



FRANKLIN COUNTY PUBLIC SCHOOLS FAMILY LIFE EDUCATION CURRICULUM

4th Grade FLE SOL Coverage

SOL	EDUCATIONAL PROVIDER
4.1	FAMILY LIFE
4.2	FAMILY LIFE
4.3	FAMILY LIFE
4.4	SCHOOL COUNSELOR
4.5	CLASSROOM TEACHER, SCHOOL COUNSELOR
4.6	SCHOOL COUNSELOR
4.7	FAMILY LIFE
4.8	TOO GOOD FOR DRUGS
4.9	TOO GOOD FOR DRUGS



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FOURTH GRADE

Standards of Learning:

- FLE 4.1: The students will be able to identify the human reproductive organs.
- FLE 4.2: The student will identify physical changes that begin to occur during puberty.
- FLE 4.3: The student will develop an awareness of human fertilization and prenatal development.
- FLE:4.7: The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement:

4.1: 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.

4.2: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal. Students are helped on an individual basis to avoid anxiety if their development is ahead of or behind their peers. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

4.3: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

4.7: The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as parent, teacher, minister, grandparent, or guardian.



Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
4th	4.1 4.2 4.3 4.7	<p>September - 4th and 5th Grade Hygiene Presentation separated by gender and grade.</p> <p>November - Gender separated Family Life Presentation.</p> <p>April - Gender separate Family Life Presentation (review of November lesson).</p>	<p>Male: P.E teacher/ Male teacher</p> <p>Female: Nurse</p>	<p>Link: 4th grade Family Life Presentation Boys</p> <p>Link: 4th grade Family Life Presentation Girls</p> <p>Link: Hygiene Presentation</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</p> <p>The student will recognize abusive situations concerning physical abuse, emotional abuse, sexual abuse and neglect The student will understand the term child abuse, child neglect, sexual abuse and electronic harassment as well as how to protect oneself and confiding in a trusted adult.</p>



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FOURTH GRADE

Standard of Learning: FLE 4.4 **The student will identify basic human emotions and effective ways of dealing with them.**

Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self destructive or abusive behavior by using positive mental health practices.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/Materials	Essential Knowledge and skills
4th	4.4	August/ September	School Counselor	Be the Boss: A Lesson on Managing Feelings (Scroll down to <i>Feeling Guy</i> and <i>Responsible Actions</i> activities. Complete both lessons or do just one of the lessons as time allows). Four Corner Feelings	The student will identify and share feelings in a positive environment and learn appropriate responses for dealing with all types of feelings.



			Classroom Teacher (GAT)	GAT (covered throughout the year)	
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Standard of Learning: FLE 4.5 The student will develop awareness and acceptance of his or her strengths and weaknesses.

Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/Materials	Essential Knowledge and skills
4th	4.5	Ongoing	Classroom Teacher	The teacher will address this during school rules and expectations (and ongoing as needed).	The student will gain an understanding of what it means to be responsible and how to demonstrate responsibility in his/her daily life.
		January/February	School Counselor	Tie in lesson with goal setting. Use My strengths and weaknesses to have students identify their own successes and weaknesses. If time, allow students to share with whole group as they would like.	The student will identify personal strengths and weaknesses and view weaknesses as opportunities for future success.



Standard of Learning: FLE 4.6 **The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.**

Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
4th	4.6	September	School Counselor	4.6 Lesson	The student will identify the importance of different roles and responsibilities within the family.

Standard of Learning: FLE 4.8 **The student will identify factors contributing to the use of drugs.**

Descriptive Statement: Discussion includes examining the motivation for using alcohol, tobacco and other drugs, a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.



Standard of Learning: FLE 4.9 **The student will recognize the dangers of substance use and abuse.**

Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance use and abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

Grade Level	SOL's Covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and skills
4th	4.8 & 4.9	Per Too Good for Drugs schedule	Piedmont Community Services Too Good for Drugs Staff	Too Good for Drugs Program	Students will participate in discussion and activities focused on how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use.