

Citizens Advisory Committee on Family Life and Human Development

**Proposed Changes for the Staff Recommended
Grade 10 Lessons, “Respect for Differences in Human Sexuality”¹**

Revised Grade 10 Lesson 1

The committee reviewed the Revised Grade 10 curriculum on Family Life and Human Sexuality, as recommended by the school system’s staff, and acted upon proposed changes to Lesson 1:

- On Page 2, Vocabulary, change the definition of “gender identity” to “a person determines his or her gender identity based on the gender he or she feels to be inside.” (Passed) Y-11, N-0, A-0
- On Page 2, Vocabulary, add the term “sexual identity” defined [by Glencoe] as “the way you act, your personality, how you feel about yourself because you are male or female – all of these are part of your sexual identity.” (Passed) Y-9, N-0, A-1
- On Page 2, Vocabulary, replace “intersexual” with “intersex” (or add as a secondary term in parenthesis) and the definition with “One having both male and female sexual characteristics and organs; at birth an unambiguous assessment of male or female cannot be made.” (Passed) Y-8, N-0, A-2
- On Page 2 and 6, Vocabulary, add definition of “homophobia” consistent with text. (Passed) Y-7, N-3, A-0
- On Page 6, Vocabulary Activator, replace “transgender” with “_____” in definition “g” so that the definition does not contain the defined word. (Passed) Y-8, N-0, A-1
- A motion was made to accept the Holt text excerpt in its entirety. (Passed) Y-8, N-2, A-2
- In the lesson, add a teacher resource information sheet containing the following information for presentation to students:

“Other things to know:

- “Children who have fleeting same-sex attractions may assume incorrectly that they are gay or lesbian. Mere fleeting attraction does not prove sexual orientation.

[Continued next page]

¹ Proposed changes include those that were approved by the committee in public sessions on November 8 and November 15, 2006. The proposed changes are presented here, with committee votes, as subsequently described in action minutes and approved by the committee. The committee endorsed the lessons, with these proposed changes, for recommendation to the Board of Education.

- “All mainstream medical and mental health professionals have concluded that homosexuality is not a disease or a mental illness.
- “The American Academy of Pediatrics says that most experts have concluded that ‘one’s sexual orientation is not a choice; that is, individuals do not choose to be homosexual or heterosexual.’ Moreover, according to the American Psychological Association, sexual orientation is not a ‘conscious choice that can voluntarily be changed.’ Similarly, the American Medical Association opposes ‘therapies’ that seek to change sexual orientation that are premised on the assumption that homosexuality is an illness and that people should change.
- “Homosexuals can live happy, successful lives; they ‘can be successful parents.’
- “Children raised by same-sex couples do just as well as those raised by heterosexuals, and are no more likely to be homosexual.”

(Passed) Y-9, N-2, A-1

- In the lesson, add to the teacher resource information sheet: “If you are unsure, it is unwise to rush to label yourself during this formative time.” (Passed) Y-11, N-1, A-0
- In the lesson, add the following: “An individual has a right to label him or herself but others should not label individuals based on appearance or behavior.” (Passed) Y-12, N-0, A-0
- In the lesson, add the following: “Civil expressions of disapproval of homosexual behavior out of sincere religious, moral, or health-related concerns should not be labeled as ‘homophobia.’” (Passed) Y-8, N-1, A-3
- In the lesson, add the following: “The American Psychological Association and the American Academy of Pediatrics recommend the support group Parents, Families, and Friends of Lesbians and Gays (PFLAG).” (Passed) Y-7, N-4, A-1
- On Page 10, MCPS Policy Excerpts, add a bullet at the bottom of the page stating: “MCPS will investigate all allegations and take appropriate disciplinary action when MCPS policies are violated.” (Passed) Y-12, N-0, A-0
- On Page 10, MCPS Policy Excerpts, add specific information on how to report an incident at school and include copies of any appropriate forms. (Passed) Y-11, N-0, A-1
- On Page 11, Student Resource Activities Sheet, change question III. B. to: “What are some advantages and disadvantages to revealing one’s sexual orientation and/or gender identity? (Passed) Y-7, N-1, A-4

Revised Grade 10 Lesson, Session 2

- On Page 4, Student Resource Activator Sheet, add to the lesson to make it clear that: “holding an unpopular view is not in itself prejudice.” (Passed) Y-10, N-0, A-2
- On Page 9, Student Resource Activities Sheet, change “sexual identity” to “gender identity.” (Passed) Y-8, N-0, A-3
- On Pages 9, 13, and 15, Student Resource Activities Sheet and other pages, change the pronoun references to “Portia” from male to female. (Passed) Y-8, N-1, A-2
- On Page 10, Student Resource Checking for Understanding Sheet, change the first question to “What are two challenges gay teens may face in the process of coming out?” (Passed) Y-8, N-1, A-2
- On Page 10, Student Resource Checking for Understanding Sheet, change the second question to “What are two benefits of coming out?” (Passed) Y-7, N-3, A-1
- On Page 11, fix typographical error– “state or quality” (Noted by consensus)