

FIFTH GRADE
*Family Life
Curriculum*

BARTLETT CITY SCHOOLS

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SUPERINTENDENT

Notice

- This curriculum will be taught on the dates determined by the Department of Teaching & Learning. These dates will be determined annually.
- Only teachers who have attended Family Life Workshops or training conducted or sponsored by the Bartlett City Schools Department of Teaching & Learning may teach this curriculum.

Family Life Curriculum

Adopted 1991

Revised Summer, 1997

Updated Fall, 2001

Revised Summer, 2009

Updated Spring, 2025

Fifth Grade Lesson 1

Standard 1: Family Life

The student will understand roles, values, responsibilities, and contributions of family members. To achieve this standard, the learner will:

- Examine roles, responsibilities, and contributions in his/her family, i.e., honesty, responsibility, equality.

MATERIALS: Clover pattern, pencil

SET: Tell students, “Think for a moment about families. Can

you name some similarities and differences you have observed between family units? Can you think of any TV. shows which portrayed problems within families? Today we

will identify various types of relationships and responsibilities within a family unit and the importance of good communication within families.”

INSTRUCTION: List and define nuclear and extended families.

Describe single parents, foster parents, grandparents, and guardians. Explain to students that healthy family relationships require communication and healthful behaviors by all family members. In large groups, identify family problems depicted on television shows or found in literature. Students describe problems limited to those depicted on the television shows or in literature.

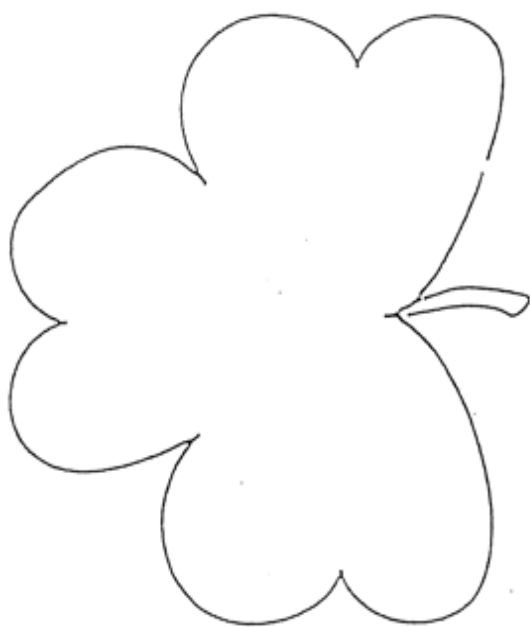
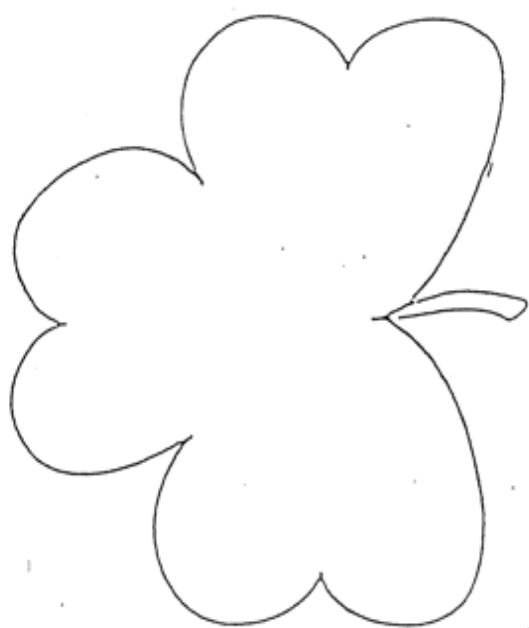
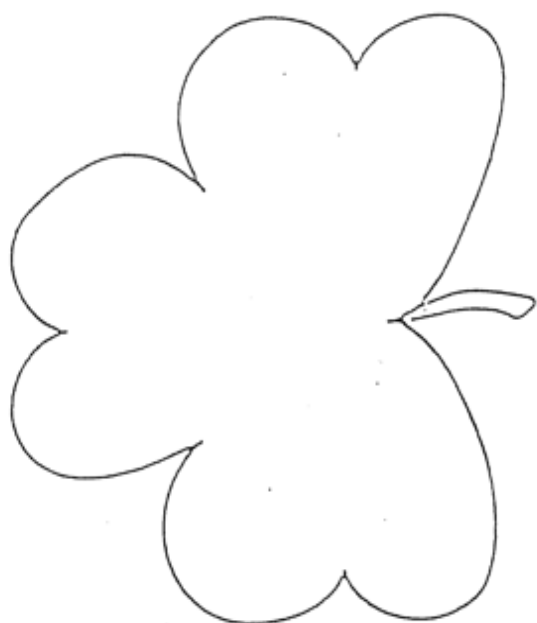
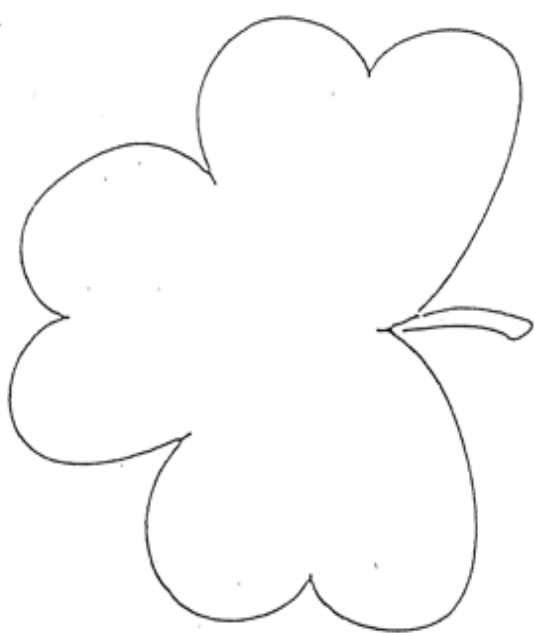
List five problems on the on the board and discuss solutions. allow students to name persons whom they feel would be sources of help such as teacher, pastor, relative, guidance counselor, community agency.

Let students role play situations in which they can use “ I” messages to show their feelings to others. “I” messages are statements that include a behavior, an effect, and a feeling. An example would be: “ When you were late, I thought we would miss the movie , and I was hungry.

CLOSURE: “ Today we have discussed types of families, responsibilities of each family member, and techniques of communication including the “I” message. Let your neighbor tell your neighbor tell you one responsibility of a family member, and how communication within the family can enhance family relationships.”

ACTIVITY: Divide the class into cooperative groups to brainstorm and develop a list of things that make their families important to other family members. Place these on the clovers and discuss as whole group

ACTIVITY: Tell students “ Take a piece of paper and fold it in half. Turn the paper around horizontally and cut two equal slits in the middle. You now have three separate sections on the outside of section 1. Label it “Mom” underneath the flap draw a picture of your mother and write how she contributes to the family. Label it section 2 “Dad” and repeat. Label Section 3 “Siblings” and repeat.



Fifth Grade Lesson 2

Standard 1: Emotional/Social/Mental Health

The student will understand the importance of a positive self-concept, interpersonal relationship, and the relationships of sound social, emotional, and mental health practices to wellness.

MATERIALS: Materials pictures illustrating feelings such as happiness, sadness, anger, and disappointment.

SET: “Can someone describe the happiness moment in your life?’ Also allow students to describe lonely moments. Ask Students to define friendship. Discuss songs which describe friendship. “When can friends help us feel happy or sad?” Discuss feelings illustrated by magazine pictures.
“Today we are going to talk about various ways our feelings

can be affected by our needs. We will talk about the meaning of friendship and special friendship qualities.”

INSTRUCTION: Tell students to think of times they have experienced different types of feelings such as love, happiness, disappointment, sadness, excitement, and loneliness. Tell students, “ We experience these feelings at different times during our lives. Many things can influence these feelings. Think of how friendships can help us feel wanted, loved, successful, respected, and secure.”

Students will develop a slogan about friendships and emotions, and share with the class. Tell them a slogan is a phrase which carries a message and is usually used to advertise a product or relate an idea. Examples of slogans include “ Give a Hoot, Don’ t pollute”, “Take a Bite Out of Crime”, “Kids Count”, and “Just Say No”. Allow students to discuss friendship slogans and how the need to feel secure, successful, and respected by others is affected by friendships. Role play how people feel when basic emotional needs are not being met.

CLOSURE: “Today we have discussed ways in which our needs

Can affect our feelings. Tell your neighbor one need we all Possess, different feelings which result when this need is not

Met, and how friendships help to meet our needs.”

ACTIVITY: Students will draw facial expressions inside circles

that show expressions which indicate a persons feelings.

ACTIVITY: Write a letter to a friend telling them about a time

when they made you feel happy when you were sad. Give the letter to your friend when you are finished.

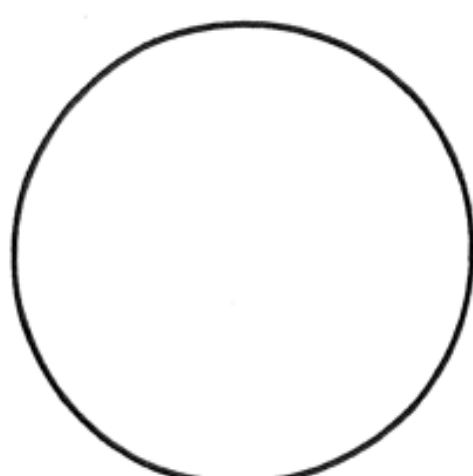
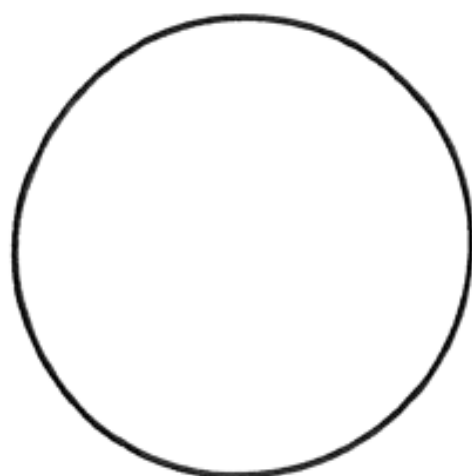
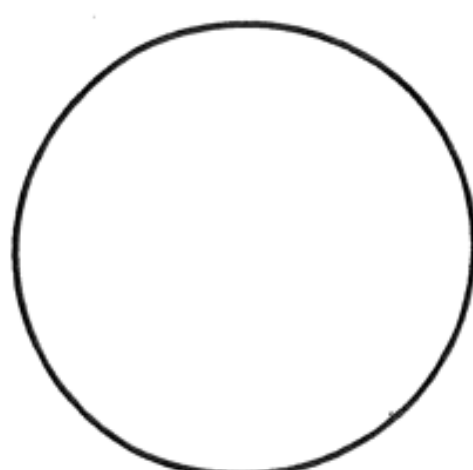
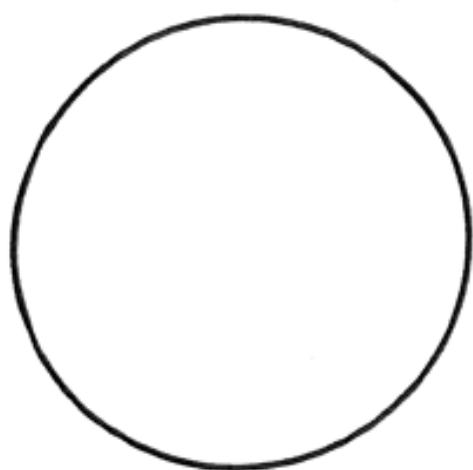
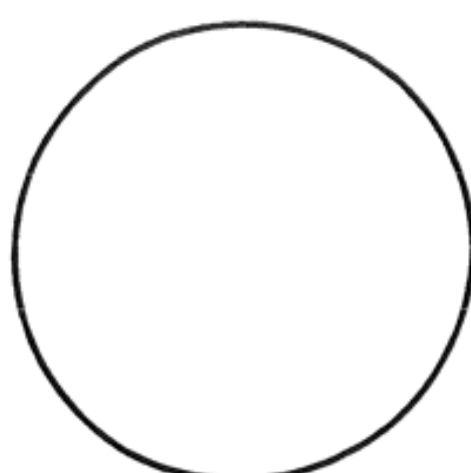
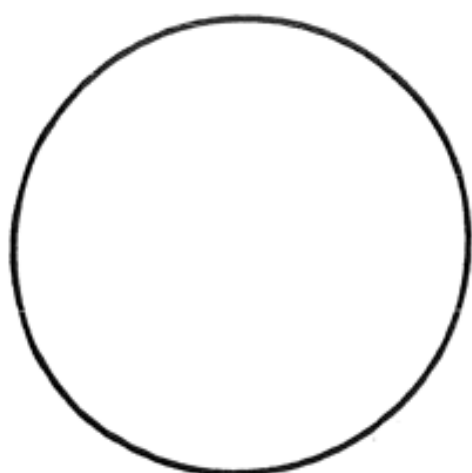


Happy



Sad





Fifth Grade Lesson 3

Standard 2: Family Life

The student will understand human growth and Development. To achieve this standard, the learner will:

- Examine changes in the body which occur during puberty.
- Recognize need for appropriate clothing as physical changes occur.

MATERIAL: Transparency of Endocrine system. Copy for each student.

SET: Ask students if they can still wear clothing they purchased at the beginning of fourth grade? Most should say no. Next ask if any have had to change sizes just this year. Explain that many of them are experiencing a growth spurt. Tell students, “These changes are controlled by the body system we will study today—The Endocrine System.”

INSTRUCTION: “ Today we will learn about one of the control systems of the body, the endocrine system, and the changes that happen during puberty.” Define puberty as the stage in life when a person’ s body changes to be able to reproduce. As new terms are introduced in today’ s lesson, list them on the board.

Tell students the endocrine system consists of the glands that produce hormones. Hormones are chemicals that cause changes to take place within the body. Hormones are put in the blood by the glands of the Endocrine System.

Once in the blood, these hormones travel to certain parts or organs in the body. Some of the glands of the endocrine system are the pituitary, thyroid, pancreas, parathyroid, Pancreas, and the adrenal glands. The ovary is a female gland and the testes is a male gland. Point to each of these glands as they are named. These glands control many of the changes in the body. Beside each label, write a phrase to help students remember what the gland controls.

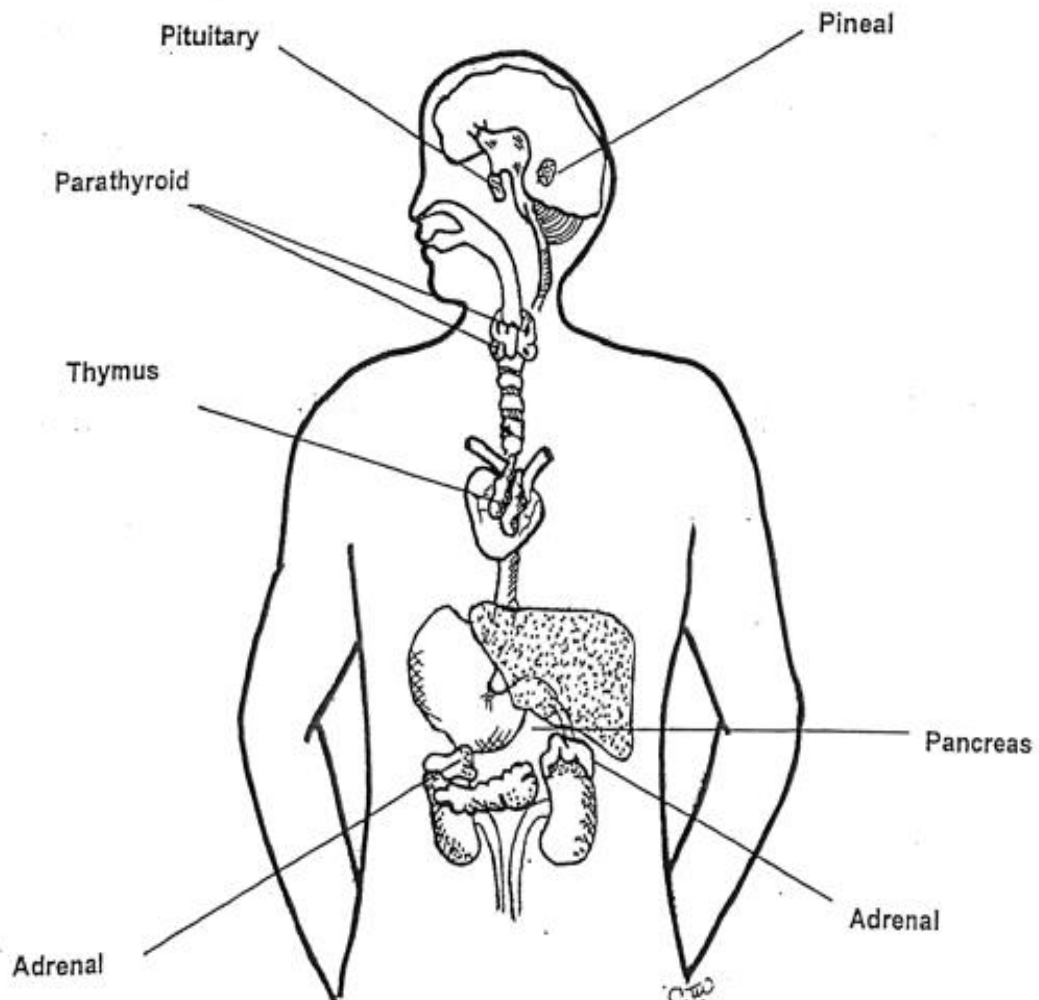
ACTIVITY:

Give each student a copy of the endocrine system. They are to label each gland discussed in this lesson and describe it's Function.

1. Pituitary gland controls growth.
2. Thyroid regulates use of food in body cells.
3. Parathyroid controls balance of calcium in the body.
4. Adrenal glands help the body in an emergency and controls salt.
5. Pancreas controls the amount of sugar in the body.

The Endocrine System

The endocrine system consists of glands that produce hormones. Glands of the endocrine system control many functions of the body. The Pituitary gland produces a hormone that controls growth. How do the other glands affect or control body functions? Conduct research to find out.



Fifth Grade Lesson 4

Standard 2: Family Life

The student will understand human growth and development in the womb. To achieve this standard the learner will:

- Recognize the different stages of womb development

MATERIAL: “Baby Olivia” film from babyolivia.com

HB 2435/SB 2767 mandates the inclusion of a 3-minute computer-generated or high definition ultrasound video depicting fetal development in family life curricula across the state beginning in the 2024-25 school year.

The Baby Olivia project provides a medically accurate, animated glimpse of human life from the moment of fertilization. The story details her growth as she progresses from one developmental stage to the next, in preparation for her continued life outside of the womb.

CONTENT: Student will follow Baby Olivia's growth and development in utero. Highlights will include at fertilization that Olivia's gender, ethnicity, hair color, eye color and other traits are already determined. At 7 days Olivia is implanting in her mother's uterus- her home for the next nine months. At 10 weeks Olivia can suck her thumb, swallow, grasp an object, touch her face, sigh, and stretch out in her mother's womb. At 27 weeks, Olivia can recognize the voices of her parents, her eyes can respond to light, and her sense of smell has developed.

INSTRUCTION: Students will be divided into same sex groups. The counselor will show film from Babyolivia.com, and answer student questions.

Fifth Grade Lesson 5

Standard 1: Disease

The student will understand attitudes and behaviors for preventing and controlling disease. To achieve this standard

The learner will:

- Recognize how heredity, environment, and lifestyles increase risk of disease.
- Contrast communicable disease with respect to how
- Communicable diseases are spread, how they can be prevented, how HIV/AIDS and hepatitis are spread, and responsibilities a student has toward communicable disease control and preventions including HIV/AIDS, hepatitis, and diseases preventable by immunizations.

MATERIALS: None

SET: Ask students if anyone has ever caught a communicable disease. Show the class a pencil. Discuss briefly the usefulness of the pencil, telling them that a pencil may cause many of their classmates to catch a cold. Ask students how this may occur. Restate acceptable explanations using terminology presented in the text. Tell students they will learn to distinguish between communicable and non-communicable diseases and learn a variety of ways in which diseases are transmitted.

INSTRUCTION: Define communicable disease and contrast with non-communicable disease. A communicable disease is a disease passed from one person to another. Examples of transmittal, ways to prevent the spread, and cure. non-communicable diseases are those diseases which cannot

be passed from one person to another. Examples include sickle cell anemia, cancer, and asthma. Define pathogens

as a specific organism that causes disease. Examples are,

bacteria, virus and fungi. List ways pathogens are spread to

transmit disease. Define AIDS. A person infected with the AIDS virus has white blood cells that fail to function properly.

The person is overcome repeatedly with infections. Place the

acronym for AIDS on the board vertically. Go over the meaning of each word with students.

A-ACQUIRED

I- IMMUNE

D-DEFICIENCY

S-SYNDROME

Share the following information about AIDS:

1. AIDS is a deadly disease.
2. AIDS destroys the white blood cells that fight infection.
3. The virus that causes AIDS multiplies and breaks down the immune system.
4. Other viruses are then able to take over the body, causing death.

There is presently no cure for AIDS. Therefore, preventive methods should be practiced.

1. Abstain from drug abuse and sexual activity.
2. Use universal precautions. Universal precautions refers to
avoiding contact with others bodily fluid by protecting oneself. Do not handle materials that may contain blood from another person without being properly protected.

This means that we should be very careful around other people who might be cut or have open sores. If someone

falls and cuts himself, it is important that you call for an adult immediately.

CLOSURE: “Today we have defined communicable and non-communicable diseases. Turn to your partner and define these two words. We have discussed ways in which diseases are transmitted, including AIDS. Write down two ways that AIDS is different from other communicable diseases we have discussed.”