



A. Mario Loiederman Middle School
for the Creative and Performing Arts
Nicole Sosik, Principal

12701 Goodhill Road

Silver Spring, Maryland 20906

240) 740-5830

www.loiedermanarts.org

July 19, 2019

Dear Parent/Guardian:

Your student is scheduled to take the Grade 7 comprehensive health education units on Family Life and Human Sexuality (FLHS), and Disease Prevention and Control (DPC). Instruction in these units is designed to help students develop a foundation for making responsible choices that reflect respect for the individual and for others in the family and community. The Maryland State Curriculum—Health Education Standards and the Montgomery County Public Schools (MCPS) performance indicators have been enclosed to inform you of the desired outcomes of the units.

If you would like more information about this aspect of the comprehensive health education program, you are invited to attend an informational meeting at the school on **September 12 at 5pm in Portable 1**. Instructional materials will be reviewed and you will have an opportunity to discuss the program with the teachers. If you are unable to attend this meeting and would like to review the materials, please call the school at (240) 740-5830 to arrange a time to do this with your child's teacher.

In accordance with the Code of Maryland Regulation (COMAR 13A.04.18) and MCPS Regulation IGP-RA, Comprehensive Health Education Instructional Program, a student will participate in FLHS and DPC instruction unless written parent/guardian permission is submitted excluding the student from receiving instruction related to human sexuality and/or sexually transmitted diseases, including HIV/AIDS. Instruction on FLHS and sexually transmitted diseases, including HIV/AIDS, is scheduled to begin the last 3-4 weeks of the quarter. You may choose to have your student excused from either or both of these units. If excused, your student will participate in other health education units of instruction under the supervision of a professional in an instructional setting.

If you would like to opt your student out of the FLHS unit and/or the DPC unit of instruction, please complete the enclosed permission form and return it to school no later than . If this form is not returned, your student will receive instruction on FLHS and DPC including HIV/AIDS. Thank you for your cooperation.

Sincerely,

Nicole Sosik
Principal

Enclosures



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19 de julio de 2019

Estimado Padre/Tutor:

Su estudiante está programado para tomar las unidades de educación de salud integral del grado 7 sobre Vida familiar y Sexualidad humana (FLHS) y Prevención y control de enfermedades (DPC). La instrucción en estas unidades está diseñada para ayudar a los estudiantes a desarrollar una base para tomar decisiones responsables que reflejen el respeto por el individuo y por los demás en la familia y la comunidad. El Currículo del Estado de Maryland: Estándares de Educación para la Salud y los indicadores de rendimiento de las Escuelas Públicas del Condado de Montgomery (MCPS) se han incluido para informarle los resultados deseados de las unidades.

Si desea obtener más información sobre este aspecto del programa de educación de salud integral, lo invitamos a asistir a una reunión informativa en la escuela **el Septiembre 12 at 5pm in Portable 1**. Se revisarán los materiales de instrucción y tendrá la oportunidad de discutir el programa con los maestros. Si no puede asistir a esta reunión, pero le gustaría revisar los materiales, llame a la escuela al (301) 929-2282 para programar una hora para hacer esto.

De acuerdo con el Código de Regulación de Maryland (COMAR 13A.04.18) y el Reglamento de MCPS IGP-RA, Programa Educativo Integral de Educación para la Salud, un estudiante participará en la instrucción de FLHS y DPC a menos que se presente el permiso por escrito del padre/guardián, excluyendo al estudiante de recibir instrucción relacionados con la sexualidad humana y/o las enfermedades de transmisión sexual, incluido el VIH/SIDA. La instrucción en FLHS está programada y la instrucción sobre enfermedades de transmisión sexual, incluido el VIH/SIDA, está programada para comenzar en las últimas 3-4 semanas del trimestre. Puede elegir que su estudiante sea excusado de cualquiera de estas unidades o de ambas. Si es excusado, su estudiante participará en otras unidades de instrucción de educación para la salud bajo la supervisión de un profesional en un entorno educativo.

Si desea excluir a su estudiante de la unidad de FLHS y / o la unidad de instrucción de DPC, complete el formulario de permiso adjunto y devuélvalo a la escuela a más tardar el . Si no se devuelve este formulario, su estudiante recibirá instrucción sobre FLHS y DPC, incluido el VIH/SIDA. Gracias por su cooperación.

Sinceramente,

Nicole Sosik
Directora

Cerramientos

Comprehensive Health Education Grade 7 Family Life and Human Sexuality

Goal:

Maryland State Curriculum Content Standard 4: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Enduring Understanding:

Family and culture affect interpersonal relationships and lifelong wellness.

Performance Indicators:

4.7.II. Family—Analyzing Influences

4.7.II.1. Analyze the correlation between healthy behaviors and personal health with family and relationships.

- 4.7.II.1.a. Develop a list of characteristics for healthy and unhealthy relationships.
- 4.7.II.1.b. Demonstrate ways to express affection, love, and friendship in a healthy way.
- 4.7.II.1.c. Explain why parents and other trusted adults are good sources of information related to relationships, growth and development, and sexual health.

4.7.II.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

- 4.7.II.2.a. Define sexual activity, sexual abstinence, sexual orientation, and gender identity.
- 4.7.II.2.b. Predict how teasing, bullying, and intolerance related to all aspects of sexuality, development, or physical appearance, can affect one's health.
- 4.7.II.2.c. Demonstrate respect for individual differences in all aspects of sexuality, development, or physical appearance.

4.7.II.3. Explain how appropriate health care can promote personal health.

- 4.7.II.3.a. Summarize basic male and female reproductive body parts and their functions.
- 4.7.II.3.b. Explain conception and its relationship to the menstrual cycle.
- 4.7.II.3.c. Explain how abstinence is the most effective method to prevent pregnancy and the spread of STIs.
- 4.7.II.3.d. Explain how the male condom helps prevent pregnancy and the spread of STIs (other contraception methods are in Grade 8 and Grade 10).

4.7.II. Components of Healthy Relationships—Analyzing Influences

4.7.II.1. Examine how family influences the health of adolescents.

- 4.7.II.1.a. Reflect on family influences related to social behaviors and relationships.
- 4.7.II.1.b. Discuss how societal influences affect sexual health practices, behaviors, and interpersonal relationships (e.g., popular culture, media messages, social media, and music videos).

4.7.II.2. Describe how peers influence healthy and unhealthy behaviors.

4.7.II.2.a. Explain why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents.

4.7.II.2.b. Hypothesize how peers affect one's sexual health practices, behaviors, and relationships.

4.7.III. Sexual Orientation—Accessing Information

4.7.III.1. Access research-based information about gender identity, gender expression, and sexual orientation.

4.7.III.1.a. Differentiate between gender identity, gender expression, and sexual orientation.

4.7.III.1.b. Communicate respectfully with and about all people.

4.7.III.1.c. Advocate to promote dignity and respect for all people.

4.7.VIII. Sexual Orientation

4.7.VIII.1. Demonstrate how to influence and support others to make positive health choices.

4.7.VIII.1.a. Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality.

Comprehensive Health Education Grade 7 Disease Prevention and Control

Goal:

Maryland State Curriculum Content Standard 7—Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Enduring Understanding:

Disease prevention is the result of decision-making and risk avoidance skills that promote lifelong wellness.

Performance Indicators:

4.7.II. Communicable Disease—Analyzing Influences

4.7.II.1. Describe the benefits of and barriers to practicing healthy behaviors.

4.7.II.1.a. Predict how sexual behaviors and practices influence contraction of STIs and HIV/AIDS.

- Abstinence
- Monogamy
- Protected and unprotected sexual activity including sexual intercourse
- Multiple partners

4.7.II.1.b. Discover how other behaviors and practices influence contraction of STIs and HIV/AIDS.

- Alcohol and drug use
- Sharing needles (e.g., piercings, drugs, tattoos)
- Mother to child
- Occupational exposure
- Medical staff

4.7.III.1. STIs and HIV/AIDS—Accessing Information

1. Compare STIs, (e.g., syphilis, gonorrhea, chlamydia, herpes, and human papillomavirus [HPV]), based on their symptoms, effects on the body, treatment, and prevention.

4.7.III.1.a. Describe specific symptoms of bacterial, viral, and parasitic STIs, and their impact on the body.

4.7.III.1.b. Evaluate ways to prevent STIs including abstinence from sexual activity.

4.7.III.2. Explain HIV/AIDS as a communicable disease.

4.7.III.2.a. Describe how HIV is transmitted.

4.7.III.2.b. Describe specific symptoms of HIV/AIDS and effects on the body including response of the immune system.

4.7.III.2.c. Explain the progression from HIV to AIDS.

4.7.III.2.d. Analyze HIV/AIDS contraction as it relates to other STIs—epidemic, target population, trends in data, etc.

4.7.IV. Communicable Disease—Goal Setting

4.7.IV.1. Develop a goal to adopt, maintain, or improve a personal health practice to reduce the spread of communicable diseases.

4.7.IV.1.a. Develop a goal to avoid or reduce the risk of pregnancy, and transmission of HIV and other STIs.

4.7.IV.1.b. Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy, and transmission of HIV and other STIs.

4.7.IV.1.c. Develop and apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of transmission of HIV and other STIs.

**FAMILY LIFE AND HUMAN SEXUALITY AND
DISEASE PREVENTION AND CONTROL
PERMISSION FORM**

Student Name: _____ PD _____

Daytime Phone Number of Parent/Guardian: _____

**Please check YES or NO for each of the questions below.
Por favor, marque SÍ o NO para cada una de las preguntas a continuación**

I give permission for my student to receive instruction on Family Life and Human Sexuality. YES _____ NO _____

Doy permiso para que mi estudiante reciba instrucción sobre la vida familiar y la sexualidad humana. SI _____ NO _____

I give permission for my student to receive instruction on Disease Prevention and Control. YES _____ NO _____

Doy permiso para que mi estudiante reciba instrucción sobre la enfermedad Prevención y control. SI _____ NO _____

Signature of Parent/Guardian/ Firma de Padre/Tutor

Date/ Fecha

Please complete and return this form to school no later than _____.

Por favor complete y devuelva este formulario a la escuela a más tardar el _____.

* If this form is not returned, your student will receive instruction on FLHS and DPC including HIV/AIDS. Thank you for your cooperation.

* Si este formulario no es devuelto, su estudiante recibirá instrucción en FLHS y DPC, incluyendo VIH/SIDA. Gracias por su cooperación.