

Parents Beware of California's Controversial New "Health Education Curriculum - Your Input Needed by Jan.11: by Orlean Koehle, State President Eagle Forum of California (Thanks to Bonnie O'Neil and Gloria Pruyne for the information they sent on this important issue)



The Cal. Department of Education is asking for the input from parents [and grandparents] for the new Health Framework Draft, a controversial curriculum that teaches "new concepts of gender" for K-12.

Once approved, the language of the draft frameworks will become the language in the upcoming health textbook as well as the teachers' guidelines for instruction. The new draft could also impact [Social Studies](#) and [English Language Arts](#) through "new concepts" and book recommendations.

Here are examples of the outlandish new concepts of gender that are presently on the draft frameworks. Would you want your child or grandchild to be taught any of this? (Editorial comments in brackets)

- "Teachers can introduce the concept that gender does not always match the sexual and reproductive organs described." (Chapter 3, p. 116, line 2990-2995)
- "For pre-K–3rd graders. ...teach that genders are unlimited and ever-expanding, rather than confined to two biological genders." ([Chapter 3](#), Line 1847, recommends the book [Who Are You?](#))
- "Teach: In terms of gender and sexuality, use gender-neutral language; do not promote stereotypes to help create an inclusive classroom. (Chapter 1, page 14 of 30, line 319-335)
- "Teach: Some students may identify with the traditional pronouns, while some may prefer pronouns such as 'they,' 'them,' and 'theirs' as a singular pronoun." [How confusing will that be to a teacher who is trying to teach proper English.]
- "Spectrum: ...gender is a spectrum...genders are unlimited and ever-expanding, rather than confined to two biological genders." (Chapter 5, line 643)
- "Religion: Examples for spiritual abuse include religion to justify abuse, insisting on rigid gender roles [male and female]." (Chapters 5, p. 41, line 1052-1056) [In other words, if a parent uses his Christian faith as a justification for why we should still say boy and girl, male and female, that will now be called "spiritual abuse?"]

Does "spiritual abuse" mean that the child could now be considered living in an unsafe home and could be taken by Child Protective Services to a foster home? Why is such language in the frameworks calling such "abuse" unless that is what they are implying?

Following is some of the language regarding homosexuality, same-sex relationships, transgender and other diverse sexual orientations and resources teachers must provide for the students. Would you as a Christian teacher feel good about teaching and "affirming" such, and would you as parents want your children to be taught this?

- **AFFIRM:** *Instruction on sexual health content must **affirm** diverse sexual orientations and include examples of same-sex relationships when discussing relationships.* (Chapter 4, Page 58 of 127, Line 1471-1475) [Affirm means a teacher is to condone or speak favorably of such. What if this is totally against a teacher's religious beliefs? Would this not be a violation of his/her first amendment freedom of speech rights?
- **SPECTRUM:** *To describe Sexual Orientations and their General Attractions: The document defines Heterosexual, Gay or Lesbian, Bisexual and also ASEXUAL which mean no sexual attraction, PANSEXUAL which is an attraction to all sexes and genders, POLYSEXUAL which is a general attraction to many sexes and genders but not all, and QUEER which is defined as not heterosexual.* (Chapter 6, p. 35-36, Line 938)

- SPECTRUM: *...inclusive and ever-changing spectrum: lesbian, gay, bisexual, and transgender, expanded to include queer, questioning, intersex, asexual, allies, and alternative identities.* (Chapter 5, p. 24 Line 643- 64)
- PARTNER: *When referring to relationships, use the term “partner” or “significant other.”* (Chapter 1, Page 14 of 30, Line 319-335)
- PARTNER: *Some students may be non-monogamous and the term “partner(s)” may also be used to be more inclusive.* (Chapter 5, p. 34, Line 925-926) [Will students be encouraged at an early age to be trying out same-sex relationships so they can determine if they are non-monogamous or not?]
- TRANSGENDER: *...guest speakers... Be sure to include individuals of all genders, including people who are transgender* (Chapter 3, Page 44 of 147, Line 1138-1142)
- TRANSGENDER: *...some children in kindergarten and even younger have identified as transgender...*(Chapter 3, Page 43 of 147, Line 1108-1113)
- AFFIRM: *...create an environment that is inclusive and challenges binary concepts about gender.* (Chapter 4, Page 60 of 127, Line 1537-1539)
- AFFIRM: *It is important to acknowledge and affirm different sexual orientations and same-sex relationships...*(Chapter 1, Page 14 of 30, Line 319-335)
- AFFIRM: *Instruction on sexual health content must affirm diverse sexual orientations.* (Chapter 4, Page 58 of 127, Line 1471-1475)
- AFFIRM: *Instruction/materials on sexual health content must affirmatively recognize diverse sexual orientations and include examples of same-sex relationships and couples.* (Chapter 5, Page 22 of 106, Line 603-608)
- RESOURCES: *In middle school and high school, it is required that teachers provide resources for students on sexual health services and referrals for LGBTQ+ services.* (Chapter 2, Page 16 of 28, Line 423-425)
- RESOURCES: *Working in groups, students research local community resources where teens can go to get tested for STI/HIV and pregnancy and to obtain contraceptives.* (Chapter 6, Page 31 of 119, Line 825-832)
- NON-MONOGAMOUS: *...polyamorous sexual orientation is defined as “the practice of, desire to, or orientation toward having consensual non-monogamous relationships...Resource: GLSEN (Gay, Lesbian, Straight Education Network),*
- DEMONSTRATION: *A condom... demonstration is provided. After the demonstration, students individually practice the step-by-step process on a penis model or their fingers.* (Chapter 5, Page 31 of 106, Line 856-860)
- GLOBAL: *Students develop as GLOBAL CITIZENS by watching documentaries...* (Chapter 6, Page 109 of 119, Line 2724-2731)

“No Parent Notification or Opt Outs:” – The frameworks mention several times that parent notification will not be necessary and that there will be no granting of any opt outs for children to be excluded from this curriculum (since it will be going on throughout all their years in school k-12.)

What Does this say about Parental Rights? Essentially, we have none and won’t unless massive protests are made.

Please Let Your Voice Be Heard: Input from California residents can be given from now until the deadline, Jan. 11.

The California Health Framework Draft is a 9 Chapter document of approximately 1000 pages. To read the entire draft, go to: <https://www.cde.ca.gov/ci/he/cf/>. Your input can only be made electronically. Please email your concerns and feedback to: healtheducationframework@cde.ca.gov. Please make your own comments. Duplicates will be disregarded.