**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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|  | **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Day 1**  **Social &** **Emotion**  **al Health** | -Learning to show respect and caring -Managing & sharing different kinds of feelings  (Additional Resource: *On*  *Monday When It Rained* by  Cherryl Kachenmeister) | -Showing courtesy to others Steps for solving problems & making decisions    (Additional Resource: *Manners* by Aliki) | -Expressing feelings respectfully & listening to others with respect    (Additional Resource: *Shy*  *Spaghetti and Excited Eggs: A*  *Kid’s Menu of Feelings* by Marc  Nemiroff & Jane Annunziata) | -Helping others & getting help  -Expressing thanks & appreciation | -Using self-control to manage strong feelings  -Practice the use of positive  self-talk to manage feelings | -Getting Help from Adults for People in Danger – analyze importance of telling an adult if there are people who are in danger of hurting themselves or others. Describe how to get help.    -Define adoption and the benefits. |
| **Day 2**  **Nutrition**  **&**  **Physical**  **Activity** | -Drinking water, eating nutritious foods & being physically active to stay healthy    (Additional Resource: *The*  *Berenstain Bears and Too*  *Much Junk Food* by Stan &  Jan Berenstain) | -The benefits of healthy snack choices, water, being physically active, and getting plenty of sleep. | -Describe the importance of eating healthy foods & being physically active 60 min/day -Identify enjoyable physical  activities    (Additional Resource: *The Busy*  *Body Book* by Lizzy Rockwell) | -Don’t Be Tricked by Advertising – Analyzing how food ads can impact eating behaviors | -Serve Up Good Nutrition – consuming appropriate quantities of food to be healthy  -Balancing physical activity, rest, and sleep | - Nutrients in Food: discuss nutrients in food and identify/interpret information on food labels |
| **Day 3**  **Safety** | -Helping stay safe by reporting dangerous  situations to adults  -When/How to phone 911 | -The 3 D’s for telling an adult (dangerous, destructive, and disturbing)  -Calling 911 to get help in emergencies | -Summer Safety: Wheeled  recreation and water safety | -Safety First – characteristics of  safe/unsafe places  -How to access help when feeling threatened | -Dangerous Objects and Weapons: characteristics, rules, and actions to take when dangerous objects and weapons are present | -Having Fun and Staying Safe: describe hazards & how to be safe in the sun & water -Staying Safe at Home Alone Using the Internet Safely |
| **Day 4**  **Smart &** **Safe**  **Choices** | -Poison Safety: Identifying household products that are harmful & ways to avoid poisons | -Using medicines safely Household Poisons: Identifying, avoiding, & referring to product label  warnings | -Identify decision-making & problem-solving steps -Practice making a decision or solving a problem | -Being safe with medicines & poisons  -Avoiding drugs with the help of positive influences | -Negative Effects of Tobacco Use: short & long-term physical effects of using  tobacco    (Additional Resource: “Lungs: The Picture Says It All” from  the American Cancer Society) | -Making/Encouraging Smart & Safe Choices:   * Danger of Inhalants - Drinking   & driving  (avoid riding with an impaired driver)   * Texting & driving   (discourage drivers) |
| **Day 5**  **Personal**  **Health &**  **Wellness** | -Germ Buster: Proper hand washing to prevent the spread of germs | -Demonstrate skills to reduce the spread of germs    (Additional Resource: *Germs*  *Make Me Sick* by Melvin  Berger) | -Keepin’ It Clean: Identify strategies and develop a plan  to keep the body clean | -Hello Hygiene, Goodbye Germs: Identify importance & strategies for keeping the body clean | -Clean and Cool: Analyze the physical, emotional, mental, and social importance of keeping the body clean -Develop a plan to keep the body clean. | **“Always Changing” Puberty Video (**Led by school counselor and divided up by gender)  **Boys Video:**  <https://youtu.be/2XF0awGRTWs>  Girls Video:  <https://youtu.be/oQZ4HLosRNw> |

Lessons ideas and activities are from the Michigan Model of Health