



FRANKLIN COUNTY PUBLIC SCHOOLS FAMILY LIFE EDUCATION CURRICULUM

THIRD GRADE FLE SOL Coverage

SOL	EDUCATIONAL PROVIDER
3.1	CLASSROOM TEACHER, LIBRARY MEDIA SPECIALIST
3.2	SCHOOL COUNSELOR
3.3	SCHOOL COUNSELOR
3.4	SCHOOL COUNSELOR
3.5	COVERED IN FOURTH GRADE
3.6	SCHOOL COUNSELOR
3.7	COVERED IN FOURTH GRADE
3.8	COVERED IN FOURTH GRADE
3.9	SCHOOL COUNSELOR
3.10	LIBRARY MEDIA SPECIALIST, SCHOOL COUNSELOR
3.11	LIBRARY MEDIA SPECIALIST, SCHOOL COUNSELOR
3.12	LIBRARY MEDIA SPECIALIST, SCHOOL COUNSELOR



FRANKLIN COUNTY PUBLIC SCHOOLS ELEMENTARY FAMILY LIFE EDUCATION CURRICULUM

THIRD GRADE

Standard of Learning: FLE 3.1 **The student will experience success and positive feelings about self.**

Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups, such as the scouts, is encouraged. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.1	Ongoing	Classroom Teacher	GAT/ Team-building exercises, beginning of year class routines	The student will experience success through classroom activities which foster team building, positive self-image and acceptance.
		Ongoing	Library Media Specialist	www.netsmartz.org : Request full curriculum or use online resources Router's Birthday Surprise Router's Birthday Surprise 2 Router's Birthday Surprise 3 Appropriate behavior for virtual groups video	The student will be introduced to appropriate and inappropriate behavior of virtual groups on the internet.



Standard of Learning: FLE 3.2 **The student will express what he or she likes about himself or herself to continue developing a positive self-image.**

Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.2	November	School Counselor	Positive Self-Esteem-Carla's Sandwich Carla's Sandwich Video Link	The student will identify ways to develop a positive self-image.

Standard of Learning: FLE 3.3 **The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.**

Descriptive Statement: Changes which occur include moving to a new home, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.3	On an individual basis as needed	School Counselor	As determined by School Counselor	The student will be supported with positive mental health practices during changes in their family structure.



Standard of Learning: FLE 3.4 **The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.**

Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, it is important that feelings be expressed openly in appropriate ways.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.4	August	School Counselor	The Good Egg Coping Skills Fortune Tellers	The student will practice engaging in healthy coping strategies.

Standard of Learning: FLE 3.5 **The student will identify and use correct terms for external body parts associated with reproduction and elimination.**

Descriptive Statement: External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
Covered in 4th grade	3.5/4.1				



Standard of Learning: FLE 3.6 **The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.**

Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Students are taught to be accepting of others differences, including physical and mental differences.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.6	October/ November	School Counselor	The Crayon Box That Talked Lesson	The student will recognize and appreciate individual differences and be accepting of others, including physical and mental differences.

Standard of Learning: FLE 3.7 **The student will become aware that both a male and a female are necessary to have a baby.**

Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate, medically-accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
Covered in 4th grade	3.7/4.3				



Standard of Learning: FLE 3.8 **The student will comprehend that the baby grows inside the mother's body for nine months and then is born.**

Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
Covered in 4th grade	3.8/5.3				

Standard of Learning: FLE 3.9 **The student will describe the types of behavior that enable him or her to gain friends or to lose friends.**

Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.9	September	School Counselor	The Worst Best Friend Tools of Friendship Use pages 2 through the top of page 4. Closing activity: Have students draw a picture of what a good friend looks like and label with words describing characteristics of a good friend.	Students will think about and discuss the qualities of a good friend and qualities they consider to be barriers to friendship.



Standard of Learning: FLE 3.10 **The student will practice safety rules in the home.**

Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and internet. Parents are encouraged to discuss and develop safety precautions at home.

Standard of Learning: FLE 3.11 **The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.**

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the internet or text messaging. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.10	Ongoing	Library Media Specialist	8 rules for safe smartphone use	The student will review safety rules for phone and internet.
	3.11	Ongoing	Library Media Specialist	Professor Garfield Internet Safety app Internet Safety Video Professor Garfield Video Google's: Be Internet Awesome (Interland) Techno Cat Videos and Lessons Digital Footprint	The student will review safety rules for appropriate use of electronic devices including internet and text messaging. The student will review safety rules. The student will identify the difference of good and bad touches.



	3.11	February (2 lessons)	School Counselor	<p>http://www.kidsmartz.org/</p> <p>-Click on Educator and create a free account. Then click “teaching tools” at the top. Once there click “expansion content” lessons. Scroll down and click on Grades 3-5 lesson plan for each lesson. This will be completed as 2 separate lessons.</p> <p>1)Uncomfortable Touch 2) Surprises Vs. Secrets</p> <p>Parent Letter-To Go Home Day of the Lesson</p>	The student will identify how to respond to inappropriate touches.
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Standard of Learning: FLE 3.12 **The student will be conscious of how commercials use our emotions to make us want products.**

Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
3	3.12 (how media influences create excitement and desire to purchase products)	February	Library Media Specialist	Compilation of Junk Food Commercials Aimed at Kids and Teens "My Media Choices" Lesson from Common Sense Media	The student will identify ways in which advertisements are developed to influence a desire to purchase specific products.
Covered in 4th grade	4th grade Too Good for Drugs Program (how media affects mental health issues such as self-image, alcohol, tobacco, and other drug use)	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.