

**August 30, 2010**

**Dear Parent/Guardian:**

**As part of the Montgomery County Public Schools comprehensive health education program, your child is scheduled to take 8<sup>th</sup> grade health education. Two of the instructional units are Family Life and Human Sexuality (FLHS), and Disease Prevention and Control. These units are designed to help students develop a foundation for making responsible choices of behavior that reflect respect for the individual and for others in the family and community. The Maryland State Voluntary Standards and the Montgomery County Public Schools 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 Cabin John on Monday,, September 13, 2010 at 8:00 a.m. in room A108. 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 301-469-1150 to arrange a time to do this.**

**In accordance with the Code of Maryland Administrative Regulations (COMAR 13A.04.18), a parent/guardian must give signed permission before a student under the age of 18 may receive instruction related to human sexuality and/or sexually transmitted diseases, including HIV/AIDS. You may choose to have your student excused from either or both of these units. If excused, the student will participate in units under the supervision of a professional in an instructional setting.**

**Please complete the enclosed permission form and your child return it to their physical education / health teacher no later than Friday, September 24, 2010. If this form is not returned, your student will not be permitted to receive instruction on FLHS or HIV/AIDS and will participate in alternative units. Thank you for your cooperation.**

**Sincerely,**

**Dr. Paulette L. Smith  
Principal**

**Robyn G. Wagman  
Health Education Resource Teacher**

**Enclosures**

## **Comprehensive Health Education Grade 8 Family Life and Human Sexuality**

### **Goal:**

Maryland Voluntary 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.A.1. Describe how family members influence the development of adolescents.**

4.8.A.1.a. Describe the relationships that exist within a family.

#### **4.8.A.2. Identify and describe the components of a healthy relationship.**

4.8.A.2.a. List the components of a healthy relationship.

- Respect for self and others
- Empathy
- Effective communication
- Honesty
- Support
- Ability to resolve conflicts in rational, peaceful ways

4.8.A.2.b. Describe how a healthy relationship can be demonstrated in a variety of situations.

4.8.A.2.c. Examine factors that influence stereotyping and generalizations about gender.

4.8.A.2.d. Define sexual identity, including sexual orientation.

#### **4.8.A.3. Describe the process of the menstrual cycle.**

4.8.A.3.a. Chart the menstrual cycle.

4.8.A.3.b. Explain the stages of the menstrual cycle.

#### **4.8.A.4. Recognize factors that influence an individual's decision concerning sexual behavior.**

4.8.A.4.a. List reasons why abstinence from sexual activity is a healthy, safe, and responsible decision for adolescents.

4.8.A.4.b. Identify ways to maintain abstinence in a relationship.

4.8.A.4.c. Model skills to resist peer pressure to engage in sexual activity, including sexual intercourse.

4.8.A.4.d. Examine reasons why people engage in sexual activity, including sexual intercourse, such as:

- to have children
- desire to have someone to love
- to express love, for enjoyment
- curiosity, alcohol/drug influence
- partner pressure, media influence
- to gain social status

**4.8.A.5. Explain the gestation process of fetal development and maternal changes.**

4.8.A.5.a. Describe the fertilization process.

4.8.A.5.b. Describe the implantation process.

4.8.A.5.c. Describe the stages of gestation.

4.8.A.5.d. Describe the birth process.

**4.8.A.6. Explain the principles of prenatal care.**

4.8.A.6.a. Distinguish between positive and negative examples of prenatal care.

4.8.A.6.b. List the components of proper personal prenatal care.

4.8.A.6.c. List the components of proper professional prenatal care.

**4.8.A.7. Explain the impact of teen pregnancy.**

4.8.A.7.a. Discuss the impact of unplanned pregnancy on the teens, their child, and their families.

4.8.A.7.b. List reasons why people get pregnant such as:

- not being abstinent
- by accident
- not using contraception
- to keep a partner
- to have a child to love

4.8.A.7.c. State the impact of teen pregnancy on society.

- Schools
- Justice system
- Social service organizations
- Welfare system

**4.8.A.8. Recognize qualities necessary prior to parenting.**

4.8.A.8.a. Identify safe and appropriate living conditions for children.

4.8.A.8.b. Identify knowledge, skills, and personality traits necessary for the appropriate care of a child.

**4.8.A.9. Recognize the responsibilities of parenting.**

4.8.A.9.a. Assess the costs associated with raising a child.

4.8.A.9.b. Evaluate the impact of parenting on time management.

4.8.A.9.c. Identify skills that demonstrate effective parenting.

**4.8.A.10. Describe methods of contraception.**

4.8.A.10.a. Explain how each method of contraception works to prevent pregnancy, including effectiveness.

- Abstinence
- Chemical/Hormonal methods
- Barrier methods
- Other methods

4.8.A.10.b. Explain how each method of contraception is used.

- Abstinence
- Chemical/Hormonal methods
- Barrier methods

4.8.A.10.c. List the advantages and disadvantages of each method of contraception.

- Abstinence
- Chemical/Hormonal methods
- Barrier methods

4.8.A.10.d. Identify where each method of contraception can be obtained.

- Abstinence
- Hormonal methods
- Barrier methods

**Comprehensive Health Education**  
**Grade 8 Disease Prevention and Control – HIV/AIDS Prevention**

**Goal:**

Maryland Voluntary 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:**

Responsible disease prevention and control behaviors provide the foundation for lifelong wellness.

**Performance Indicators:**

**7.8.A.1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases or infections.**

7.8.A.1.a. Explain how sexual behaviors and practices influence contraction of HIV/AIDS and Sexually Transmitted Infections (STI)

- Abstinence
- Monogamy
- Use of condoms
- Sexual activity, including sexual intercourse
- Multiple partners

7.8.A.1.b. Explain how other behaviors and practices influence contraction of HIV/AIDS and STI.

- Alcohol and drug use
- Sharing needles (piercings, drugs, tattoos)
- Mother to child
- Occupational exposure
  - Medical staff
  - Teachers/Childcare
  - Other

**7.8.A.3. Recognize and describe symptoms, effects on the body, treatment, and prevention of HIV/AIDS.**

7.8.A.3.a. List specific symptoms of HIV/AIDS.

7.8.A.3.b. Explain the progression from HIV to AIDS.

7.8.A.3.c. Describe the effects of HIV/AIDS on the body, including the immune system.

7.8.A.3.d. State ways to prevent HIV/AIDS.

7.8.A.3.e. Examine various modes of treatment.

**7.8.A.5. Describe risk factors and behaviors that contribute to the development of non-communicable diseases.**

7.8.A.5.a. Identify risk factors that impact on non-communicable diseases.

- Family history
- Life style choices
- Environment

7.8.A.5.b. Categorize the risk factors into controllable or uncontrollable.

7.8.A.5.c. Identify the protective factors that decrease the occurrence of non-communicable diseases.

- Regular medical check-ups
- Immunizations and screening
- Diet and weight management
- Exercise and rest
- Environmental exposure

**7.8.A.10. Review the causes, symptoms, and prevention of STI.**

**FAMILY LIFE AND HUMAN SEXUALITY AND HIV/AIDS PREVENTION  
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 HIV/AIDS. YES \_\_\_\_\_ NO \_\_\_\_\_

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

\_\_\_\_\_  
Date

**Please complete and return this form to school no later Friday, September 24, 2010.**