

## Ninth Grade Objectives

- 9.1 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 strengths, and family influences on society.

- 9.2 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 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 single person. The relationship of the family unit to the community and the world is stressed.

- 9.3 The student will receive and review a list of community agencies and resources available to assist individuals and families.**

Descriptive Statement: Examples of community resources to be covered are mental health services, social services, religious organizations, private agencies, hotlines, day-care centers, nursing care facilities, and the department of health.

- 9.4 The student will determine how maturation affects adolescents.**

Descriptive statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.

- 9.5 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 which are reflected in the legal code.

- 9.6 The student will relate specific information on substance abuse to each stage of the life cycle.**

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

**9.7 The student will realize the importance of setting standards for controlling sexual behavior, avoiding tempting situations, and of postponing sexual relations until marriage.**

Descriptive Statement: The physical, emotional social and economic consequences of premarital sexual relations continue to be emphasized. Assertive skills and ways to say “no” will be reinforced to enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior. Abstinence from sexual relations until marriage will be emphasized as the most responsible way for controlling sexual behavior and postponing sexual relations.

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

Descriptive Statement: Friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed.

**9.9 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. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, and reasons as basis for decision-making.

**9.10 The student will recognize the need to abstain from premarital sexual intercourse.**

Descriptive Statement: Content focuses on the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted infections, the impact on reputation and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized; especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals. In addition, abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy.

**9.11 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.**

Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language and caring gestures, rather than through premarital sexual intercourse.

**9.12 The student will explain the factors to be considered in preparing for dating and marriage.**

Descriptive Statement: Topics include understanding family guidelines, the functions of dating and coping with the pressures experienced in dating situations. Discussion also focuses on the importance of group dating, rather than dating as a couple in early adolescence. Steps involved in relationships which lead to mate selection and marriage are identified. Various types of dating will be discussed as well as the difference between infatuation and true committed love.

**9.13 The student will interpret the effects and prevention of sexual assault and rape (including “date rape”).**

Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. Emphasis is placed on learning that potentially provocative behavior and dress never justifies inappropriate or wrong behavior, words, or actions for either sex. The student will identify the appropriate and inappropriate use of electronic devices.

**9.14 The student will recognize the development of sexuality as an aspect of the total personality.**

Descriptive Statement: Discussion focuses on the development of one’s sexuality that is an awareness of oneself as a sexual being.

**9.15 The student will be able to explain the process of reproduction.**

Descriptive Statement: Instructional components include anatomy, physiology, conception, and fertility.

**9.16 The student will demonstrate understanding of specific health issues.**

Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, premenstrual syndrome, pelvic examination, menopause, and gender-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

**9.17 The student will demonstrate knowledge of pregnancy prevention and disease control.**

Descriptive Statement: Topics including planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of pregnancy prevention and disease control, and the decisions associated with contraception. Family traditions and religious beliefs influencing contraceptive use is also discussed. Content will include a review of the benefits of abstaining from sexual relations until marriage and the risks associated with contraceptive use. Review will include information that contraceptives are not completely effective in preventing or controlling sexually transmitted infections, have limited success in preventing teenage pregnancies, and do not address or solve the problems of teenagers that may have led them to becoming sexually active. Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted infections.

**9.18 The student will review factual information about abortion and its ramifications.**

Descriptive Statement: Topics include the definition of abortion, the risks involved and the ramifications of abortion on the individuals involved. Abortion will not be presented as a method of birth control. Spontaneous abortion or miscarriage is explained as a potential outcome of pregnancy.

**9.19 The student will identify causes, transmission, symptoms, diagnosis, treatment, and prevention of sexually transmitted infections, including human immunodeficiency virus and acquired immunodeficiency syndrome (HIV/AIDS).**

Descriptive Statement: Topics include the transmission, symptoms, diagnosis, treatment, and prevention of sexually transmitted infections. Diseases of the genitalia common to adolescents that may not be sexually transmitted are described. Myths relating to sexually transmitted infections will be dispelled. High-risk activities are discussed. The techniques of homosexual sex are not introduced nor discussed by the teacher. Community resources for the testing and treatment of sexually transmitted infections are identified.

**9.20 The student will explain the mode and prevention of the transmission of the AIDS virus.**

Descriptive Statement: The seriousness, the transmission and the prevention of the AIDS virus will be discussed. Abstinence and rejection of the use of illegal intravenous drugs are stressed.