



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

**Second Grade FLE SOL Coverage**

<b>SOL</b>	<b>EDUCATIONAL PROVIDER</b>
<b>2.1</b>	<b>SCHOOL COUNSELOR</b>
<b>2.2</b>	<b>SCHOOL COUNSELOR</b>
<b>2.3</b>	<b>COVERED IN FOURTH GRADE</b>
<b>2.4</b>	<b>CLASSROOM TEACHER (SCHOOL COUNSELOR AS NEEDED)</b>
<b>2.5</b>	<b>SCHOOL COUNSELOR</b>
<b>2.6</b>	<b>SCHOOL COUNSELOR</b>
<b>2.7</b>	<b>SCHOOL COUNSELOR</b>
<b>2.8</b>	<b>LIBRARY MEDIA SPECIALIST</b>



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**SECOND GRADE**

**2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**

Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
2	2.1	November	School Counselor	<a href="#">It's Okay To Be Different Lesson Plan</a> (scroll down)  <a href="#">It's Okay To Be Different (Book)</a>	The student will recognize and appreciate that all individuals have different strengths and weaknesses.

**2.2 The student will realize that adults other than parents also provide care and support for children.**

Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; childcare providers; daycare teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
2	2.2	Late January/ February (do prior to 2.6 and 2.7)	School Counselor	<a href="#">FLE 2.2 Lesson</a>	The student will identify adults who provide care and support in their lives, both family and non-family members.



**2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.**

Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate, medically-accurate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
Covered in 4th grade	2.3				

**2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.**

Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior. The importance of privacy and boundaries for self and others is reinforced along with tools to ensure that the student respects the personal privacy and boundaries of others.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
2	2.4	Ongoing	Classroom Teacher	Reference GAT Peace Path (or if non-SFA <a href="#">I Feel Message Statement</a> )  School Counselor used as needed on an individual basis.	The student will be provided with experiences which encourage positive peer interaction and conflict resolution skills.



**2.5 The student will demonstrate appropriate ways of dealing with feelings.**

Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior, in response to pleasant and unpleasant feelings, is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
2	2.5	September	School Counselor	<a href="#">FLE 2.5 Lesson</a>	The student will understand the characteristics of appropriate behavior.

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



Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.

**2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
2	2.6 & 2.7	February	School Counselor	Review: <a href="#">Tell A Trusted Adult</a> NetSmartzKids Video: <a href="https://www.youtube.com/watch?v=kO7ObEah6rM">https://www.youtube.com/watch?v=kO7ObEah6rM</a> -Then show: <a href="#">Healthy Touch</a> , <a href="#">Good Boundaries</a> , <a href="#">Safe Kids</a> and do worksheet (either as a whole class or individual): <a href="#">Who Would I Tell</a> .  <a href="#">Parent Letter-To Go Home the Day of the Lesson</a>	The student will identify safe and trusted adults, including those outside of their family.  The student will identify the elements of good and bad touches and learn it is okay and important to tell a trusted adult.

**2.8 The student will be conscious of how commercials use our emotions to make us want products.**



Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. 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- esteem or body image.

Grade Level	SOL's covered	Time Frame/Pacing	Instructor	Activity/Resources/ Materials	Essential Knowledge and Skills
2	2.8	October	Library Media Specialist	<a href="#">Media Influence Activity</a>  <a href="#">Purpose of online videos and commercials</a>	The student will analyze commercials and identify ways in which companies appeal to our emotions to make us want to purchase their product.