WILLIAM H. FARQUHAR MIDDLE SCHOOL

17017 Batchellors Forest Road • Olney, Maryland 20832
Phone: 240-740-1200 • Fax: 301-774-7505

Office of the Principal

August 13, 2019

Dear Parent/Guardian:

Your son or daughter 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 19, 2019 during session two from 6:15 to 6:45p.m. in room 135. 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 the school at 240-740-1200 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 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. You will be notified when this instruction on FLHS and sexually transmitted diseases, including HIV/AIDS, is scheduled to begin that will vary depending on which quarter your student will take Health Education. You may choose to have your son or daughter excused from either or both of these units. 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 and/or the DPC unit of instruction, please complete the enclosed permission form and return it to your son or daughter's health teacher before the FLHS and DPC units begin. If this form is not returned, your son or daughter will receive instruction on FLHS and DPC including HIV/AIDS. Thank you for your cooperation.

Sincerely,

Joel Beidleman
Principal

Enclosures

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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.

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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.

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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.

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FAMILY LIFE AND HUMAN SEXUALITY AND DISEASE PREVENTION AND CONTROL 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 and Human Sexuality. YES_____ NO_____

I give permission for my student to receive instruction on Disease Prevention and Control. YES_____ NO_____

_____ _____
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 and DPC including HIV/AIDS. Thank you for your cooperation.