5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.

<table>
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</table>
| The student defines the traditional and changing roles, duties, and responsibilities of family members. | **Lesson 1:**  
**Purpose:** The student will develop an increased awareness and understanding of the differences among family units.  
**Goal:** The student will develop an increased awareness and understanding of the differences among family units. | 1. Review various types of family units.  
2. Student recognizes his/her family unit.  
3. Review family members’ responsibilities.  
4. Recognize emotional interaction among family members. | **Lesson 1:**  
Worksheet: *Families.*  
Chalkboard. | **Lesson 1:**  
Teacher |
|  
• prepares for the life-long adjustments required for his or her changing roles.  
• describes the emotional interactions involved in being a family member. | **Lesson 2:**  
**Purpose:** The student will develop an understanding of the emotional interactions among family members.  
**Goal:** The student will develop an increased awareness and understanding of the differences among family units. | | **Lesson 2:**  
Readings:  
a. The Little Boy and the Old Man  
b. Like Me  
c. The Biggest Problem  
Worksheet: *Emotional Interaction.*  
Chalkboard. | **Lesson 2:**  
Teacher |
| Non-traditional career roles of males and females are discussed. | **Lesson 3:**  
**Purpose:** The student will develop an increased awareness and understanding of specific emotional interactions among family members.  
**Goal:** The student will develop an increased awareness and understanding of the differences among family units. | | **Lesson 3:**  
Book: *Annie And The Old One.*  
Chalkboard. | **Lesson 3:**  
Teacher |
5.8 The student will recognize the importance of contributing to a constructive group activity.
5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.

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<td>The teacher emphasizes the individual’s contribution accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented. Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, and violence.</td>
<td><strong>Purpose</strong>: The student will discuss appropriate and inappropriate social behaviors. <strong>Goal</strong>: The student will develop an awareness of appropriate and inappropriate social behaviors.</td>
<td>Learn behaviors that are more appropriate and those that are less appropriate in using the phone, writing notes, attending parties, dealing with strangers, name calling, and public displays of affection.</td>
<td><strong>Lesson 1:</strong> <strong>Worksheet</strong>: Social Behaviors.</td>
<td>Lesson 1: Teacher</td>
</tr>
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</table>
4.2 The student will identify physical changes that begin to occur during puberty.
5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
5.7 The student will describe the effects of personal hygiene on one's self-concept.

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<td>The individual differences in growth patterns associated with male and female sexual changes are presented.</td>
<td>Lesson 1:</td>
<td>1. Recognize physical changes of boys during puberty.</td>
<td>Lesson 1:</td>
<td>Lesson 1:</td>
</tr>
<tr>
<td></td>
<td>Purpose: The student will understand the characteristics of human growth and development during puberty.</td>
<td>2. Recognize physical changes of girls during puberty.</td>
<td>Smartboard Resources: SMART Exchange</td>
<td>School Nurse</td>
</tr>
<tr>
<td></td>
<td>Goal: To understand the physical changes of puberty.</td>
<td>3. Learn importance of cleanliness, especially during puberty.</td>
<td>Video: Always Changing® Program for 5th Grade Girls and Boys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson 2:</td>
<td></td>
<td>Gender segregated lesson</td>
<td>Lesson 2:</td>
</tr>
<tr>
<td></td>
<td>Purpose: The student will learn the importance of cleanliness as it relates to puberty.</td>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Goal: To understand the physical changes of puberty.</td>
<td></td>
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<td></td>
<td>Lesson 3:</td>
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<td>Lesson 3:</td>
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<tr>
<td></td>
<td>Purpose: The student will understand the characteristics of human growth and development during puberty.</td>
<td></td>
<td>Smartboard Resources: SMART Exchange</td>
<td>School Nurse</td>
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The importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

- Physical changes that occur during puberty are summarized.
- Instability of emotions, such as mood swings during puberty.
- Development of a positive attitude toward one's sexuality, and the relationship between changes during puberty.

Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers.

Toxic shock syndrome and its relation to cleanliness are included.

**Goal:** To understand the physical changes of puberty.

**Lesson 4:**

**Purpose:** The student will understand the preparation needed prior to the first menstrual period.

**Goal:** To understand the physical changes of puberty.

**Lesson 5:**

**Purpose:** Students will learn the effects of personal hygiene on one’s self-concept.

**Goal:** To understand the physical changes of puberty.

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**Lesson 4:**

School Nurse

*(For Girls Only)*

**Lesson 5:**

Video: *LOOKING GREAT, FEELING GREAT* (21 minutes)

School Nurse
### 5.2 The student will identify the human reproductive organs in relation to the total anatomy.
### 5.3 The student will explain how human beings reproduce.

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| Female reproductive organs are explained in relation to total human anatomy. | **Purpose:** The student will understand human reproduction and development of the fetus.  
**Goal:** The student will understand human reproduction and development. | 1. Understanding that the biological purpose of sexual relations is to provide for reproduction.  
2. Understand fertilization as the joining of egg and sperm.  
3. Understand development of the fetus. | Lesson 1:  
Smartboard resources: SMART Exchange | Lesson 1:  
School Nurse |
| Instruction includes the uniting of the sperm and the egg and the development of the unborn child. | | | | |
| The importance of prenatal care is discussed, as well as the profound effects of drugs on the mother and developing child. | | | | |
The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one’s reputation and self-esteem.

Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol, or drug use, theft, vandalism, and premarital sexual relationships.

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| Lesson 1:                            | Purpose: The student will understand the emotional aspects of decision-making. | 1. Students will develop skill in using the decision making process.  
2. Students will gain skill in making responsible decisions.  
3. Students will understand the relationship between sexual relations, commitment, love and marriage responsibilities. | Lesson 1:  
Video: WHAT’S RIGHT – WHAT’S WRONG – YOU DECIDE (22 minutes) | Lesson 1:  
Teacher |
| Lesson 2:                            | Purpose: The student will understand the emotional aspects of decision-making. | Lesson 2:  
Chalkboard | Lesson 2:  
Teacher |
5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

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| These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening. | **Purpose:** Students will recognize threatening or uncomfortable situations and how to handle or avoid them.  
**Goal:** Students will recognize threatening or uncomfortable situations and how to react to them. | 1. Understand that most of life's situations are not threatening.  
2. Recognize situations that could be uncomfortable or life threatening. | **Lesson 1:**  
**Booklet:** *Tell Someone; Stop It; Touch Talk.* | **Lesson 1:**  
Teacher |
5.14 The student will become aware of the existence of sexually transmitted diseases.

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| The nature and myths regarding sexually transmitted diseases, including acquired immune deficiency syndrome (AIDS), is introduced. AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes. | **Purpose:** The student will become aware of the existence of HIV/AIDS.  
**Goal:** Students will learn correct information concerning the existence of HIV/AIDS. | Students will learn the nature and myths regarding HIV/AIDS. | **Lesson 1:**  
Risk Factors & Blood Borne Pathogens  
**Lesson 2:**  
Studying STI/HIV | Lesson 1:  
School Nurse |
5.10 The student will examine the messages from mass media related to sexuality.

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| Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence. | **Purpose:** The students will examine the messages from mass media related to gender stereotyping.  
**Goal:** Students will examine messages from mass media. | Students will develop skill in evaluating messages from advertisements. | **Lesson 1:** Advertisements from magazines and newspapers. | **Lesson 1:** Teacher |