



## FRANKLIN COUNTY PUBLIC SCHOOLS FAMILY LIFE EDUCATION CURRICULUM

### 5th Grade FLE SOL Coverage

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5.2	FAMILY LIFE
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5.5	FAMILY LIFE
5.6	SIXTH GRADE FAMILY LIFE
5.7	HYGIENE, FAMILY LIFE
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5.14	SIXTH GRADE FAMILY LIFE



## **FRANKLIN COUNTY PUBLIC SCHOOLS FAMILY LIFE EDUCATION CURRICULUM**

### **FIFTH GRADE**

#### **Standard of Learning:**

- 5.1: The student will define the structure and function of the endocrine system.
- 5.2: The student will identify the human reproductive organs in relation to the total anatomy.
- 5.3: The student will explain how human beings reproduce.
- 5.4: The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
- 5.5: The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.
- 5.7: The student will describe the effects of personal hygiene on one's self concept.
- 5.12: The student will recognize threatening or uncomfortable situations and how to react to them.

#### **Descriptive Statement:**

5.1: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced

5.2: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

5.3: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

5.4: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

5.5: This objective is incorporated into the nutrition component for the fifth grade health curriculum.

5.7: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.

5.12: These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, being influenced or coerced into selling their bodies for financial gain, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made, however, that most life situations are not threatening.



Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/Materials	Essential Knowledge and skills
5th	5.1 5.2 5.3 5.4 5.5 5.7 5.12	<p><b>August</b> - 4th and 5th Grade Hygiene Presentation separated by gender and grade.</p> <p><b>November</b> - Gender separated Family Life Presentation</p> <p><b>April</b> - Gender separate Family Life Presentation (review of November lesson)</p>	<p>Male: P.E teacher/Male teacher</p> <p>Female: Nurse</p>	<p>November:</p> <p><a href="#">5th grade Family Life Presentation Boys</a></p> <p><a href="#">5th grade Family Life Presentation Girls</a></p> <p>Link: <a href="#">Hygiene Presentation</a></p> <p>April:</p> <p><a href="#">5th grade Family Life Girls April Presentation</a></p> <p><a href="#">5th grade Family Life Boys April Presentation</a></p>	<p>The student will be able to identify male and female reproductive organs.</p> <p>The student will understand that the pituitary glands control when puberty starts and is different for everyone.</p> <p>The student will identify physical changes that occur during puberty.</p> <p>The student will understand the importance of personal hygiene in relation to bodily changes during puberty</p> <p>The student will understand it takes a male and female to produce a baby and understand the different stages of baby development</p> <p>The student will recognize abusive situations concerning physical abuse, emotional abuse, sexual abuse and neglect</p> <p>The student will understand the importance of nutrition for him or herself as well as pregnant women</p>



Standard of Learning: FLE 5.6 **The student will identify reasons for avoiding sexual activity prior to marriage.**

Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/Materials	Essential Knowledge and skills
Covered in 6th grade	5.6/6.6				



Standard of Learning: FLE 5.8 **The student will recognize the importance of contributing to a constructive group activity.**

Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/Materials	Essential Knowledge and skills
5th	5.8	August	School Counselor	<p>Begin with a discussion on teamwork and how contributions of group members relates to success or failure.</p> <p>Complete Saving Sam STEM activity and debrief after regarding how teamwork helped to contribute to the group's success or failure.</p> <p><a href="#">Saving SAM</a>-Click "Free Digital Download" icon for a copy of the lesson. You will be prompted to log-in to your Teachers Pay Teachers account to access the lesson. You can register for a free account if you do not already have one. This lesson requires prep and materials to be gathered ahead of time.</p>	The student will experience how their role as a team member helps to contribute to group success.



Standard of Learning: FLE 5.9 **The student will develop an increased understanding of the roles, duties, and responsibilities of family members.**

Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Nontraditional roles of males and females are discussed, and options for the lifelong goals of men and women are presented.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
5th	5.9	September	School Counselor	<a href="#">5.9 Lesson</a>	The student will identify different roles and responsibilities within the family and discuss how these roles change over time.

Standard of Learning: FLE 5.10 **The student will examine the messages from mass media related to sexuality.**

Descriptive Statement: Printed materials, advertising, television, wearing apparel, internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation, sexually explicit communication using electronic means, and sexual violence. Students will understand the appropriate use of cell phones and other social media. Students will understand how the media affects mental health issues related to sexuality.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
Covered in 6th grade	5.10/ 6.11				



Standard of Learning: FLE 5.11 **The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for him or herself.**

Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital and unwanted sexual relationships.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/Materials	Essential Knowledge and skills
5th	5.11	October	School Counselor	<p>Show the <a href="#">Behavior Science Guys Video</a> and pause after the "line experiment" to discuss how this happened. (The power of social pressure). Even when you know the right answer, you may not feel comfortable speaking up. Continue to play and pause and discuss where it only takes one person to speak up to help others feel more comfortable speaking up. This is positive peer pressure. Influencing others to make the right choices. It only takes one person!</p> <p>Show the other 2 short positive peer pressure videos and discuss. (<a href="#">Video 1</a> <a href="#">Video 2</a>)</p> <p>Have students work in groups to create their own example of how as 5th graders they say no to anything they feel is wrong or use positive peer pressure to influence someone to do the right thing. Act it out for the class.</p>	The student will identify ways to handle situations in which they feel uncomfortable.



Standard of Learning: FLE 5.13 **The student will explain the effects of substance use and abuse on the body.**

Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
Covered in 6th grade	5.13/6.10				

Standard of Learning: FLE 5.14 **The student will become aware of the existence of sexually transmitted infection.**

Descriptive Statement: Factual information regarding the nature of sexually transmitted infection, including human immuno-deficiency virus (HIV)/acquired immune deficiency syndrome (AIDS), is introduced. Other diseases referred to include but are not limited to Chlamydia, Genital Herpes, Gonorrhea, Human Papilloma Virus (HPV), and Syphilis.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
Covered in 6th grade	5.14/6.4				