

Toppenish School District
Comprehensive Sexual Health Education
OPT OUT ELEMENTARY LETTER

Dear Parents / Guardian:

Your child will receive Comprehensive Sexual Health Education **instruction as** part of their **overall** health **education curriculum**. Students in **grades K-3 will not** participate in the **Comprehensive Sexual** Health Education **instruction**, they **will be provided with** Social Emotional Learning **curriculum** (Character **Strong**). In **grades 4-5** the **curriculum** used is Puberty: **The Wonder Years**.

Our school district acknowledges that parents/guardians are **the** primary health **educators** for their **child/children**, and **we** are committed to working with and supporting you in **this** role. In grades 4th & 5th **topics in** Puberty: **The Wonder Years** may include **Ready, Set, Grow; Male Reproductive** System; Female **Reproductive** System, **Reproduction**; Personal Hygiene; Gender **Expression**; Safe Touches; **HIV & Sexually Transmitted Illnesses**. Gender Expression covers **concepts** inclusive of **LGBTQ+** students. It includes **topics such as** gender **identity** through name, **pronouns, clothing, hair styles**, behavior, voice **or body** features, **it is** intended to "better **inform**" students about their **sexuality** and **the** sexuality of others. <https://healthandlearning.org/comprehensive-health-education-includes-sexual-health/>

Parents/guardians have the **option** of **excluding** their child from **any** of the topics **included** in the Comprehensive **Sexual Health Education instruction**. **If so**, please fill out the **exclusion form below** and **return to your child's** school. **Students who** are excused **will be given** alternate assignments. **If you** have **further questions** please **contact your child's school**.

Comprehensive Sexual Health Education OPT-OUT

Please excuse my child, _____, from the following sections of the Puberty: The wonder years.

Check the box(s) you DO NOT want your child to participate in. A unit overview of each section below is attached.

4 th Grade	5 th Grade
<input type="checkbox"/> A climate for Growth	<input type="checkbox"/> Ready, Set, Grow
<input type="checkbox"/> Families and Roles	<input type="checkbox"/> Puberty and the Male Reproduction System
<input type="checkbox"/> Respecting our Friends	<input type="checkbox"/> Puberty and the Female Reproductive System
<input type="checkbox"/> Puberty in Male-Bodied People	<input type="checkbox"/> Reproduction
<input type="checkbox"/> Puberty in Female-Bodied People	<input type="checkbox"/> Personal Hygiene and Healthy Habits
<input type="checkbox"/> Caring for the Changes	<input type="checkbox"/> Social and Emotional Change
	<input type="checkbox"/> Respecting our Friends-Consent
	<input type="checkbox"/> Understanding Ourselves and Others: Gender and Sexual Orientation
	<input type="checkbox"/> Safe and Nurturing Touches Only
	<input type="checkbox"/> HIV & Sexually Transmitted illnesses

I prefer to teach my child at home. Please send me supplemental materials of the areas I have checked above in: _____English _____Spanish.

Parent / Guardian Signature_____ **Date**_____



Lessons & Student Learning Objectives

LESSON 1: A Climate for Growth

Objectives
Students will be able to:
<ul style="list-style-type: none">• Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.
<ul style="list-style-type: none">• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.
<ul style="list-style-type: none">• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.

LESSON 2: Families and Roles

Objectives
Students will be able to:
<ul style="list-style-type: none">• Demonstrate ways to promote dignity and respect for all types of families by listing at least four characteristics that can make family members unique.
<ul style="list-style-type: none">• Demonstrate appreciation for family members and other trusted adults by listing at least four positive traits for each family member and communicating gratitude to two of these people.

LESSON 4-3: Respecting Our Friends: Gender

Objectives
Students will be able to:
<ul style="list-style-type: none">• Define at least three of five terms used to describe gender identity and gender expression during a matching game.
<ul style="list-style-type: none">• Demonstrate the respectful use of at least two gender-related terms while discussing student scenarios that illustrate gender diversity with peers and include respectful body language, words, and tone of voice.

LESSON 4: Puberty in Male-Bodied People

Objectives
Students will be able to:
<ul style="list-style-type: none">• Describe at least five changes that typically occur in male-bodied people during puberty after viewing a video about puberty.
<ul style="list-style-type: none">• Match at least four out of six terms for the anatomy of the male reproductive system by labeling a diagram.
<ul style="list-style-type: none">• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.

LESSON 5: Puberty in Female-Bodied People

Objectives
Students will be able to:
<ul style="list-style-type: none">• Describe at least five changes that typically occur in female-bodied people during puberty after viewing a video about puberty.
<ul style="list-style-type: none">• Match at least five out of seven terms for the anatomy of the female reproductive system by labeling a diagram.
<ul style="list-style-type: none">• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.

LESSON 6: Caring for the Changes

Objectives
Students will be able to:
<ul style="list-style-type: none">• Explain ways to care for their bodies as they go through puberty by correctly identifying at least three challenges and solutions for personal hygiene.
<ul style="list-style-type: none">• Make a plan for maintaining personal hygiene during puberty that includes at least four ways to care for their bodies.

www.PubertyCurriculum.com



Lessons & Student Learning Objectives

LESSON 1: Ready, Set, Grow!

Objectives
Students will be able to:
<ul style="list-style-type: none">• Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.
<ul style="list-style-type: none">• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.
<ul style="list-style-type: none">• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.

LESSON 2: Puberty and the Male Reproductive System

Objectives
Students will be able to:
<ul style="list-style-type: none">• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.
<ul style="list-style-type: none">• Describe five changes that typically occur in people assigned male at birth during puberty after viewing a video about puberty.
<ul style="list-style-type: none">• Identify terms for the anatomy of the male reproductive system by labeling a diagram, matching at least four out of six terms.

LESSON 3: Puberty and the Female Reproductive System

Objectives
Students will be able to:
<ul style="list-style-type: none">• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.
<ul style="list-style-type: none">• Describe five changes that typically occur in people assigned female at birth during puberty after viewing a video about puberty.
<ul style="list-style-type: none">• Identify terms for the anatomy of the female reproductive system by labeling a diagram, matching at least five out of seven terms.

LESSON 4: Reproduction

Objectives
Students will be able to:
<ul style="list-style-type: none">• Describe two key changes in puberty that indicate an individual is physically capable of becoming pregnant or getting someone pregnant.
<ul style="list-style-type: none">• Explain the roles of eggs, sperm, and sexual intercourse in reproduction.
<ul style="list-style-type: none">• List ways pregnancy can occur by giving three examples.

LESSON 5: Personal Hygiene and Healthy Habits

Objectives
Students will be able to:
<ul style="list-style-type: none">• Distinguish between accurate and inaccurate sources of information about puberty by listing five or more accurate sources.
<ul style="list-style-type: none">• Develop a personal puberty plan to show their intent to implement personal hygiene and healthy habits.
<ul style="list-style-type: none">• Identify benefits of delaying close sexual contact, including prevention of STIs and pregnancy by naming three benefits of waiting.

LESSON 6: Social and Emotional Changes

Objectives
Students will be able to:
<ul style="list-style-type: none">• Identify six social and emotional changes and the role of hormones during puberty.
<ul style="list-style-type: none">• Demonstrate respectful communication and boundaries when responding to biographies about peers who are going through puberty.

LESSON 7: Consent

Objectives
Students will be able to:
<ul style="list-style-type: none">• Explain consent, personal boundaries, and bodily autonomy by identifying their presence in scenarios and creating two cartoons to illustrate consent.
<ul style="list-style-type: none">• Identify situations where consent is violated and strategies for responding to uncomfortable or dangerous situations, including sexual harassment, by analyzing scenarios and naming three actions to take.