

Staff Response to Changes Proposed to Grade 8 Lesson “Respect for Differences in Human Sexuality” by Citizens Advisory Committee for Family Life and Human Development

#	Committee Recommendation	Staff Response
<u>Session 1</u>		
1	On Page 2, under Vocabulary, separate “sexual identity” and “gender identity” and define each.	Agree. Definitions given below. Change definitions and resources in Session 2 to be consistent.
2	On Page 2, under Vocabulary, use the definition of “sexual identity” from the Glencoe resource (Chapter 1, “Sexuality and You,” page 4) distributed by Mr. Peter Sprigg.	Agree, with modification. Sexual identity—the way you act, your personality, and how you feel about yourself because you are male or female. (Glencoe)
3	On Page 2, under Vocabulary, include the definition of “gender identity” from Holt: “A person determines his or her gender identity based on the gender he or she feels to be inside.”	Agree, with modification. Gender identity—your identity of yourself as a man or a woman based on the gender you feel to be inside. (Glencoe and Holt)
4	On Page 2, Vocabulary, change the definition of “sexual orientation” from Glencoe to the Holt definition in order to be consistent. The definition of “sexual orientation” should be the same one used in the Grade 10 curriculum.	Agree. Sexual orientation—a person’s emotional and romantic attraction towards members of the same sex, opposite sex, or both sexes. (Holt)
5	On Page 2, under Vocabulary, keep the definition of “tolerance” as “the ability to accept others’ differences and to accept people for who they are.”	Agree. No change needed
6	On Page 2, under Mastery Objectives, Enduring Understandings, or other appropriate placement, add new text: “Students will understand that bullying and harassment are not acceptable behaviors.”	Agree with modification. Add to instructional delivery plan, page 3, section #4, <i>Discuss</i> , after the last sentence: “Emphasize with students that bullying and harassment are not acceptable behaviors.”
7	Throughout the documents, substitute “behavior” for traits.	Agree. Substitute “behavior” for “traits” throughout the lessons.
8	On Page 7, Vocabulary Word Tree, change the examples to reflect the subject matter of the lesson.	Agree with modification. Revise lesson as appropriate, including vocabulary on page 2. On page 7 and corresponding overhead on page 19, replace bullying definition and examples with harassment definition and examples: e.g., “repeatedly making an individual the target of jokes,” “repeatedly making derogatory or demeaning comments about an individual,” “referring to an individual using racial, ethnic, or sexual epithets.”
9	On Page 8, add a Think Question: “How do you report bullying?”	Agree. In addition, provide answers according to MCPS policy or local school practice on page 16.

10	On Page 9, make 3 rd bullet consistent with Holt definition of sexual orientation to include romantic and emotional.	Agree. Change to “Sexual orientation is a person’s emotional and romantic attraction towards members of the same sex, opposite sex, or both sexes.” (Holt)
11	On Page 9, split second bullet and make definitions consistent with changes on Page 2 for sexuality, sexual identity, and gender identity.	Agree. Make recommended changes.
12	On Page 9, Bullets, add a 4 th bullet, “People sometimes stereotype others based on their beliefs. Sexuality is an emotionally charged issue in our society. Just as we shouldn’t stereotype anyone on the basis of sexual orientation, individuals should not be stereotyped with regard to personal beliefs.”	Agree with modification. Add another bullet (placed fourth): “People sometimes stereotype others based on their beliefs. Just as stereotyping others based on sexuality is not an acceptable behavior, stereotyping others based on personal beliefs also is not acceptable.”
<u>Session 2</u>		
13	On Pages 2 and 8, Vocabulary, add the term “straight” in the definition for heterosexual; add the term “gay or lesbian” in the definition for homosexual; add “straight, gay, lesbian, bisexual” in the definition of sexual orientation.	Agree. In addition, make definitions consistent in instructional delivery plan and resources.
14	On Page 5, Instructional Delivery, MCPS staff should provide more follow up on the Glencoe excerpt (pages 5-6).	Agree. Lesson as modified as appropriate.
15	<p>After Page 6, teachers should be provided with a Teacher Resource information sheet containing the following information, which should then be presented to students:</p> <p>“Other things to know:</p> <ul style="list-style-type: none"> ▪ Children who have fleeting same-sex attractions may assume incorrectly that they are gay or lesbian. Mere fleeting attraction does not prove sexual orientation. ▪ All mainstream medical and mental health professionals have concluded that homosexuality is not a disease or a mental illness. [referenced at Compendium pp. 3, 27-28] ▪ 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 <p>[continued next page]</p>	Disagree. The recommended new material does not align with target indicators and objectives for the lesson.

	<p>that people should change. [referenced at Compendium pp. 3, 27, 1]</p> <ul style="list-style-type: none"> ▪ Homosexuals can live happy, successful lives; they "can be successful parents." [referenced at Compendium pp. 6, 27-28] ▪ Children raised by same-sex couples do just as well as those raised by heterosexuals, and are no more likely to be homosexual. [referenced at Compendium 28] 	
16	On Page 7, Think Questions, add a new question, "Why is it important to be kind to others even when you don't agree?"	Agree with modification: "Why is it important to be respectful of individuals, even when you don't agree with their points of view?"
17	On Pages 7 and 12, Think Questions, replace question 3 with, "How can harassing, bullying, or stereotyping hurt the individual targeted and the school environment?"	Agree. Replace question 3 with question suggested by committee.
18	In both Session 1 and 2, MCPS should find a method for including instruction and discussion of inappropriate terminology related to sexual orientation.	Disagree. This lesson is designed so students will learn proper vocabulary of human sexuality.