diseases, including HIV/AIDS; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

**FL 6.10 The student will explain the effects of substance abuse on the individual, family, school, and society.**

The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the progression of the addiction, drunken driving, physical and sexual abuse, mental health issues, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

**FL 6.12 The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.**

Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to men and women are stressed as choices and are identified in the decision-making process.

## **Grade 7**

**FL 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.**

Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.

**FL 7.12 The student will identify the issues associated with friendships.**

The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process. The student will identify the characteristics of healthy and unhealthy friendships and other relationships.

**FL 7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**

Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

## **Grade 8**

**FL 8.3 The student will become aware of the need to think through decisions and to take responsibility for them.**

The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives. Students

will discuss the impact of personal information posted on social networking sites such as MySpace, Facebook or Twitter on future goals.

**FL 8.5 The student will recognize the nature of dating during adolescence.**

Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs for potentially abusive dating relationships and negative mental health practices.

**FL 8.12 The student will describe the effects of alcohol and drug abuse on families and peer relationships.**

The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family and sexual violence.

## **Grade 9**

**FL 9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.**

Topics include the function of the family, family forms, family strengths, and family influences on society. The benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities in society will be included.

**FL 9.4 The student will review and apply the decision-making process.**

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.

**FL 9.5 The student will review the nature and purposes of dating.**

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.

**FL 9.7 The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**

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.

## **Grade 10**

**FL 10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.**

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.

**FL 10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.**

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.

**FL 10.4 The student will use the steps in the decision-making process to solve specific problems.**

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.

**FL 10.16 The student will compile a list of community agencies and resources available to assist individuals and families.**

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.

**FL 10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.**

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.

## **Grade 12**

**FL 12.1 The student will describe the value of the home and family as primary sources of enrichment and personal renewal.**

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.

**FL 12.4 The student will explain how parental responsibilities change throughout the family life cycle.**

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 of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.

**FL 12.7 The student will interpret state laws that affect family life.**

Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, mental health, child abuse, sexual abuse and assault, and legal responsibilities of parents.

**FL 12.8 The student will identify ways of preventing and/or coping with various types of violence.**

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.