



Family life programming
 Robert Crown Center for Health Education
 Updated 2.18.13

Introduction:

The Robert Crown Center (RCC) is proud to announce we have updated and realigned our family life programming. The updated lessons align to Common Core standards in math and reading/language arts as well as Illinois state social emotional learning standards. In addition, all lessons align to the new National Sexuality Education Standards which were developed by leading national experts to provide a framework for effective k-12 puberty and sexuality education content.

In aligning with best practices, RCC developed the lessons to follow a spiraled curriculum plan which approaches key topic areas at the 6-8, 9-10, and 11-13 year-old levels of cognitive and emotional development. The long-term goal of the curriculum is to develop seven key skills* by the time students complete all lessons as they progress from grades 3-8. As each lesson aligns to the seven key skills, it is important for students to complete all lessons in order to assure they are competent in those skills. Below is a list of all lessons which is divided by developmental level. RCC suggests students work through the lessons in the order they are listed.

| Lesson | Developmental level (age) | Objectives | Time |
|--------|---------------------------|---|-------|
| 1 | 6-8 | 1. Students develop and understanding that humans move through a predictable life cycle as we age 2. Students learn how our organs and systems help us to grow, change, and survive over time | 50-55 |
| 2 | 6-8 | 1. Students identify different disease transmission routes including the spread of bacteria, viruses, and parasites | 45-50 |
| 3 | 6-8 | 1. Students identify behaviors that can result from strong emotions 2. Students identify the impact of their peers on their feelings of self-worth 3. Students identify their role in taking responsibility for their own emotions and behaviors | 45-50 |
| 4 | 6-8 | 1. Students develop criteria to evaluate the health of their relationships 2. Students develop skills to maintain healthy relationships 3. Students identify situations that cause physical or emotional harm 4. Students understand the importance of self-worth in a relationship | 60-70 |
| 1 | 9-10 | 1. Students understand how specific body systems affect the physical and emotional changes that occur during puberty 2. Students identify physical and emotional changes that occur during puberty | 75-85 |
| | 9-10 | 1. Students learn the physical process of human reproduction 2. Students track the developmental milestones of a human pregnancy including labor and delivery 3. Students identify the role of DNA as the instructions for creating a new life including its role in making each of us different and unique | 80-85 |

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| 3 | 9-10 | <ol style="list-style-type: none"> 1. Students identify regions of the brain involved in decision-making 2. Students identify factors that affect decision-making 3. Students verbalize they have control over the decisions they make | 60-65 |
| 4 | 9-10 | <ol style="list-style-type: none"> 1. Students analyze the internal and external factors that can influence a person's behaviors 2. Students learn strategies to manage strong emotions | 55-65 |
| 5 | 9-10 | <ol style="list-style-type: none"> 1. Students acknowledge that emotions that develop during puberty can lead to romantic and/or sexual feelings toward others and identify what that looks like 2. Students define important components of a healthy relationship 3. Students develop and practice strategies to communicate effectively within a relationship | 55-65 |
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| 2 | 11-13 | <ol style="list-style-type: none"> 1. Students understand the roles of different regions of the brain involved in the decision-making process 2. Students compare and contrast approaches to risky decisions from the perspective of a teen versus an adult | 45-50 |
| 3 | 11-13 | <ol style="list-style-type: none"> 1. Students identify personal values they base decisions upon within relationships including romantic relationships 2. Students identify challenges that arise within romantic relationships including pressure to become sexually active 3. Students identify strategies to manage strong emotions and safely navigate scenarios within romantic relationships and what those look like 4. Students develop strategies to define personal boundaries within romantic relationships | 75-80 |
| 1, pt 1 | 11-13 | <ol style="list-style-type: none"> 1. Students define the term sexual activity 2. Students identify the physical consequences of sexual activity | 85 |
| 1, pt 2 | 11-13 | <ol style="list-style-type: none"> 1. Students define the term sexual activity 2. Students identify the emotional and social consequences of sexual activity | 85 |
| 4 | 11-13 | <ol style="list-style-type: none"> 1. Students learn strategies to show affection that do not increase their risk of physical or emotional harm 2. Students define strategies and develop tools to minimize their risk of an unintended pregnancy or STI | 75-80 |

*7 Curriculum Outcomes

1. I can describe the functions of all body systems.
2. I can learn and experience comfort in changes that happen to my body.
3. I can understand and manage strong emotions.
4. I can identify and manage the components of a healthy relationship.
5. I can identify the consequences of sexual activity.
6. I can visualize and practice behaviors to navigate challenging situations.
7. I can understand how to talk about my sexual health with a trusted adult.