

SOLs & Descriptive Statements: Family Life Education Grade 5

5.1 The student will define the structure and function of the endocrine system.

Descriptive Statement: The basic parts of the endocrine system (pituitary gland) and their functions are introduced.

5.2 The student will identify the human reproductive organs in relation to the total anatomy.

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

5.3 The student will explain how human beings reproduce.

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

The following sequence will be used only if a student asks, "How does the sperm get to the egg?"

Q. How does the sperm get to the egg?

A. It travels from the uterus to the fallopian tube by "swimming." The sperm has a tail that wiggles and makes the sperm able to swim.

Q. How does it get into the woman's body?

A. The sperm is deposited into the woman's vagina by the man's penis.

Q. How does it get from the penis into the woman's body?

A. The penis goes in the vagina.

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; and the relationship between changes during puberty and one's ability to conceive and bear children.

5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.

Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

5.7 The student will describe the effects of personal hygiene on one's self-concept.

Descriptive Statement: 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. Proper use of feminine hygiene products in relationship to cleanliness is included.

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

Descriptive Statement: These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made, however, that most life situations are not threatening.