

TUCSON UNIFIED SCHOOL DISTRICT

FAMILY LIFE CURRICULUM

GOVERNING BOARD

Kristel Ann Foster

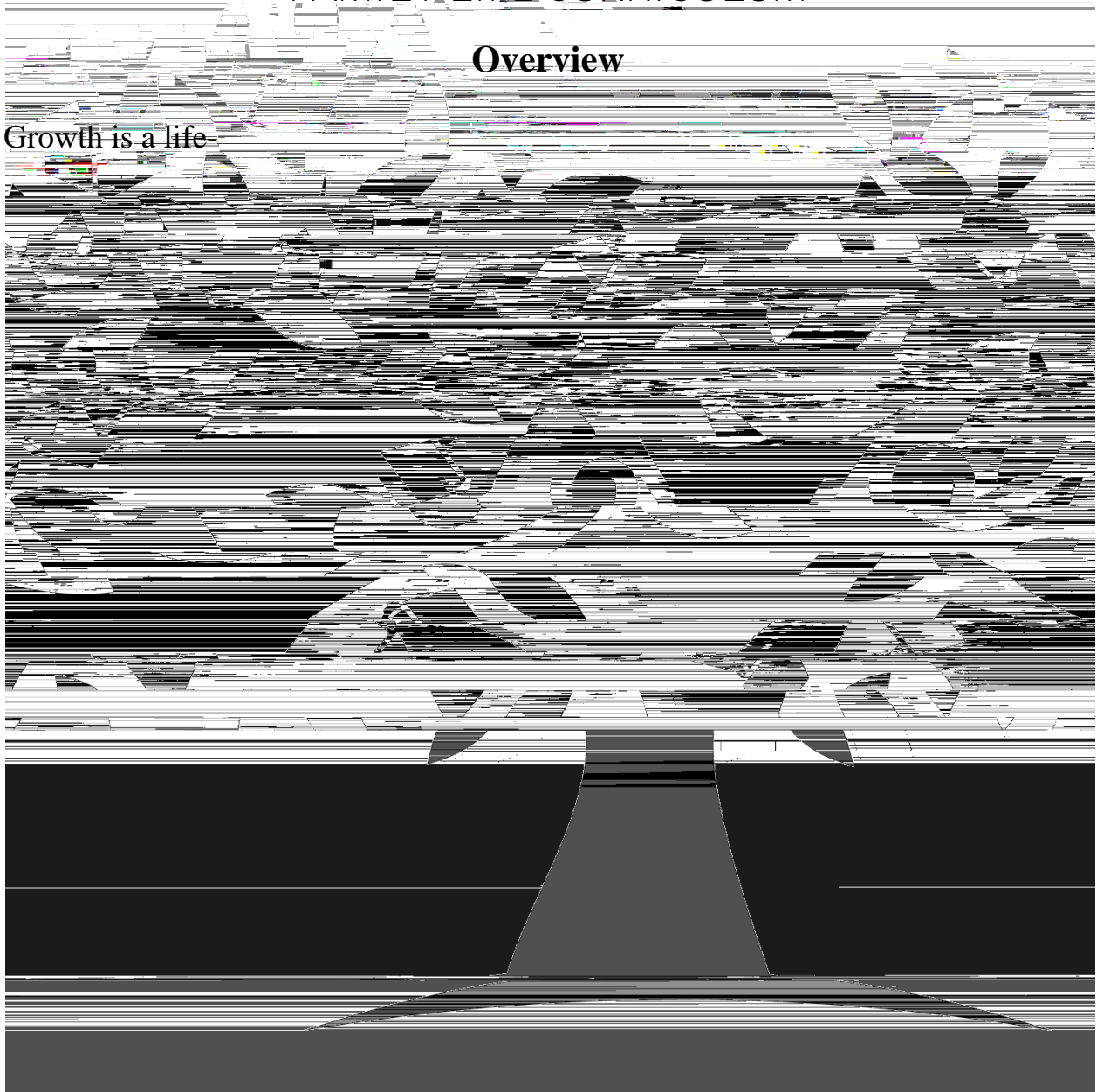
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TUCSON UNIFIED SCHOOL DISTRICT FAMILY LIFE CURRICULUM

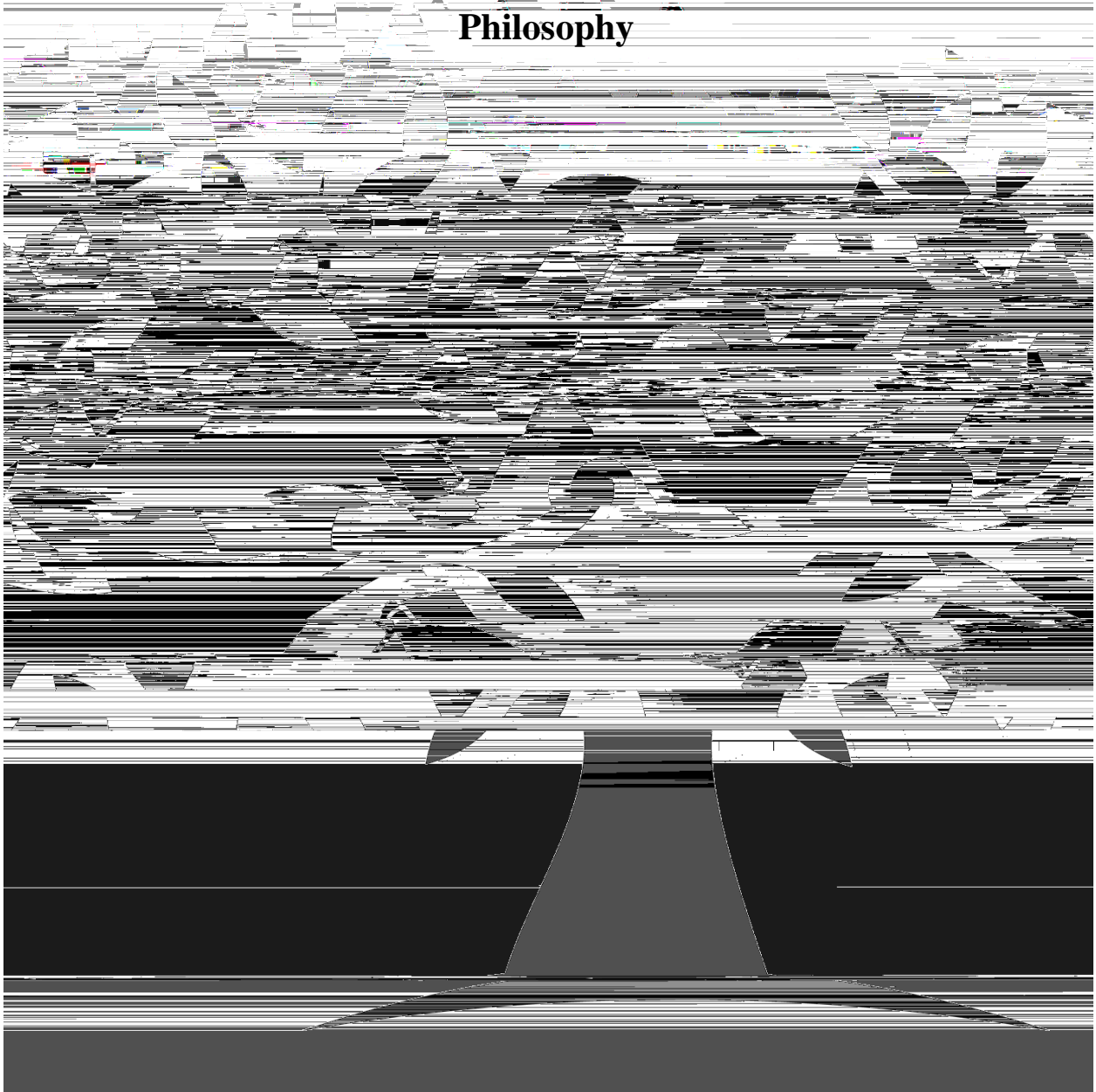
Overview

Growth is a life



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Philosophy



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Classroom Climate

In order to create a climate conducive to effective learning within a comfortable, non-threatening environment:

- clear rules and regulations of behavior must be emphasized.
- teachers need to introduce themselves as trained and knowledgeable about human growth and development.
- appropriate, scientifically accurate information.
- proper terminology will be used by the teacher and student slang words or expressions will be interpreted to correct terminology.
- teachers will encourage students to discuss the course content and their questions with their parents, guardians and families.
- level lessons will be identified and the student will then be referred to their parents, guardians and family, if the questions cannot be answered using age-appropriate, scientifically accurate information.
- t do not always have correct information about human growth and development.

Parent Participation

Parent participation is highly valued by TUSD. An informational meeting for parents, guardians and families will be held prior to classroom presentations to allow for a review of curriculum content, classroom processes and viewing of materials to be used in teaching the lessons. A content outline will be provided for parents/guardians with a letter requesting permission for students to participate. Information regarding alternative lessons will also be presented at this time.



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State Guidelines

Arizona State Guidelines (State Board of Education R7-2-303) for sex education:

- Lessons will not exceed the equivalent of one class period per day for four weeks of the school year (K-4).
- Lessons will not exceed the equivalent of one class period per day for nine weeks of the school year (5-8).
- Alternative elective lesson(s) from the state adopted optional subject list (K-8).
- Lessons will be taught to boys and girls separately (K-8).
- Lessons will not be graded and teachers may not require homework (K-8).
- Lessons will be a supplement to the Health Course of Study (K-8).
- Evaluations are anonymous and sh



- Understand and describe advantages and disadvantages of different contraceptives.
- Discuss and understand the realities of teenage pregnancy and responsibilities of parenthood, including financial and legal responsibilities.
- Discuss conception and fetal development.
- Discuss and understand the roles media plays in society, including: social media; bullying and stereotyping.
- Discuss and understand personal safety concepts, including: consent; legal liabilities of sexual intercourse with a minor; sexual harassment and abuse; rape/sexual assault/sexual abuse; and how to report to a trusted adult.
- Discuss and understand the effects of substance use on decision making and

W*hBT/F4 1



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| | | | person is hurtful and against the law. | |
| Week 2 | | | | |
| Day 6 Lesson 6 Cyberbullying / Bullying / Hazing | Day 7 Lesson 7 Personal Safety (day 1) | Day 8 Lesson 7 Personal Safety (day 2) | Day 9 Lesson 8 Puberty: Reproductive System | Day 10 Lesson 9 Puberty: Hormones / Hygiene |

Health Standards

S2C1PO3

S2C1PO5

S2C1PO6



Lessons

Grade: 5

Lesson: 1

taught together



house. It seems that he made friends with a new student in his class, and they went to his apartment to play
mom began yelling at him and told him that he would be punished.

Discussion:

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| Grade: 5 Lesson: 3 taught together | Lesson Title/Focus:3 Decision-Making | Materials: <ul style="list-style-type: none"> Steps to Making a Decision (posted in classroom) |
|--|--|--|

Health Standards:
 S5C2PO1 Identify health-related situations that might require a thoughtful decision.
 S5C2PO2 Analyze when assistance is needed when making a health-related decision.
 S5C2PO3 List healthy options to health-related issues or problems.
 S5C2PO5 Choose a healthy option when making a decision.
 S5C2PO6 Describe the outcomes of a health-related decision.

Lesson Objectives:
 Students will be able to:
 identify logical steps to making a decision.
 understand how decisions can have long-term and short-term impact on their lives.

Academic Vocabulary:

- alternatives
- consequences
- good decisions

Teacher Background:

- When a logical progression for making a decision is used, impulsive actions with negative consequences are less prevalent.

Anticipatory Set:

- What are some of the decisions you make during a typical day? (getting out of bed in the morning, eating breakfast, leaving on time to get to school on time)
- How would



Your dad lets you use the computer for an hour of personal time after you complete your homework and chores. You took care of most of your responsibilities but still have to finish math. You know that your

- Apply the **Steps to Making a Decision** to determine what to do.
- Consider this scenario:
 - Your grandma works late on Thursday and Friday evenings, so your neighbor, Tracy, keeps an eye on you and your younger sister. Usually you have dinner, finish your homework, and watch some TV. For the last

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- Apply the **Steps to Making a Decision** to determine what to do.
- While going through the steps to resolve each situation, discuss which alternatives have short-term or long-term consequences.

Independent Practice:

- Select one of your Lesson 2 challenges (negative traits) - one that you believe that you can change from a



Grade: 5
Lesson: 4
taught together

Lesson Title/Focus:
Effective Communication Skills and
Assertiveness

Materials

- Whiteboard or chart paper
-

Ask the class to choose the most effective response to each scenario and discuss the reasoning for the choice.

Closure:

Leave the last 10 minutes of the class to ask:



Effective Communication Skills Worksheet

SCENARIO #1:

Your substitute teacher tells you to repeat an assignment you have already completed. How should you respond?

- A. _____ that;
- B. _____
- C. _____ assignment;
- D. _____

SCENARIO #2:

Your friend Sara asked you to come to their home after school, but someone in your family will need to pick you up after dinner. Which option should you select?

- A. _____
_____ the car and Sara asked me to come over
- B. _____
_____ pick you up.
- C. _____
- D. _____

SCENARIO #3:

Your grandpa asks you to take out the trash. You say you will but forget and go off to ride bikes with your friends. When you come home, your grandpa reminds you to take out the trash. How should you respond?

POSSIBLE RESPONSES:

- A. _____
- B. YOU
- C. _____
- D. _____

SCENARIO #4:

You are waiting for school to start with a group of friends. Another student walks by and your

POSSIBLE RESPONSES:

- A. _____
- B. Laugh with the g
- C. _____
- D. Speak up and help your friends understand that what they are doing is hurtful.



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| Grade: 5 Lesson: 5 taught together | Lesson Title/Focus: Belonging to Groups | Materials: <ul style="list-style-type: none"> • Whiteboard or chart paper • Lined paper for students |
| Health Standards: S5C2PO1 Identify health-related situations that might require a thoughtful decision S5C2PO3 List healthy options to health-related issues or problems. S5C2PO4 Predict the potential outcomes of each option when making a health-related decision. S5C2PO5 Choose a healthy option when making a decision. S5C2PO6 Describe the outcomes of a health-related decision. | | |
| Lesson Objectives: Students will be able to: <ul style="list-style-type: none"> identify social, school and team groups. understand that most people can belong to many groups. recognize the importance in maintaining their individual values as they participate in groups or teams. | | |
| Academic Vocabulary: <ul style="list-style-type: none"> • stereotype • individuality | | |
| Teacher Background: <ul style="list-style-type: none"> • As kids become more social, joining a group allows them to develop social skills. • Some groups are positive and enhance their lives. • The secret is to not lose their individuality. | | |
| Anticipatory Set: <ul style="list-style-type: none"> • We have lots of groups in our school and community. Write down the names of all the groups you can identify in our school. | | |
| Direct Instruction: <ul style="list-style-type: none"> • Have students share-out their lists as you record a class list on the whiteboard or chart paper. • Note: Make sure that groups that reflect social standing are also included. Just be sensitive that this is where kids can be labeled and teased. Remind students of class norms regarding respecting classmates prior to discussion. • Have students copy the list, or work as a class from the list on the board: <ul style="list-style-type: none"> ○ Mark each group that needs the member to pass a skill or knowledge test/requirement in order to belong to the group. ○ Underline all of the groups where you can tell a member by the clothes or uniforms they wear. Can you tell by other physical traits? • Student Reflection: <ul style="list-style-type: none"> ○ Which groups do you belong to? ○ Can being part of a group hurt who you are as an individual? | | |
| Guided Practice: <ul style="list-style-type: none"> • Working in groups of 2 or 3: <ul style="list-style-type: none"> ○ Think of a Positive Group that a 5th grader would like to join. | | |

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| <p>Grade: 5 Lesson: 6 taught together</p> | <p>Lesson Title/Focus: Cyberbullying/ Bullying /Hazing</p> | <p>Materials:</p> <ul style="list-style-type: none"> • Blank paper for independent practice activity • Video: Lilian Schumacher Elementary Anti-Bullying Message Liberty Public Schools OR • Video: Anti-bullying Elementary School Video (Dunsford) <p>(Both videos use the same technique of silent labeling of students and mixed messages.)</p> |
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Health Standards:

S2C1PO3 Identify how peers can influence healthy and unhealthy behaviors.

S2C1PO5 Explain how media influences thoughts, feelings, and health behaviors.

S2C1PO6 Describe way that technology can influence personal health.



- -bullying.
 - How could cyber-bullying be similar to the bullying that is happening to the video victim? (It can be done quietly. The messages are usually in writing. Adults do not usually know about them. When the victim goes to school or out in public, he/she feels isolated.)
 - How does carrying all of those negative labels and messages, whether through technology or in person, make someone feel?
- Final point to students: If you were bullied or knew it was happening to another student, when is it important to discuss this with a parent or trusted adult? (If appropriate with your class, add some quick rehearsal of making that report.)

Guided Practice:

- Now it is time to stop being a bystander.
- What was the first thing that happened to let the victim know that someone really cared? (Another ?
- Jot down five words, phrases or questions you could use to let someone know that you had empathy for them and wanted to support them.
- Share these with an elbow-partner.

Independent Practice:

- Draw three or four cartoon cells depicting a bullying situation and intervention.
- It is okay to have Superhero Bystanders but try to keep the dialogue realistic!

Closure:

- Personal challenge to students:
 - Do you know someone who is alone or isolated, in class or on the playground or at lunch?
 - Make a plan to reach out to them.

Additional Resources:

- Remind students that these concepts are included in the TUSD Code of Conduct.
- Students and parents can access this information on the TUSD website and through the Code of Conduct App.



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| Grade: 5 Lesson: 7 (days 1 and 2) Health Standards: | Lesson Title/Focus: Personal Safety | Materials: <ul style="list-style-type: none">• Whiteboard or chart paper• Lined paper for independent practice activity |
|--|---|---|



- Review Refusal Skills: (post in classroom)

Be sure to include:

A. Get away from the person

B. Go to public place

C. Make noise

D. Tell someone who is trusted.

Do not get into a vehicle. Fight.

Independent Practice:

- Post the refusal skills practice scenarios below:

○



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| <p>Grade: 5 Lesson: 8 <i>taught separately</i></p> | <p>Lesson Title/Focus: Puberty / Reproductive System</p> | <p>Materials:</p> <ul style="list-style-type: none"> • Female Reproductive System Diagram • Male Reproductive System Diagram • Adolescent Physical Development Chart (for teacher reference only) |
| <p>Health Standards: S1C1PO1 Demonstrate the relationship between healthy behaviors and personal health. S1C2PO1 Describe ways in which a safe and healthy school and community environment can promote personal health.</p> | | |
| <p>Lesson Objectives: Students will be able to: describe the physical changes during puberty. identify the structure and function of the male and female reproductive systems.</p> | | |
| <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • puberty • hormones | | |
| <p>Teacher Background:</p> <ul style="list-style-type: none"> • The changes that occur during puberty will happen over a period of years. <p>For teacher reference: Signs of puberty before age 8 in girls or age 9 in boys may not be healthy; if there are NO signs of puberty by age 13 in girls or age 14 in boys, that may not be healthy either; for girls that do have breast development or other secondary sex characteristics, no start of menstruation by age 15 may not be healthy.</p> | | |
| <p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Students examine t <ul style="list-style-type: none"> ○ What is it? ○ What are some of the physical changes happening to our bodies during puberty? ○ How can we tell when puberty is happening? <p><i>Stress that puberty will begin at different ages and continue over a period of years. Females typically experience changes between the ages: 8-13. Males will experience changes between 9 and 14 years old.</i> See Teacher Reference: Adolescent Physical Development</p> | | |
| <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Using the diagram handouts, have students label the male and female reproductive organs - penis - cervix - urethra - vagina - scrotum - uterus testes/testis - fallopian tubes - vas deferens ovaries • Add the terms sperm and egg and menstruation to vocabulary. • Beginning with production in the testis, follow the sperm through the Male Reproductive System. • Examine the two functions of the Female Reproductive System: producing the egg and carrying out pregnancy. Also, review the menstruation cycle. | | |
| <p>Guided Practice:</p> <ul style="list-style-type: none"> • Have a class discussion or have students write their responses: <ul style="list-style-type: none"> ○ What is the purpose of the reproductive system? ○ Why does the reproductive system need to change during puberty? | | |



- Why is it important to know the location of the organs?
- Why is it important to know the proper names for the organs, both male and female?

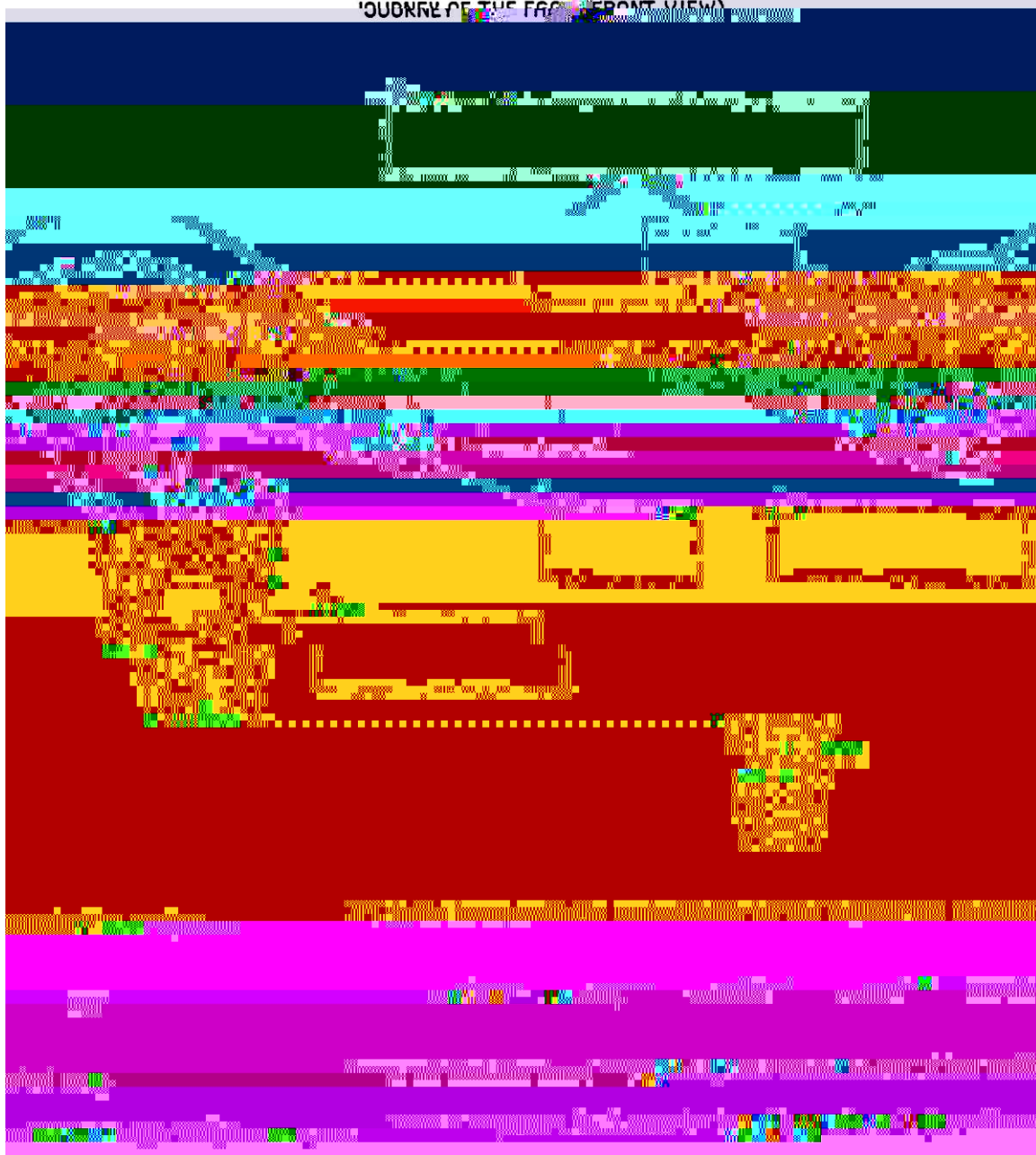
Independent Practice:

- Pretend that you have a younger family member who is about to enter puberty and is nervous about the changes that they are about to experience.
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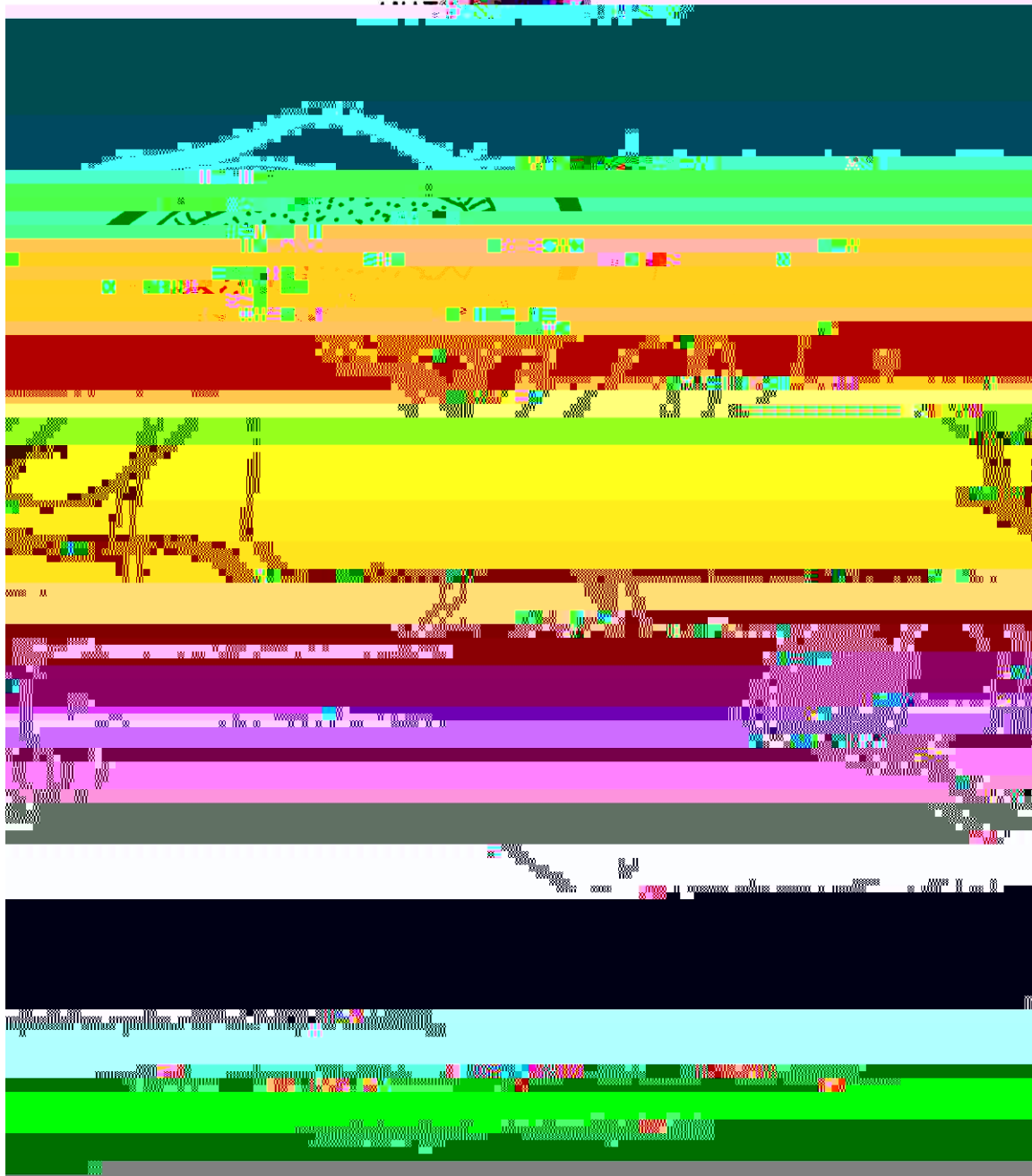


Female Reproductive System

(CORRECTED FRONT VIEW)



Male Reproductive System



- mostly, when will it happen.
- If you have already had some of the first physical signs of puberty, like hair growth underarms or in the genital area or the development of breasts, you are on your way.
- In order to lessen the anxiety, or nerves, get some supplies so that you feel prepared.
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Lesson References

Liberty Public Schools: Video



Aromantic- Having little or no romantic feeling toward others.

Asexual- A term used to describe someone who does not experience sexual attraction toward individuals of any gender.

Assertiveness- The quality of being self-assured and confident without being aggressive. A method of critical thinking where an individual speaks up in defense of their views or in light of erroneous information.

Bacterial Vaginosis- A type of vaginal inflammation caused by the overgrowth of bacteria naturally found in the vagina. Bacterial vaginosis is the most common cause of abnormal vaginal odor and discharge.

Basic Needs- Essential items necessary to sustain life, like food, shelter, and clothing.

Bisexual- A person who experiences emotional, romantic and/or sexual attractions to, or engages in romantic or sexual relationships with, more than one sex or gender.

Body Autonomy- A person has the right to accept or reject physical touch (this concept is often tested when two people greet each other).

Body Language- The nonverbal messaging of gestures and movement.

Bullying/Hazing- Repeated threats meant to create fear or harm to a person by someone who has more power or status. Hazing is harassment or ridicule directed at members of a group or



Heteronormative- An attitude that heterosexuality is the only normal and natural expression of sexuality.

Hormonal Birth Control- levels and prevent ovulation.

Hormone- A chemical that is made in one part of the body that causes a change in another part of the body- estrogen, testosterone.

Human Papillomavirus (HPV)- A viral infection that causes skin or mucus membrane growths (Warts).

Hygiene- Conditions or practices used to maintain health and prevent disease especially through cleanliness.

I-Message- In interpersonal communication, an assertion about the feelings, beliefs, values, etc. of the person speaking, generally expressed as a sentence beginning with the word "I".

Immunizations- Vaccines used to protect against viruses.

Impaired/Impairment- Having a disability of a specified kind, for example hearing loss.

Implicit- Implied, not plainly expressed.

Individuality- Characteristics that distinguishes people.

Infant Mortality- The death of young children under the age of one.

Influence- The capacity to have an effect on the character development of someone or something.

Intersex- A general term used for the variety of conditions in which a person is born with a female.

Lesbian- A woman who is primarily attracted to other women.

LGBTQ- Acronym that refers to the lesbian, gay, bisexual, transgender, and queer/questioning community.

Liking Yourself- Accepting yourself and coming to terms with those aspects of yourself that you cannot change.

- A five tier model of human needs consisting of Psychological needs, Safety needs, Belonginess and Love needs, Esteem needs, and Self-Actualization.



Media- Means of communication that influence people widely such as, radio, televisions, newspaper, magazine, and internet.

Menstrual Cycle-
pregnancy.

Menstruation- The process of a woman discharging blood and other material from the lining of the uterus.

Mutual Support- The act of respecting and assisting one another.

Nocturnal Emission- An involuntary ejaculation of semen during sleep.

Nonbinary- Individuals who do not identify their gender as man or woman. Other terms to describe this identity include genderqueer, agender, bigender, gender creative, etc.

Ovulation- The process in which a mature egg is released from the ovary.

Pansexual- Pansexuality is a sexual orientation in which a person can be romantically and sexually attracted to all people, regardless of their gender or sex. The prefix "pan" translates to "all" in Greek.

Paternity-

Pediculosis (Pubic Lice)- Tiny insects, that look like crabs, that live on the skin and course hairs around the genitals and feed on blood.

Peer Pressure- The feeling that you should act a certain way because your friends want you to.

Pelvic Inflammatory Disease (PID)- An infection of the female reproductive organs most often occurs when sexually transmitted bacteria spreads to the uterus, fallopian tubes, or ovaries.

Perpetuate- To make something continue indefinitely.

Personal Boundaries- Setting standards for how people can treat you.

Perspiration- The process of sweating; sweat.

Physiological- A branch of biology



Self-Empowered- Taking care of your own life through the decisions you make every day.

Self-Esteem- A measure of how much you value, respect and feel confident about yourself.

Self-Perception- A

attributes that constitute the self. Such a view may involve genuine self-knowledge or varying degrees of distortion. Also called **self-percept**. See also perceived self; self-concept.

Self-Talk- The messages a person gives themselves.

Self-Worth- A

being deserving of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem.

Sexual Abuse- When one is forced, tricked, or confused into touching or looking at parts of the body that would be covered by a swimsuit. It could be sexual mistreatment of another person.

Sexual Assault-



Tone- The general character or attitude of a place or a piece of writing or situation.

Toxic Masculinity- A set of attitudes and ways of behaving associated with or expected of men regarded as having a negative impact on men and society as a whole.

Transgender- People whose gender identity differs from the gender they were assigned at birth.

Trichomoniasis- A common STI caused by a parasite. Symptoms may include foul smelling discharge, or genital itching or painful urination in women but usually no symptoms in men.

Two-Spirit- A third gender found in some Native American cultures that involves birth assigned men or women taking on the identities and roles of the opposite sex.

Vaginitis- Inflammation of the vagina that can result in discharge, itching and pain.

Validation- Demonstrate or support the truth or value of something.

Values-
important in life.



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