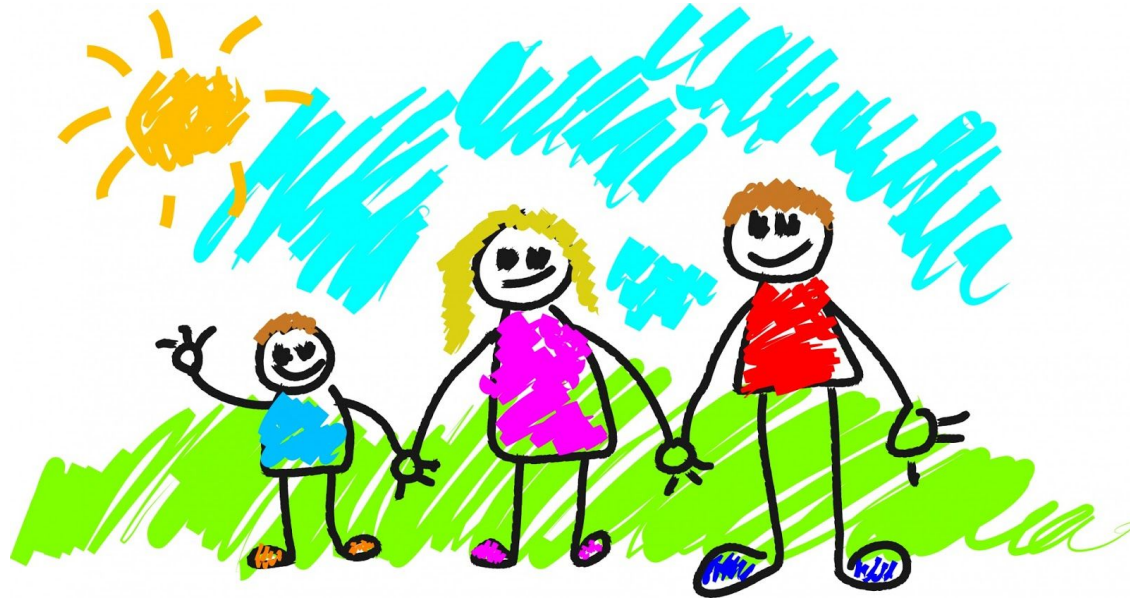


# Benjamin Franklin Middle School

## Family Life Curriculum



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2017-2018

6th Grade FLE SOL Coverage

SOL	LESSON COVERED
5.6	FAMILY LIFE
5.10	TOO GOOD FOR DRUGS
5.14	FAMILY LIFE
6.1	FAMILY LIFE
6.2	FAMILY LIFE
6.3	FAMILY LIFE
6.4	DISEASES, FAMILY LIFE
6.5	FAMILY LIFE
6.6	FAMILY LIFE
6.7	HEALTH TRIANGLE, FAMILY LIFE, TOO GOOD FOR DRUGS
6.8	FAMILY LIFE
6.9	FAMILY LIFE, SAFETY
6.10	TOO GOOD FOR DRUGS
6.11	TOO GOOD FOR DRUGS
6.12	FAMILY LIFE, TOO GOOD FOR DRUGS

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 6.1-The student will understand personal hygiene practices and the physical changes that occur during puberty.**

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
6	6.1	1-60 minute lesson. March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Health Textbook- <i>Teen Health</i> -© 2005 pg 167	Compare and contrast signs of puberty for males and females. Practice good hygiene habits.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 6.2 The student will explain the effects of growth on development, attitudes and interests.**

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

<b>Grade Level</b>	<b>SOL's covered</b>	<b>Time Frame</b>	<b>Instructor</b>	<b>Activity/Resources / Materials</b>	<b>Essential Knowledge and Skills</b>
6	6.2	1-60 minute lesson March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Health Textbook- <i>Teen Health</i> -© 2005 pg 166-168	Discuss how puberty affects all three sides of the health triangle.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.**

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
6	6.3	1-60 minute lesson March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Health Textbook- <i>Teen Health</i> -© 2005 pg 166-168	Define puberty, nocturnal emission, erection and menstruation. Identify hormones that are responsible for changes and emotions.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 6.4 The student will recall basic facts about sexually transmitted infections.**

Descriptive Statement: Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
6	6.4 5.14	1-60 minute lesson March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Health Textbook- <i>Teen Health</i> -© 2005 pg 191-192	Identify common sexually transmitted infections, how diseases may be treated and how to prevent contracting these diseases.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 6.5 The student will be able to describe the etiology, effects, and transmission of HIV.**

Descriptive Statement: Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

<b>Grade Level</b>	<b>SOL's covered</b>	<b>Time Frame</b>	<b>Instructor</b>	<b>Activity/Resources / Materials</b>	<b>Essential Knowledge and Skills</b>
6	6.5	1-60 minute lesson March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Health Textbook- <i>Teen Health</i> -© 2005 pg 192-195	Describe how HIV is spread and understand current treatments.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.**

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted infections, unintended pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), socioeconomic, mental and physical consequences.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
6	6.6 5.6	1-60 minute lesson March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Past FLE SOL curriculum guide	List the advantages of delaying sexually activity.



**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

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

Descriptive Statement: 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.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
6	6.8	1-60 minute lesson March/April	Health Teacher	<a href="#">Shared-Teacher made Activboard presentation</a>  Health Smart VA Website  Virginia Department of Social Services training <a href="http://www.dss.virginia.gov/abuse/mr.cgi">http://www.dss.virginia.gov/abuse/mr.cgi</a>	Identify types of abuse and where to get help.

**7th Grade FLE SOL Coverage**

<b>SOL</b>	<b>LESSON COVERED</b>
7.1	Health - Unit on Family
7.2	Family life
7.3	FAMILY LIFE
7.4	FAMILY LIFE
7.5	FAMILY LIFE
7.6	Resource officer
7.7	FAMILY LIFE
7.8	FAMILY LIFE
7.9	FAMILY LIFE
7.10	Moved to 8th grade
7.11	FAMILY LIFE
7.12	FAMILY LIFE, SAFETY
7.13, 8.4	Health class - Friendship Unit
7.14	Family life
7.15	Health class - Respect for Others Unit/Family/Relationships Unit
7.16	Health class - Respect for Others/Relationships Unit

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.**

Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding menstruation, spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.

<b>Grade Level</b>	<b>SOL's covered</b>	<b>Time Frame</b>	<b>Instructor</b>	<b>Activity/Resources / Materials</b>	<b>Essential Knowledge and Skills</b>
7	7.2	One 30 min. lesson within a 60 minute period.  April	Health teacher	Teen Health pp.160,164	The student will understand the changes in early adolescence.  The student will be aware of the characteristics of their body growth.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.3 The student will realize that physical affection does not have to be sexual, but it also can be an expression of friendship, of celebration, or of a loving family.**

Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. The student will recognize the difference between appropriate and inappropriate physical affection. Characteristics of abusive relationships will be addressed.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.3	One 45-50 min lesson within a 60 minute period  April	Health teacher	Choosing the Best Way -pp. 29-34  Teen Health-pp.202-203  Health Smart VA Website	The student will understand that physical affection does not mean sexual.  The student will understand the difference between appropriate and inappropriate physical affection.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital, abusive, and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust,**

Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Refusal skills are taught and practiced by students. Characteristics of abusive relationships, which may also involve alcohol and other drug use and abuse or inappropriate use of electronic devices such as phone or internet, are addressed. In addition, the consequences of teenage pregnancy, the nature of sexually transmitted infections, and the benefits of delaying sexual activity are discussed.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.4	One 45-50 min lesson  April	Health teacher	Choosing the Best way pp.pp.23-28  Teen Health- pp.231-234  Health Smart VA Website	The student will understand that it is ok to say "no". The student will understand the consequences of teenage pregnancy, the nature of STIs, and the benefits of delaying sexual activity. The students will discuss whether or not they think they are ready to be a parent.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.5 The student will identify messages in society related to sexuality**

Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media containing negative components. Students will demonstrate how these messages affect mental health issues related to sexuality.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.5	One 45-50 min lesson within a 60 minute period  April	Health teacher	Teen Health-pp.226-229	The student will understand the messages found in advertising media, music and videos, TV, films. Students will be explain the messages from the media and it affects mental health issues related to sex.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.7 The student will be aware of the consequences of preteen and teenage sexual intercourse.**

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.7	One 45-50 min lesson within a 60 minute period  April	Health teacher	Choosing the Best Way  Teen Health	The student will be able to explain the consequences of preteen and teenage sexual intercourse. The student will understand the information about transmitted infections. The student will realize the positive results and freedoms that go along with waiting until marriage.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.8 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.**

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.8	One 45-50 min lesson within a 60 minute period  April	Health teacher	Choosing the Best Way -pp. 23-24,25  Teen Health- p.206	The student will understand the responsibilities involved with the emotional, mental, physical, social and economic pressures that come with young parents. The student will understand the risks that come with young pregnancies.



**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.9 The student will describe the signs and symptoms of pregnancy**

Descriptive Statement:Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

<b>Grade Level</b>	<b>SOL's covered</b>	<b>Time Frame</b>	<b>Instructor</b>	<b>Activity/Resources / Materials</b>	<b>Essential Knowledge and Skills</b>
7	7.9	One 45-50 min lesson within a 60 minute period  April	Health teacher	Choosing the Best Way - pp. 23-28-  Teen Health- p. 258	The student understand the changes and the need for early detection of pregnancy. The student will know who to contact for a healthy and successful pregnancy.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.11 The student will explain techniques for preventing and reporting sexual assault and molestation.**

Descriptive Statement: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. The signs of human sex trafficking and how to seek adult assistance will be discussed. Community resources for victims of molestation and assault are identified.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.11	One 45-50 min lesson within a 60 minute class period  April	Health teacher	Choosing the Best Way-p. 19 p.11 -  Resource Officer  Health Smart VA Website	The student will understand methods of handling assaults.  The student will be able to identify the signs of human trafficking and to seek help.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.12 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV.**

Descriptive Statement: Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.12	One 45-50 min lesson within a 60 minute class period  April	Health teacher	Choosing the Best Way pp.26- Teen Health pp.346	The student will understand and identify the causes, symptoms, treatment, prevention(abstinence) of STI's The student will understand the use of needles and HIV.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 7.14 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**

Descriptive Statement: 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 Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
7	7.14	One 45-50 min lesson within a 60 minute period  April	Health teacher	Choosing the Best Way pp 11.-  Teen Health pp. 226  Health Smart VA Website	The student will understand and identify the role of peers and peer groups. The student will understand the purpose of dating. The student will understand the importance of group dating and staying with friends, never being alone.

### 8th Grade FLE SOL Coverage

<b>SOL</b>	<b>LESSON COVERED</b>
<b>8.1</b>	<b>INTRODUCTION TO HEALTH LESSON - HEALTH TRIANGLE</b>
<b>8.2</b>	<b>MOVE TO 9TH GRADE</b>
<b>8.3</b>	<b>RISKY BEHAVIORS LESSON IN HEALTH</b>
<b>8.4</b>	<b>MOVE TO 7TH GRADE FRIENDSHIP UNIT/LESSON</b>
<b>8.5</b>	<b>FAMILY LIFE</b>
<b>8.6</b>	<b>MOVE TO 7TH GRADE FAMILY LIFE LESSON</b>
<b>8.7</b>	<b>FAMILY LIFE</b>
<b>8.8</b>	<b>STRESS LESSON IN HEALTH</b>
<b>8.9</b>	<b>STRESS LESSON IN HEALTH</b>
<b>8.10</b>	<b>FAMILY LIFE</b>
<b>8.11, 7.10</b>	<b>FAMILY LIFE</b>
<b>8.12</b>	<b>DRUG AND ALCOHOL UNIT/LESSON IN HEALTH</b>
<b>8.13</b>	<b>FAMILY LIFE</b>
<b>8.14</b>	<b>FAMILY LIFE</b>

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: FLE 8.5**

Descriptive Statement: 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 and characteristics of potentially abusive dating relationships and negative mental health practices.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
8	8.5	15-30 minutes within a 90 minute block  First semester classes taught in December  Second semester classes taught in May	Health Teacher	Glencoe Teen Health Textbook - Pages 262-267  Choosing the Best Path Curriculum Lesson 6  Health Smart VA Website	The student will discuss the need for belonging, love, and affection.  The student will explain the difference between love and infatuation.  The student will recognize characteristics of a potentially abusive relationship.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: FLE 8.7**

Descriptive Statement: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

<b>Grade Level</b>	<b>SOL's covered</b>	<b>Time Frame</b>	<b>Instructor</b>	<b>Activity/Resources / Materials</b>	<b>Essential Knowledge and Skills</b>
8	8.7	15-30 minutes during a 90 minute block  First semester classes taught in December  Second semester classes taught in May	Health Teacher	Glencoe Teen Health Textbook - pages 270-271  Choosing the Best Path Curriculum Lesson 7	The student will explain how to say no in an assertive way.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: FLE 8.10, FLE 7.10**

Descriptive Statement:

FLE 8.10 The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
8	8.10, 7.10	45-60 minutes of a 90 minute block  First semester classes taught in December  Second semester classes taught in May	Health Teacher	Choosing the Best Path Curriculum Lesson 3  Teen pregnancy facts found online	The student will discuss the physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teen pregnancy.  The student will identify the roles of a teenage mother and father. (Are you ready to be a parent?)



**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: 8.11, 7.10**

Descriptive Statement:

**FLE 8.11 Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted infections.**

**FLE 7.10 Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.**

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
8	8.11, 7.10	30 minutes of a 90 minute block  First semester classes taught in December  Second semester classes taught in May	Health Teacher	Choosing the Best Path Curriculum Lesson 3 and Lesson 5	The student will identify various methods of contraception.  The students will analyze the effectiveness of various contraceptives in preventing pregnancy and disease.  The student will discover that abstinence is the only 100% effective way to prevent an unwanted pregnancy and the spread of disease.  The student will explain that the purpose of using contraception is for family planning.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: FLE 8.13**

Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided.

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
8	8.13	30 minutes of a 90 minute block plus previous communication and conflict resolution lessons covered in health class  First semester classes taught in December  Second semester classes taught in May	Health Teacher	Communication Lesson in health class created by health teacher  Conflict Resolution Lesson in health class created by health teacher - Chapter 16 in Glencoe Teen Health Textbook  Glencoe Teen Health Textbook - page 267  Sexual Assault/Rape/ Dating Violence Pamphlets and Online Resources	The student will review using assertive skills and conflict resolution skills.  The student will recognize the characteristics of dating violence, electronic harassment, and abusive relationships.

**BENJAMIN FRANKLIN MIDDLE SCHOOL FAMILY LIFE EDUCATION CURRICULUM**

**Standard of Learning: FLE 8.14**

Descriptive Statement: This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed

Grade Level	SOL's covered	Time Frame	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
8	8.14	15-20 minutes of a 90 minute block  First semester classes taught in December  Second semester classes taught in May	Health Teacher	Glencoe Teen Health Textbook - 74-76  Choosing the Best Path Curriculum - Portion of Lesson 2	The student will identify how HIV/AIDS is transmitted.  The student will describe risky behaviors that may put someone at risk of contracting HIV.  The student will discuss the effectiveness of the condom in preventing the spread of HIV.  The student will explain that abstinence is the only 100% effective way to prevent the spread of HIV.