



# Rocky Hill Middle School

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Dr. Cynthia Eldridge  
Principal

Dear Parent/Guardian:

Your son or daughter is scheduled to take the Grade 8 comprehensive health education unit on Family Life and Human Sexuality (FLHS). Instruction in this unit 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 unit.

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 **Tuesday, September 26th at 6:30 p.m. in room 140**. 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, but would like to review the materials, please call Ms. Demosky-Tippett at 301-353-8282 to arrange a time to do this.

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 instruction unless written parent/guardian permission is submitted excluding the student from receiving instruction related to human sexuality. Instruction on FLHS is scheduled to begin on \_\_\_\_\_. You may choose to have your son or daughter excused from this unit. If excused, your son or daughter 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 son or daughter out of the FLHS unit of instruction, please complete the enclosed permission form and return it to school no later than \_\_\_\_\_. If this form is not returned, your son or daughter will receive instruction on FLHS. Thank you for your cooperation.

Sincerely,

Principal

Enclosures

## **Comprehensive Health Education Grade 8 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:**

Responsible behaviors and practices influence relationships and lifelong wellness. Respecting differences in each other can promote positive interactions which can lead to tolerance, understanding, and empathy.

### **Performance Indicators:**

#### **4.8.II. Sexual Behaviors and Limits—Analyzing Influences**

##### **4.8.II.1. Explain how the perceptions of norms influence healthy and unhealthy behaviors.**

4.8.II.1.a. Describe how perceptions of norms, social expectations, and values shape healthy and unhealthy sexual practices, behaviors, and relationships.

4.8.II.1.b. Validate the reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents.

4.8.II.1.c. Evaluate reasons why people engage in sexual activity including sexual intercourse and why people choose to abstain from sexual activity.

#### **4.8.III. Maternal Changes—Accessing Information**

##### **4.8.III.1. Describe the emotional, intellectual, physical, and social changes that occur to adolescents due to pregnancy.**

4.8.III.1.a. Explain the gestation process of fetal development and maternal changes.

4.8.III.1.b. Explain principles of prenatal care.

4.8.III.1.c. Analyze the emotional, physical, and financial impacts of teen pregnancy on teens, their children, their families, and society.

#### **4.8.IV. Sexual Behaviors and Limits—Interpersonal Communication**

##### **4.8.IV.1. Apply effective verbal and nonverbal communication skills to enhance health.**

4.8.IV.1.a. Examine ways to protect the sexual health of one's self and others through effective use of verbal, nonverbal, and electronic means of communication, including social media.

##### **4.8.IV.2. Demonstrate refusal and negotiation skills that avoid or reduce health risks.**

4.8.IV.2.a. Demonstrate skills to resist peer pressure to engage in sexual activity including sexual intercourse.

##### **4.8.IV.3. Demonstrate how to advocate for assistance to enhance the health of self and others.**

4.8.IV.3.a. Identify community resources available to provide assistance to improve and/or maintain health and healthy relationships including those at the school.



#### **4.8.V. Social Media—Decision Making**

##### **4.8.V.1. Describe the benefits of and barriers to practicing healthy behaviors.**

4.8.V.1.a. Explain why sending sexually explicit pictures or messages by e-mail, cell phone, or tablet; and posting sexually explicit messages/pictures on social media sites will have negative consequences—socially, legally, and otherwise.

4.8.V.1.b. Formulate reasons for maintaining sexual abstinence including the right to refuse sexual contact, protection from HIV/STIs, and pregnancy.

4.8.V.1.c. Analyze behaviors used to coerce or pressure someone to engage in sexual activity including sexual intercourse, refusal skills, and the link between alcohol/drugs and sexual activity.

4.8.V.1.d. Explain how each method of contraception works to prevent pregnancy including effectiveness.

#### **4.8.VII. Teen Pregnancy and Parenting—Self-Management**

##### **4.8.VII.1. Describe the interrelationships of emotional, intellectual, physical, and social health for teen parents.**

4.8.VII.1.a. Anticipate how new family roles will affect the emotional well-being of the teens, their children, and their families.

4.8.VII.1.b. Predict how taking care of a child will impact physical health of the teens, their children, and their families.

#### **4.8.VIII. Contraception and Sexual Abstinence—Advocacy**

##### **4.8.VIII.1. Explain the importance of taking ownership for personal health behaviors.**

4.8.VIII.1.a. Persuade others to practice sexual abstinence and avoid risky sexual behaviors that may lead to contraction of HIV, STIs, and/or unwanted pregnancy.

**FAMILY LIFE AND HUMAN SEXUALITY  
PERMISSION FORM**

Student Name: \_\_\_\_\_

Daytime Phone Number of Parent/Guardian: \_\_\_\_\_

**Please check YES or NO for each of the questions below.**

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

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Please complete and return this form to school no later than \_\_\_\_\_.**

\*If this form is not returned, your son or daughter will receive instruction on FLHS. Thank you for your cooperation.