



Dear Parents/Guardians of Fifth Grade Students,

Fifth grade students will begin the Family Life unit of study in **February**. The content of this program is concerned with the physiological and personality changes related to maturation and human reproduction. Specifically, the curriculum for Family Life and Human Sexuality is based upon the following Fifth Grade Maryland Comprehensive Health Education Standards:

- Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health. 1c.5.1
- Describe the physical, social, and emotional changes that occur during puberty. 1c.5.3
- Summarize that the onset and progression of puberty varies considerably. 1c.5.4
- Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.5.5
- Describe how puberty prepares human bodies for the potential to reproduce. 1c.5.6
- Identify that reproduction requires that a sperm and an egg join and implant. 1c.5.7

Classroom teachers will use the Great Body Shop student issue "Growing Up" to facilitate this unit. This issue is available for parents and guardians to preview upon request and through the Great Body Shop Family Portal your student's teacher has provided you access.

Below is a summary of how the objectives are taught within the lessons:

Lesson 1: Hormones and Your Body

- Define puberty and adolescence and recognize that not everyone starts at the same time or matures at the same rate.
- Define hormones and endocrine glands/system and learn the role hormones play in stimulating body functions, specifically the pituitary gland, the thyroid gland, the pancreas, the adrenals, the ovaries, and the testes.
- Identify health and safety rules to follow to take responsibility for the body.

Lesson 2: Growing up Male and Female

- Identify the biological differences between boys and girls and the physical changes that occur during puberty for males and females, based upon testosterone and estrogen.
- The human reproductive systems are defined with medically accurate vocabulary and their functions discussed.
- The menstrual cycle and its role in human reproduction, describing fertilization as the male sperm penetrating the female egg and the need for that fertilized egg to implant in the uterus to grow. Students should understand the biological possibility to get pregnant at this stage of puberty.
- Compare the physical and emotional similarities and differences between boys and girls during puberty.
- Practice speaking respectfully to others by abstaining from sexual harassment to show respect for self and others as a maturing adolescent.



Lesson 3: Good Hygiene and Feeling Good About the Way You Look

- Identify the connection between good hygiene, your appearance, and feeling good about the way you look. Discuss factors such as body odor, oily skin and hair, acne, and dental hygiene.
- Recognize there are physical, emotional, and social changes that occur during puberty, and they can be stressful and make us feel awkward. Practice ways to show empathy, respect, and support for others.
- Analyze influences of consumer products for hygiene and appearance and how advertising techniques can have overt and covert messaging.

Lesson 4: Growing Up with a Healthy Attitude

- Define maturity and discuss the skills that prepare us for developing into mature adults.
- Introduce the concept of healthy and unhealthy relationships and reinforce positive relationship indicators such as respect and positive peer pressure. Contrast this to negative and immature behaviors such as bullying and negative peer pressure.
- Recognize steps to take and methods to use when responding to situations in a mature way by role playing and demonstrating appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.

The Maryland State Department of Education COMAR guidelines (13A.04.18.01) related to student participation in the program state that families may “opt-out” of instruction related to family life and human sexuality objectives. Also, schools shall permit students opting out of objectives related to family life and human sexuality to receive instruction concerning menstruation. In compliance with these guidelines, if you do not want your child to participate in the program, please provide notification in writing no later than **(enter date at least one week prior to start date)**. Your child will be provided alternate activities during this time period.

If you have further questions about the implementation of this curriculum, you may contact your student’s 5th grade teacher.

Sincerely,

The Fifth Grade Team

Opt-Out: Please sign and return this form to your child’s 5th-grade teacher if you wish to opt your child out of the family life curriculum. We invite you to speak with your child’s teacher to determine what element(s) of the family life instruction you wish your child to receive alternative learning objectives and/or assessments in health education.

Student’s Name

Grade

Health Teacher and Period

Name of Parent

Parent Contact Number

Date