

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)**

	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/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.
Day 3	"Always Changing" Puberty Video *Meet Baby Olivia Video Girls Videos: Click Here Boys Video: Click Here Meet Baby Olivia: Click Here - 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. Meet Baby Olivia: Click Here	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. Meet Baby Olivia: Click Here
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.

Day 5	Practicing How to Make Decisions and Solve Problems - Demonstrate the ability to make-a-decision or solve a problem using criteria to evaluate 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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