**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. |
| **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. |
| **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. |