



FRANKLIN COUNTY PUBLIC SCHOOLS FAMILY LIFE EDUCATION CURRICULUM

Kindergarten FLE SOL Coverage

SOL	EDUCATIONAL PROVIDER
K.1	CLASSROOM TEACHER, SCHOOL COUNSELOR
K.2	CLASSROOM TEACHER, SCHOOL COUNSELOR
K.3	CLASSROOM TEACHER, SCHOOL COUNSELOR, LIBRARY MEDIA SPECIALIST
K.4	CLASSROOM TEACHER
K.5	CLASSROOM TEACHER
K.6	SCHOOL COUNSELOR
K.7	SCHOOL COUNSELOR
K.8	SCHOOL COUNSELOR
K.9	SCHOOL COUNSELOR
K.10	CLASSROOM TEACHER, SCHOOL COUNSELOR
K.11	CLASSROOM TEACHER, SCHOOL COUNSELOR



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KINDERGARTEN

Standard of Learning: FLE K.1 **The student will experience success and positive feelings about self.**

Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
K	K.1	August	Classroom Teacher	Howard B. Learns to Listen Create a visual schedule. Review schedule and discuss the importance of rules and routines in our classroom and at school. SFA KinderCorner Unit 2 (Feelings)	The student will be able to effectively handle routines.
		November	School Counselor	https://www.youtube.com/user/Affies4Kids Chrysanthemum Howard Listens to his Heart I Like Me	The student will understand self-acceptance and acceptance from others.



Standard of Learning: FLE K.2 **The student will experience respect from and for others.**

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
K	K.2	September	Classroom Teacher School Counselor	GAT2 Berenstain Bears Show Some Respect SFA KinderCorner Unit 2 (Feelings) Berenstain Bears Say Please and Thank You	The student will be introduced to a positive environment which promotes mental health development. The student will learn and practice good manners.



Standard of Learning: FLE K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The student is introduced to the concept of privacy, especially in the use of bathroom facilities. The importance of privacy and boundaries of self and others is introduced and tools are provided to support the child in respecting the personal privacy and boundaries of others. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the internet, are introduced.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
K	K.3	August/ September	Classroom Teacher	GAT2 SFA KinderCorner Unit 2 (Feelings)	The student will learn how his or her actions affect others.
		August	School Counselor	FLE K.3 Lesson-Bucket Filling	
		Ongoing	Library Media Specialist	Online Safety Video Techno Cat Videos and Lessons https://drive.google.com/file/d/1jsgWjrTZeZzlaWGAXTC-28ePHe_D5G0N/view?usp=sharing Cyber 5 Internet Safety Video ABCya	The student will learn online safety practices.



Standard of Learning:

FLE K.4 The student will recognize that everyone is a member of a family and that families come in many forms.

Descriptive Statement: This includes a variety of family forms: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families or guardians; families with stepparents; and other blended families; and the value of family relationships.

FLE K.5 The student will identify members of his or her own family.

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
K	K.4/ K.5	September	Classroom Teacher	Houghton-Mifflin family themed kit resources SFA KinderCorner Unit 3-Families The Family Book by Todd Parr	The student will understand that families can be in many forms. The student will identify members of their family.



Standard of Learning:

FLE K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

Descriptive Statement: The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing, the child will understand that rules are made for safety, and protection.

FLE K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community. The student will begin to understand the differences between appropriate and inappropriate expressions of affection.

FLE K.8 The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

FLE K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.



Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
K	K.6, K.7, K.8, K.9	February	School Counselor	Parent Letter-To Go Home Day of Lesson Lesson Your Body Belongs to You by Cornelia Spelman Do not complete Activity at the end of book	<p>The student will understand that his/her body belongs to him/her.</p> <p>The student will understand that he/she has the right to protect his/her body from bad or secret touching.</p> <p>The student will identify good touches and bad touches and the difference between the two.</p> <p>The student will identify people who can help in abuse situations.</p>

K.10 The student will identify "feeling good" and "feeling bad."

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
K	K.10	Ongoing November	Classroom Teacher School Counselor	GAT2 SFA KinderCorner Unit 2 (Feelings) Humpty Dumpty	The student will understand and identify different types of feelings.



K.11 The student will find help safely.

Descriptive Statement: Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources / Materials	Essential Knowledge and Skills
K	K.11	May	School Counselor Classroom Teacher	http://www.kidsmartz.org/Videos Berestain Bears Learn about Strangers Trace your address Practice dialing parents phone number on a phone template.	The student will learn personal information and know how to find help in unsafe environments.