**Family Life Curriculum Scope & Sequence**

**\*Tennessee Code Annotated Mandates That a Family Life Curriculum be taught yearly – TCA 49, Chapter 6 Part 13 (Abstinence Centered)**

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|   | **Sixth Grade**  | **Seventh Grade**  | **Eighth Grade**  |
| **Day 1**  | **Cool and Clean** * Analyze the physical, emotional mental, and social importance of keeping the body clean.
* Develop a plan to keep the body clean
 | **Decision Making and Problem Solving**  * Demonstrate effective problem-solving decisionmaking skills.
* Four-step process for making decisions and solving problems.
 | **Healthy Ways to Manage Stress – Part 1** - Demonstrate the ability to understand and promote stress management techniques.  |
| **Day 2**  | **Human Growth and Development** * Heredity
* Growth & Development

 (Additional Resource: [http://studyjams.scholastic.com/studyjams/jams](http://studyjams.scholastic.com/studyjams/jams/science/human-body/heredity.htm)[/science/human-body/heredity.htm](http://studyjams.scholastic.com/studyjams/jams/science/human-body/heredity.htm)  | **Conflict Resolution** * Demonstrate effective conflict resolution skills. - Identify what to do before trying to resolve a conflict.
* Explain the importance of agreeing on a goal. - Practice resolving conflicts using the studentwritten conflicts.
 | **Healthy Ways to Manage Stress – Part 2** * Identifying advertising as an influence on behavior. - Present and discuss commercials on ways to manage stress
* Analyze stress responses from previous worksheets and create a personal stress management plan.
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| **Day 3**   | **“Always Changing” Puberty Video** **Girls Videos:** [Click Here](https://www.youtube.com/watch?v=gv21b3ZpSLg)**Boys Video:** [Click Here](https://youtu.be/2XF0awGRTWs) - Led by school counselor and divided up by gender  | **The 4-1-1 on HIV and AIDS** * HIV infection and AIDS, identify the facts or myths.
* Emphasizing ways to prevent HIV infection.

  | **HIV and Other STIs-Evaluating the Risks** - Analyze risky behaviors for HIV and other STIs. - Evaluate how alcohol and other drug use can increase the risk of getting an STI.  |
| **Day 4**   | **Speaking Assertively and Respectfully**   * Recognize appropriate time to use assertive communication skills.
* Demonstrate the ability to use assertive communication skills.
 | **Communicating Our Boundaries**  * Analyze behaviors and situations that may result in

increased risk for HIV for Sexual Transmitted Infections (STIs) * Demonstrate the ability to communicate one’s behavioral limits or boundaries and to show respect for the limits or boundaries of others related to physical intimacy or sexual behavior
 | **Create a plan to Stay Within the Boundaries** * The benefits of having boundaries or limits and the advantages of staying within the boundaries for safe, healthy behavior.
* Describe the steps in goal setting. Identify living free of infection with HIV and STIs as a long-term goal and staying within healthy behavioral boundaries as a short-term goal.
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| **Day 5**   | **Practicing How to Make Decisions and Solve** **Problems** - Demonstrate the ability to make-a-decision or solve a problem using criteria to elevate the solutions.  | **Identifying and Refusing Trouble Situation** * Analyze behaviors and situations that may result in

increased risk for HIV for Sexual Transmitted Infections (STIs) * Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.
* Demonstrate the ability to use verbal and nonverbal ways to refuse participation in sexual behavior.
 | **N** **Demonstrate the ability to be positive peer role models in the school community.** * Demonstrate the ability to be positive peer role models in the school community.

-Connect previously shared information about HIV infections and other STIs skills to avoid or escape sexual situation (abstinence-only version) * Develop advocacy plan to communicate important messages to peers about avoiding infection with HIV or other STIs.
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