



Thomas Jefferson High School
for Science and Technology

Health - FLE GRADE 9
2001-2002

FAIRFAX COUNTY
PUBLIC SCHOOLS

6560 Braddock Road
Alexandria, VA 22312

Dear Parent or Guardian,

In 1988, the State Board of Education established regulations regarding the Family Life Education (FLE) program. An opt-out regulation is included for those families who wish to exclude their children from all or any part of the FLE program identified for each grade level.

Since you are your child's primary family life educator, it is important that you make an informed choice regarding your child's participation in the Fairfax County Public Schools FLE program. To help you, the ninth grade FLE lessons are described on the attached pages. Your child will be included in these FLE lessons this school year unless you request otherwise on the form below.

In order to assist you in your decision, all instructional units are available at your child's school for your review. In addition, you may request a copy of more detailed grade-level program descriptions from your child's school.

To exclude your child from any part(s) or all of this program you must: (1) complete the form below; (2) sign the form; and (3) return the form (with circled lessons) to your child's teacher no later than SEPTEMBER 17, 2001. To include your child in any lesson(s) for which you have previously opted out, you need to send your written request to your school principal.

Health - FLE
GRADE NINE

OPT-OUT FORM

I wish to opt my child out of all or part of the FLE curriculum as indicated below. I understand that my child will receive non-FLE-related alternative instruction and that I will not be asked to justify my decision. In addition, I understand that opting out will not deny my child equal access to instruction and subjects required for graduation.

Check one:

- () Opt my child out of all FLE curriculum.
- () Opt my child out of only those FLE lesson circled on the attached pages.

Child's Name (Please Print)

Teacher's Name

Parent/Guardian Signature

Date

PLEASE NOTE: Only return this opt-out form if you are excluding your child from any or all of the FLE program.

FAMILY LIFE EDUCATION
Grade 9 Health/PE
Alcohol, Tobacco, and Other Drug Use Prevention Education

All classes are coeducational.
(Lessons marked with an asterisk (*) include a parent-child activity.)
(Instruction Time: 6 weeks)

| <u>Lesson</u> | <u>Objective: The student will...</u> | <u>Corresponding FLE Objective(s)</u> |
|---------------|---|---------------------------------------|
| 1* | <ul style="list-style-type: none"> recognize that people make decisions based on their own personal beliefs and are influenced by family beliefs, attitudes, and societal laws. | 9.1 |
| 2 | <ul style="list-style-type: none"> explore the nature of social pressure and analyze how different social pressures influence decision making. | 9.2 |
| | <i>Video: Ad Libbing It</i> | |
| 3 | <ul style="list-style-type: none"> explore the reasons why some youth decide to use alcohol, tobacco, or other drugs. | 9.3 |
| | <i>Video: Teens and Tobacco</i> | |
| 4,*5 | <ul style="list-style-type: none"> analyze the physical, behavioral, and social effects of alcohol use on the individual. | 9.4 |
| | <i>Video: I Live In An Alcoholic Family (Parts I & II)</i> | |
| 5, 6 | <ul style="list-style-type: none"> analyze the impact of alcohol abuse and addiction on the functioning of families, including enabling behaviors. | 9.5 |
| | <i>Video: I Live In An Alcoholic Family (Parts II & III)</i> | |
| 5, 6, 7 | <ul style="list-style-type: none"> understand the physiological dynamics of alcohol addiction and identify sources of help within the community for alcohol and other drug addiction. | 9.6 |
| 7 | <ul style="list-style-type: none"> learn the dangers associated with steroid use. | 9.7 |
| | <i>Video: Downfall: Sports and Drugs</i> | |
| 8* | <ul style="list-style-type: none"> use educational and scientific resources and technology to analyze and compare the physical, behavioral, and social effects of tobacco and marijuana. | 9.8 |
| 9 | <ul style="list-style-type: none"> classify the physical and behavioral effects of stimulants, hallucinogens, inhalants, depressants, and narcotics. | 9.9 |
| | <i>Video: What's Your Drug IQ?</i> | |
| 10 | <ul style="list-style-type: none"> understand the social and legal consequences of illegal and illicit drug use. | 9.10 |
| | <ul style="list-style-type: none"> become aware of school, community, and national anti-drug efforts, understand how their community supports a "no use" policy, and identify ways youth can help shape these efforts. | 9.11 |
| 11 | <ul style="list-style-type: none"> practice a range of refusal skills and develop a personal plan to deal with situations involving alcohol and other drug use. | 9.12 |
| | <i>Video: Refusal Skills</i> | |
| 12 | <ul style="list-style-type: none"> examine how the use of alcohol, tobacco, and other drugs would negatively impact his or her life in the next two years; five years; and ten years. | 9.13 |
| | <i>Video: The Epidemic Continues and Go For It! Natural Highs</i> | |