

TEXAS ETHICS & RELIGIOUS LIBERTY COMMITTEE

The TERLC represents over 2,600 Texas churches who comprise the Southern Baptists of Texas Convention.

State Board of Education Material

November 11, 2021

To Whom It May Concern:

The Texas State Board of Education agenda at the November 16-19, 2021 meetings will include the decision to approve instructional materials for Health education based on the November 2020 approved Health TEKS. Texas schools will be required to provide instruction on the new TEKS starting in the school year 2022-2023. Approved instructional materials will have an advantage in the Texas and national market over other proposed material.

Texas parents and grandparents have reviewed the proposed materials and contributed to analysis of each, including what they identify as 15 Harmful Elements of Comprehensive Sex Education rubrics for each publication.

Recommended Votes:

| | |
|---------------------------------|----|
| LessonBee Grades 7-8 | NO |
| Human Kinetics Grades 6-8 | NO |
| QuaverEd Grades K-5 | NO |
| Goodheart-Willcox Middle School | NO |
| Goodheart-Willcox High School | NO |

Including are the following:

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|----------------------------|--------|
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Sincerely,

Texas Ethics and Religious Liberty Committee

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Find more legislative priorities at <https://sbtexas.com/ethics-religious-liberty/>.

Instruction Material Examples

***DISCLAIMER: What you are about to read contains explicit language that is quoted directly from the proposed curriculums in question. This language does not reflect SBTC or TERLC standards of usage or practice. It is quoted with deep regret and extreme caution with the intention to inform you, the reader, of the kinds of content in the proposed curriculum.**

Review the Textbook and Instructional Material (IMs) here: <https://tea.texas.gov/academics/instructional-materials/review-and-adoption-process/proclamation-2022-pre-adoption-samples>

Publisher: LessonBee – Grades 7 and 8

“Uses for the Reproductive System”

Eva discussing Dylan with friends on social media: “So, Dylan and I made it to second base!”
“Eva, making out is first base. You know that, right?” “Della, chill. No need to be so judgy!”
“Haha soooo, after making out things heated up and we took some of our clothes off. We were touching each other and it was so hot!”

Eva discussing with her friends Tiff and Della: “We’d never done that before and were just touching each other and then all of the sudden he cummed on me! Like right by my vagina!”
Della: “It happens sometimes. He was turned on and he ejaculated on you, I guess. It just happened.” Eva: “Ejaculated?” Tiff: “Nerd alert! But yeah, Della’s right. Cum is also called ejaculate.”

“A Guide To: Getting Over the Bump,” a pamphlet listing options for students who think they might be pregnant with a text number for Planned Parenthood and a link to Jane’s Due Process, which helps minors get a judicial bypass for abortion without parental consent.

“Option 3: Terminate Pregnancy: “If you think abortion is right for you, it’s important to talk with a trusted adult or medical professional to evaluate your situation.” Provides link about abortion rights: <https://www.aclutx.org/en/know-your-rights/abortion-texas>.

“Caring for Your Body”

“Benefits of exercise,” a series of clickable icons. The “Sexual Health” icon is a cartoon image of a condom and a condom wrapper. When clicked on, it says: “Regular exercise may lower the risk of erectile dysfunction (ED) in men. In women, exercise may increase sexual arousal.”

Publisher: Human Kinetics – Grades 6 to 8

- Students are asked to research the five types of families, one of which is same-sex families.
- A video tells students that adolescence is a time of change and includes decisions about whether to be sexually active.

- “The external female anatomy is called the vulva and consists of the mons pubis, labia majora, labia minora, and clitoris*, which is the responsive sexual organ and the equivalent of a male’s penis in regard to what happens to it when stimulated.” A full-color graphic shows female genitalia, with each part* labeled.
- Terms with definitions that students are to learn are sexual orientation, intersex, gender, gender nonbinary, gender expression, gender role, gender identity, cisgender, lesbian, gay, bisexual, transgender, and masturbation.
- Sex is defined as the act of vaginal, anal or manual intercourse or oral stimulation.

Publisher: Goodheart-Wilson – High School

- “Imagine that you have just tested positive for HIV. You also recently became involved in a new dating relationship with someone you really like. At what point do you share this personal information with your new dating partner? Working with another class member, take turns role-playing the conversation you would have with your new dating partner, using effective communication skills.” (p. 695)
- Teachers are told to let students set ground rules for discussing sensitive topics, such as “What is discussed in class stays in class,” (Fig. E-10, p. ie 28). In other words, don’t tell parents.

Quaver Ed – Grades K to 5

- Teachers are told to give bonus points “if students recognize that fetuses grow in the uterus and are only called babies once they are born.”
- Pictures students discussing puberty on a playground.
- Students are asked whether being grounded for not doing chores is “healthy or unhealthy.”
- Tells students if they aren’t feeling well to check their symptoms on a trusted website.

Summary of Findings

- The proposed Health Instructional Materials contain content unsuitable for the ages and grade levels proposed.
- The materials fail to convey the miracle of life and the sanctity of marriage. The reason Texas has abstinence until marriage statute is because Texans are prolife, love babies, and respect marriage. Children’s natural innocence should be protected and young people should delay sexual awareness and debut for the most advantages in life. The materials tell minors that they have decisions to make about sexual activity instead of emphasizing sexual activity with a minor is illegal, unhealthy, etc.

- The materials encourage children to become independent from their parents and make decisions without parental guidance. Parents and parental authority are rarely mentioned. Instead, students are directed to “trusted adults,” and the terms “guardian” or “professional” are frequently used instead of “parent.” The authors capitalize on natural adolescent rebellion to push children to reject the culture and tradition of their families. Some lessons include trigger warnings but fail to mention parents. Parental rights are overlooked, reflecting the current trends that “parents are just breeders” and that “parents should co-parent with the government.”
- Parental consent, OPT IN, is required for Human Sexuality Instruction, child abuse, family violence, dating violence, and sex trafficking in the state of Texas. If students are given hard copies of textbooks or online access to materials, it will override the law that requires parental consent on these important subjects.
- Online materials are generally “dynamic” and can be updated at any time by the publisher rather than “static” like printed textbooks. This issue became obvious to the reviewers in the last two weeks when one particular publisher added courses to the dashboard that were not previously there. Even if the dynamic updates are images, the integrity of the review process and adoption vote is compromised.
- Two of five of the programs are clearly Comprehensive Sex Education based on the public health model of Sexual Risk Reduction rather than the primary health model of Sexual Risk Avoidance. The other three programs are attempts at Sexual Risk Avoidance without being written by certified Sexual Risk Avoidance specialists. While the abstinence messages attempt to set a standard, the materials fall short of setting abstinence until marriage as the standard and neglect to provide unambiguous risk avoidance instruction on avoiding sexually transmitted diseases and sexual crimes. Sexual Risk Avoidance and Sexual Risk Reduction instruction cannot coexist in the classroom.
- Most of the Health Education TEKS are not hard science or even soft science. Health Education is mostly character education which changes the focus of instruction from academic knowledge to values, beliefs,
- All of the materials include Social Emotional Learning (SEL) as the vehicle for manipulating children’s minds and hearts to reflect the author’s worldview based on values, beliefs, and attitudes.
- Two publications are animated, interactive game-type programs. The K-5 version requires high reading levels and relies on physical movement activities, songs, or games to instruct on simple subjects.
- All five of the programs are online resources that violate student data privacy with adaptive learning, online surveys, and quizzes, which become part of a student’s record and online

digital dossier. This information may be used in the future by teachers and employers for subjective conclusions, predictive analytics, and profiling about students based on childhood performance, writings, and experiences. Adaptive programs are the authors opinions written into the algorithms of the materials. Publishers and data miners use student data for financial gain.

- The proposed instructional materials serve as gateways to the medicalization of schools through practices including but not limited to soliciting outcries, promoting pharmaceuticals, and the marketing and expansion of mental health services.
- Throughout the materials, children are referred to internet sources for answers to important questions about life, to self-diagnose physical and mental issues, and promoting government resources and government programs. These referrals are risky and create dependency on “experts” and government rather than building trust and confidence with parents.
- Texas has consistently rejected national standards in favor of the Texas Essential Knowledge and Skills (TEKS), and yet these materials boast compliance with standards such as: the National Health Education Standards (NHES), the Health Education Curriculum Analysis Tool (HECAT), Illinois State Board of Education (ISBE) Physical Health Development and Health, New York State Department (NYSED), and the National Sexuality Education Standards (NSES). The NSES was created from a collaboration of abortion-minded organizations including SIECUS, Answer, Planned Parenthood, Advocates for Youth, and many more.
- Reviewers found that content in the proposed materials often conflict with the approved Health TEKS. Since the publishers may add content, also known as “going above and beyond” the TEKS, but only need to fulfill half of the TEKS to be approved, the materials have significant errors of omission. School districts may not omit or delete Student Expectations (SEs) listed in the TEKS, so additional materials would still need to be purchased or created to fulfill the remaining SEs. The excessive additional content is unnecessary and takes time away from required curriculum.

A year after the adoption of 617 Student Expectations across six strands for K-12 Health Education TEKS standards, we respectfully submit this report for your review and consideration and ask you to **vote “no”** on **all** proposed instructional materials. Allow the school districts to choose materials that reflect the “community values” as provided in Texas Education Code 28.004. Do not give competitive advantage to any materials that fall short of the best advice and the best product possible. The children of Texas deserve better than the content in these materials.

Action Items

(1) SPEAK UP NOW! State Board of Education votes the week of Nov 16th.

Textbooks are required to be “suitable for the subject and grade level for which the instructional material was submitted.” The State Board of Education cannot order publishers to delete or change content. They are definitely not suitable. Testimony is on November 16th.

Ask these State Board of Education members to reject the Health textbooks:

Will Hickman - will.hickman@tea.texas.gov

Audrey Young - audrey.young@tea.texas.gov

Keven Ellis - ellisSBOE@gmail.com

Tom Maynard - tom@maynardfortexas.com

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For more info or questions, contact Anne Newman at SpeakUpTX@aol.com

(2) TESTIFY November 10-12, 2021

Register to testify beginning* at 8 a.m. on Wednesday through 5pm on Friday at <https://tea.texas.gov/about-tea/leadership/state-board-of-education/sboe-meetings/public-testimony-registration>. *Many are expected to register, and the SBOE may limit total time to testify.

(3) TESTIFY November 16-18, 2021

Testify at the State Board of Education meeting, 1701 North Congress, Austin. Testimony will be limited to a total of 2 minutes (not 2 mins on each publisher). Note: you can choose not to testify, but your presence at the SBOE meeting would be helpful. Agenda and Livestream will be posted here <https://tea.texas.gov/node/358496>.