

Arlington Public Schools Family Life Education Parent Opt-Out Form – GRADE 10

STUDENT NAME: _____ PHONE #: _____
TEACHER NAME: _____ DATE: _____

I hereby exercise my option to have my child opt-out of the following objectives. I understand that my child will be given an alternative assignment to be completed independently in place of any objectives from which I opt-out my child. I also understand that the child is expected to comply with school rules and policies while working on the alternative assignment and that a grade will be given for this assignment.

DIRECTIONS: Please place your initials on the line next to each objective from which you opt-out your child.

____ **10.1 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, positive mental health practices, the decision-making process, sources of values, and self-

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 unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health 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. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

— **10.6 The student will recognize alternatives to premarital sexual activity 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, caring gestures, and other positive mental health practices, rather than through sexual activity.

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

Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, virtual, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction includes the meaning of consent for sexual activity, respecting others right to say no, the social and emotional impact of sexual activity, and identifying the characteristics of dating violence and abusive relationships.

Descriptive State330

