

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. 3d
Govt. 4b
Govt. 4c
Govt. 8a
Govt. 8b
Govt. 9d
Govt. 9f
Govt. 11b
Govt. 11d
Govt. 11e
Govt. 16b
Govt. 16d
Govt. 16f
Govt. 18c
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
Health 6.3

SOLs Correlated with Virginia Rules Lesson Virginia's Judicial System
Govt. 3b
Govt. 3d
Govt. 4c
Govt. 8a
Govt. 11b
Govt. 16b
Govt. 16h
CE. 3b
CE. 3c
CE. 4b
CE. 4d
CE. 9c
CE. 9d
VS. 10a

SOLs Correlated with Virginia Rules Lesson Virginia's Juvenile Justice System
Govt. 3b
Govt. 3d
Govt. 11b
Govt. 16b
Govt. 16h
CE. 3b
CE. 3c
CE. 4b
CE. 4d
CE. 9c
CE. 9d
FL 10.16
FL 12.7
FL 12.8

SOLs Correlated with Virginia Rules Lesson Introduction to a Virginia Courtroom
Govt. 16b
Govt. 16c

SOLs Correlated with Virginia Rules Lesson Introduction to a Virginia Courtroom
Govt. 16h
CE. 3b
CE. 3c
CE. 3e
CE. 4d
CE. 9c

SOLs Correlated with Virginia Rules Lesson Criminal Law Basics
Govt. 3b
Govt. 4c
Govt. 16b
Govt. 16c
Govt. 16h
CE. 2a
CE. 3b
CE. 3c
CE. 4a
CE. 4d
CE. 9c
Health 6.3

SOLs Correlated with Virginia Rules Lesson Civil Law Basics
Govt. 3b
Govt. 4c
Govt. 16b
Govt. 16h
Govt. 18g
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 9d
CE. 13e

SOLs Correlated with Virginia Rules Lesson Legal Rights of Juveniles
Govt. 3b
Govt. 11b
Govt. 6b
Govt. 16h
CE. 3b
CE. 4a
CE. 4c
CE. 4d
CE. 9d
CE. 13e
CE. 10d

SOLs Correlated with Virginia Rules Lesson Crimes Against Persons
Govt. 3b
Govt. 11b
Govt. 16b
Govt. 16h
CE. 3c
CE. 4c
CE. 4d
CE. 9d
CE. 13e

SOLs Correlated with Virginia Rules Lesson Property Crimes
Govt. 3b
Govt. 11b
Govt. 16b
Govt. 16h
CE. 3c
CE. 4c
CE. 4d
CE. 9d
CE. 13e

SOLs Correlated with Virginia Rules Lesson Student Responsibilities
Govt. 16b
Govt. 16h
CE. 3b
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 4f
CE. 9d
Health 6.3
Health 7.1
Health 9.1
Health 10.3
FL 6.7
FL 6.12
FL 7.13
FL 10.2
FL 10.4

SOLs Correlated with Virginia Rules Lesson Keeping Your Driver's License
Govt. 16b
Govt. 16h
CE. 3c
CE. 4c
CE. 4d
CE. 4f
Health 6.3
Health 7.1
Health 9.2
Health 10.1
Health 10.3
DE. 1
DE. 9
DE. 10
FL 6.12
FL 10.4

SOLs Correlated with Virginia Rules Lesson Virginia's Child Labor Laws
Govt. 16b
Govt. 16h
CE. 4d
DE. 1
FL 6.9

SOLs Correlated with Virginia Rules Lesson Family Relationships and the Law
Govt. 16b
Govt. 16h
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 4f
Health 7.1
Health 7.2
Health 10.3
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 12.4
FL 12.7
FL 12.8

SOLs Correlated with Virginia Rules Lesson Bullying
Govt. 16b
Govt. 16h
CE. 3c
CE. 4b
CE. 4d
CE. 4f
C/T 6-8 5A
Health 6.2
Health 6.3
Health 7.1
Health 7.2
Health 7.5
Health 8.1
Health 8.2
Health 9.2
Health 10.1
Health 10.3
FL 6.7
FL 6.12
FL 7.12
FL 9.7
FL 12.8

SOLs Correlated with Virginia Rules Lesson Gangs
Govt. 16b
Govt. 16h
CE. 3c
CE. 4c
CE. 4d
CE. 4f
Health 6.1
Health 6.2
Health 6.3
Health 7.1
Health 7.2
Health 8.1
Health 8.2
Health 9.2
Health 10.2
Health 10.3
FL 6.12

SOLs Correlated with Virginia Rules Lesson Gangs
FL 10.2
FL 10.3
FL 10.4
FL 12.8

SOLs Correlated with Virginia Rules Lesson Teens and Violence
Govt. 16b
Govt. 16h
CE. 3c
CE. 4b
CE. 4f
CE. 4g
Health 6.3
Health 7.1
Health 7.2
Health 7.5
Health 9.1
Health 9.2
Health 9.3
Health 10.1
Health 10.3
FL 6.7
FL 6.8
FL 6.9
FL 6.12
FL 7.4
FL 7.12
FL 7.13
FL 8.3
FL 9.5
FL 9.7
FL 10.3
FL 10.4
FL 10.16
FL 12.8

SOLs Correlated with Virginia Rules Lesson Dating Violence
Govt. 16b
Govt. 16h
CE. 3c
CE. 4d
CE. 4f
C/T 6-8 5A
Health 6.1
Health 6.2
Health 6.3
Health 7.1
Health 7.2
Health 7.5
Health 9.1
Health 9.2
Health 9.3
Health 10.1
Health 10.3
FL 6.7
FL 6.8
FL 6.9
FL 6.12
FL 7.10
FL 7.12
FL 7.13
FL 8.5
FL 9.2
FL 9.4
FL 9.5
FL 9.7
FL 10.16
FL 12.8

SOLs Correlated with Virginia Rules Lesson Alcohol and Tobacco
Govt. 16b
Govt. 16h
CE. 3c
CE. 4a
CE. 4b
CE. 4c
CE. 4d

SOLs Correlated with Virginia Rules Lesson Alcohol and Tobacco
CE. 4f
CE. 4g
Health 6.1
Health 6.2
Health 6.3
Health 7.1
Health 7.2
Health 7.5
Health 8.1
Health 8.2
Health 9.2
Health 10.1
Health 10.3
DE. 9
DE. 10
FL 6.9
FL 6.10
FL 6.12
FL 8.3
FL 8.12
FL 9.8
FL 10.3
FL 10.4

SOLs Correlated with Virginia Rules Lesson Drugs
Govt. 16b
Govt. 16h
CE. 3c
CE. 4d
CE. 4f
Health 6.1
Health 6.2
Health 6.3
Health 6.5
Health 7.1
Health 7.2
Health 8.1
Health 8.2
Health 9.1
Health 9.2

SOLs Correlated with Virginia Rules Lesson Drugs
Health 10.1
Health 10.3
DE. 9
DE. 10
FL 6.10
FL 6.12
FL 8.12
FL 7.4
FL 7.12
FL 9.8

SOLs Correlated with Virginia Rules Lesson Technology and You
Govt. 16b
Govt. 16h
CE. 3c
CE. 4d
CE. 4f
Health 6.2
Health 6.3
Health 7.1
FL 6.2
FL 6.8
FL 7.4
FL 7.10
FL 8.3
FL 9.7
FL 10.2
FL 10.4
C/T 6-8.3A
C/T 6-8.3B
C/T 6-8.5A
C/T 9-12.5A
C/T 9-12.5B
C/T 9-12.6C

SOLs Correlated with Virginia Rules Lesson Victims' Rights
Govt. 16b
Govt. 16h
CE. 3c
CE. 3e
CE. 4f
CE. 4g
Health 7.1
Health 7.2
Health 10.3
FL 6.8
FL 6.9
FL 9.7
FL 10.3
FL 10.16
FL 10.17
FL 12.4
FL 12.8

SOLs Correlated with Virginia Rules Lesson Teens and Crime Prevention
Govt. 16b
Govt. 17h
CE. 3c
CE. 4a
CE. 4c
CE. 4d
CE. 4f
CE. 4g
Health 6.3
Health 7.5
Health 8.1
Health 8.2
Health 9.1
Health 9.2
Health 9.3
Health 10.1
Health 10.2
Health 10.3
FL 6.12
FL 7.10
FL 7.12
FL 8.3

SOLs Correlated with Virginia Rules Lesson Heroin
Govt. 16b
Govt. 16h
CE. 3
CE.4d
CE. 4f
Health 7.1
Health 7.2
Health 8.1
Health 8.2
Health 9.1
Health 9.2
Health 9.3
Health 10.1
Health 10.2
Health 10.3
DE. 9
DE 10
FL 6.10
FL 6.12
FL 8.3

SOLs Correlated with Virginia Rules Lesson Prescription Drugs
Govt. 16b
Govt. 16h
CE. 3
CE. 4d
CE. 4f
Health 7.1
Health 7.2
Health 8.1
Health 8.2
Health 9.1
Health 9.2
Health 9.3
Health 10.1
Health 10.2
Health 10.3
DE. 9
DE 10
FL 6.10
FL 6.12
FL 8.3

Virginia Standards of Learning Correlated with Virginia Rules Lessons

Virginia and United States Government

GOVT.2c, 2d, 2e, & 2f - The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional governments by

- c) examining the writings of Hobbes, Locke, and Montesquieu. (i.e., limited government; government's authority coming only from the consent of the governed; separation of powers)
- d) explaining the guarantee of the "rights of Englishmen" set forth in the charters of the Virginia Company of London.
- e) analyzing the natural rights philosophies expressed in the Declaration of Independence. (i.e., all men created equal; government based on an agreement between people and leaders)
- f) evaluating and explaining 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, f - The student will apply social science skills to understand 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 what defines a citizen and how noncitizens can become citizens;
- d) recognizing majority rule and minority rights;
- e) recognizing the necessity of compromise;
- f) recognizing the freedom of the individual.

GOVT.4b & 4c - The student will apply social science skills to understand the Constitution of the United States of America by

- b) evaluating the purposes for government stated in the Preamble.
- 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, 8b & 8d - The student will apply social science skills to understand 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.
- b) examining the structure and powers of local (county, city, and town) governments.
- d) examining the ways individuals and groups exert influence on state and local governments.

GOVT.9d & 9f - The student will apply social science skills to understand the process by which public policy is made by

- d) describing how the state and local governments influence the public agenda and shape public policy.
- f) analyzing how the incentives of individuals, interest groups, and the media influence public policy.

GOVT.11a, 11b, 11d, & 11e - The student will apply social science skills to understand civil liberties and civil rights by

- a) examining the Bill of Rights, with emphasis on First Amendment freedoms.
- b) analyzing due process of law expressed in the Fifth and Fourteenth Amendments.
- d) investigating and evaluating the balance between individual liberties and the public interest.
- e) examining how civil liberties and civil rights are protected under the law.

GOVT.15b - The student will apply social science skills to understand the role of government in the Virginia and United States economies by

- b) describing the government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.

GOVT.16a, 16b, 16c, 16d, 16e, 16f, 16g, 16h, 16i & 16j - The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- a) exercising personal character traits such as trustworthiness, responsibility, and honesty;
- b) obeying the law and paying taxes;
- c) serving as a juror;
- d) participating in the political process and voting in local, state, and national elections;
- e) performing public service;
- f) keeping informed about current issues;
- g) respecting differing opinions and the rights of others;
- h) practicing personal and fiscal responsibility;
- i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- j) practicing patriotism.

Virginia Studies

VS.3d - The student will demonstrate an understanding 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 an understanding 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 an understanding of the role of Virginia in the establishment of the new American nation by

- a) 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 an understanding 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 apply social science skills to understand 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, 3c, 3d, & 3e - The student will apply social science skills to understand 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.
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.
- 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.
- e) evaluating how civic and social duties address community needs and serve the public good.

CE.4a, 4b, 4c, 4d, 4e, 4f, & 4g - The student will demonstrate 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 thoughtful decision-making;
- g) practicing service to the school and/or local community.

CE. 9c & 9d - The student will apply social science skills to understand 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.
- d) explaining how due process protections seek to ensure justice.

CE.13e - The student will apply social science skills to understand the role of government in the United States economy by

- e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights.

COMPUTER TECHNOLOGY

C/T 6-8.3 A & B - Social and Ethical Issues

Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

A. Demonstrate knowledge of basic practices related to online safety.

- Use best practices for online safety as defined by the division’s online safety program.
- Apply the division’s acceptable use policy to everyday situations.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.

B. Discuss and model responsible behaviors when using information and technology.

- Identify reasons for taking security precautions when using any technology, especially those related to the Internet.
- Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
- Identify examples of inappropriate or bullying online behavior and demonstrate an understanding of the reasons why such behavior is inappropriate in a civil society.
- Identify differences between healthy and unhealthy virtual relationships such as bullying and practice positive responses to problems.
- Demonstrate personal responsibility for online behavior, especially in social media settings.
- Demonstrate awareness of the potential social, economic, and legal consequences of inappropriate online behavior.

C/T 6-8.5 A Demonstrate digital citizenship by actively participating in positive activities for personal and community well-being.

A. Communicate respect for people when participating in group online learning activities.

- Demonstrate online etiquette when communicating with others.
- Demonstrate an understanding of cyberbullying and strategies for stopping a cyberbully.

C/T 9-12.5 A & B - Social and Ethical Issues

Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

A. Discuss and debate appropriate legal, ethical, and responsible behaviors concerning information and technology.

- Investigate current issues related to legal, ethical, and responsible use of various types of technology and information.

B. Model appropriate legal, ethical, and responsible behaviors when using information and technology.

- Use best practices for online safety as defined by the division’s online safety program.

- Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
- Model responsible behavior when using technology tools and software as well as various types of networks.
- Identify personal responsibilities in virtual relationships and demonstrate an understanding of the connection to legal, ethical, and responsible behavior.
- Identify positive and negative uses of social media and develop strategies to avoid risky or negative situations as well as how to report such situations to authorities.

C/T 9-12.6 C – Exhibit personal responsibility for appropriate, legal, and ethical conduct.

C. Demonstrate knowledge of cyber crime and cyber security issues.

- Identify the use of digital resources and tools for illegal activity.
- Compare and contrast various state, federal, and international policies designed to stem the illegal use of technology.

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.

- e) Differentiate between proper use and misuse of prescription and nonprescription medications.
- f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use.
- g) Determine the effects of environmental influences on personal health.
- k) Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.
- l) Explain methods to reduce conflict, harassment, and violence.
- m) Explain the myths and facts about gangs and gang-related behaviors.
- n) Analyze the relationship between self-image and gang-related behaviors.
- o) Recognize the importance of significant friends and adult mentors.

Health 6.2 - The student will describe the influence of family, peers, and media on personal health decisions.

- d) Identify the benefits of a tobacco-free environment.
- f) Analyze the role of self and others in avoiding risk-taking behaviors.
- g) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
- h) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants and other drugs.
- j) Explain the importance of friends or adult mentors in avoiding gang involvement.
- l) Recognize the importance of family, peers, and media in preventing bullying.
- m) Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.

Health 6.3 - The student will develop personal strategies and skills for personal, social, and community health.

- g) Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.
- i) Recognize the effects of peer pressure.
- n) Set personal boundaries for privacy, safety, and expression of emotions and opinion.
- r) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.

Grade 7

Health 7.1 - The student will identify and explain essential health concepts to understand personal health.

- i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behavior.
- m) Recognize harmful and risky behaviors.
- n) Identify alternatives to gang-related behaviors and acts of violence.
- r) Identify the benefits of healthy interpersonal relationships.
- s) Recognize the impact of difficult family situations on physical, social, and emotional health.
- v) Describe the role of empathy in preventing bullying (in school and online).

Health 7.2 - The student will use decision-making skills to promote health and personal wellness.

- l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.
- m) Identify strategies for avoiding alcohol, tobacco, inhalant, and other harmful substances.
- s) Explain why it is important to prevent bullying at school and online.

Grade 8

Health 8.1 - The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

- i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
- k) Explain how drugs affect the brain. risks associated with gang-related activities
- u) Explain how individual, social, and cultural differences may increase vulnerability to bullying.

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

- h) Analyze how family and peer pressure influence tobacco, alcohol, marijuana, and other drug use.
- o) Analyze the risks associated with gang-related activities for self, family, and community.
- p) Recognize warning signs associated with bullying behaviors (i.e., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors)

Grade 9

Health 9.1 – The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

- h) Explain how alcohol and other drugs increase the risk of injury.
- i) Analyze the deadly consequences of binge drinking.
- k) Examine how the consequences associated with gang involvement could affect self, family, and community.

Health 9.2 - The student will explain the impact of health risks and identify strategies and resources to limit risk.

- j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- m) Explain short- and long-term consequences of inappropriate behaviors online.
- p) Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.

Health 9.3 – The student will demonstrate skills to advocate for personal and community health.

- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.

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.

- g) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.
- j) Analyze the consequences of using acts of violence to settle disputes.
- k) List examples and describe the risks of having personal information accessible to others online.
- r) Identify characteristics of healthy peer, family, and dating relationships.
- s) Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

Health 10.2 - The student will analyze, synthesize, and evaluate the protective factors related to healthy decisions throughout life.

- g) Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.
- h) Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement.
- j) Analyze the influence of emotions and peer approval on personal decision making.
- r) Identify strategies for the peaceful resolution of conflicts.

v) Identifying life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.

Health 10.3 - The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

- c) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
 - a) Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.
 - b) Describe rules and laws intended to prevent intentional and unintentional injuries.
- j) Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.
- w) Present strategies to address abusive peer, family, and dating relationships.

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) graduated driver licensing requirements and types of licenses.
- c) the motor vehicle section of the *Code of Virginia*;
- e) interaction with law enforcement.
- c) responsibilities at a crash scene.

DE.9 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. prescription and nonprescription medications.
- b. illegal drugs.
- c. effects of alcohol and other drugs on vision and space management.
- d. synergistic effects of drugs.
- e. ways alcohol is eliminated from the body.

DE.10 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.

Descriptive Statement: 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 appropriate and positive personal and social responses.

FL 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.

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

Descriptive Statement: Instruction includes information about 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 infections, including HIV; 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 use and abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and 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 problem-solving and in determining the possible outcomes of his or her decisions.

Descriptive Statement: 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 are stressed as choices and are identified in the decision-making process.

Grade 7

FL. 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, and caring.

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.

FL 7.10 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. Community resources for victims of molestation and assault are identified.

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

Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy 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.

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 8

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

Descriptive Statement: 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.

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.

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

Descriptive Statement: The effects of substance use and abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such use and 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

FL 9.8 The student will relate specific information on substance use and abuse to each stage of the life cycle.

Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

Grade 10

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

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.

Descriptive Statement: 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.