

Colorado 2019 Sex Education Bill/Law HB 19-1032 and Public School
District Plan to Implement It in Health Section of Sex Education
Program: A Review
Comprehensive Health and Sex Education Curriculum Standards 2022
Rev. Edward D. Seely, Th.M., Ph.D.

Preface

The following is a written review of the plan a public school system is developing to bring its sex education program within its health curriculum into compliance with the 2019 Colorado House Bill [now law] 19-1032. Known as HB 19-1032, the law requires all public schools in the state to include in their sex education program instruction about abortion, LGBTQ+ and other related issues. I have given this review to the curriculum director for the school district. Also, since this development is part of an international movement, and to make my review available for the people who have asked me for it, I have included it on both my academic and general Websites for them and others to read and to use in addressing such public school efforts in their communities. The original law and this review can be seen at the following URLs: on my WordPress Website at <https://fromacorntoak12.com/current-issues/> and on my Academia Website at <https://seelyedward.academia.edu/research#papers>. All uppercase wording in quotes from the law are as written in the law; I have not used uppercase for emphasis in any of what follows.

Introduction

I am a Christian pastor and graduate school professor with a background in social science research. My Ph.D. is from Michigan State University and is in curriculum development with a focus on secondary education and curriculum.

This report of the 2022 comprehensive health and sex education curriculum standards appears to be positive as written. Much in the curriculum overview is good, some of which is referred to in the comments that follow. *Nevertheless, it is what is omitted, not written and explained, that raise questions and possible concerns.* Furthermore, since reports across the country indicate that the books being used in certain aspects of health education span a continuum between those that are informative and beneficial for accomplishing health objectives and those that have been written to indoctrinate an ideology that is contrary to sound science, irreparably harmful to the health of the students, and counterproductive to the well-being of society. Therefore, the curriculum overview should include a list of the books that the teachers use, require, and recommend that the students read in order that parents, grandparents, taxpayers, and other stakeholders can have an accurate comprehension of what is being taught.

There are many fine concepts and skills that can be identified and should be acknowledged in this curriculum. Some of the very good aspects of the curriculum are the following, and others are mentioned throughout this paper:

1. The emphasis on personal responsibility is very important in an age characterized by blaming others for one's difficulties.
2. The inclusion of help for students to develop the ability to critically analyze claims made by the media, advertising, and other sources, including peers is much needed.
3. Teaching the importance of, and helping students develop, the courage to avoid, resist, and even oppose counterproductive messages, including when doing so requires taking a right stand on matters that are unpopular is essential.
4. Helping students develop skills in conflict resolution is very important and necessary and thus good to see included in the curriculum plan. It is also good to see the emphasis on helping students deal with bullying. Nevertheless, we need more information as to precisely how bullied students are actually supported by the teacher(s), counselors, other school personnel, and the administration when the child's efforts are not producing the required results.

There are also many aspects of the curriculum that are of concern, largely due as indicated above to what is *not* mentioned and clarified. Some of the questionable aspects of the curriculum are the following (these and others are cited in more detail in the pages below):

1. Is the importance and ability to avoid gangs and human trafficking included in the curriculum?
2. In accord with Colorado state law HB 19-1032, Section 2. 22-1-128, how is the religious perspective included, since the students' relationship with God will provide great help for the issues being addressed in the curriculum?
 - a. This is why HB 19-1032, Section 2. 22-1-128 states, "(7) (a) Nothing in subsection (6) OR (6.5) of this section shall be interpreted to prohibit discussion of health, moral, ethical, or religious values as they pertain to comprehensive human sexuality, healthy relationships, or family formation. **SUCH DISCUSSION IS ENCOURAGED.**" [The uppercase emphasis is in the law.]
 - b. The Founders thus recognized, as stated in the Declaration of Independence, that the country had to function under God for many reasons, including to have a moral base that would sustain the republic. This is also why we say the words, "under God," when reciting the Pledge of Allegiance, and why our nation's motto, "In God We Trust," is visible every time we handle U. S. currency, important reminders of vital aspects of our nation, necessary for successfully functioning as a republic. If God is ignored, there is no ultimate criterion and rationale for righteousness or for appeal, adjudication, and reconciliation of moral disharmony as this curriculum is trying to teach students to do.
 - c. For an additional example, the curriculum calls for students to treat others with respect. Yet, in this current culture, highly influenced by postmodernism, without a criterion reference students lack the strongest basis for having self-respect, positive self-esteem,

and being able to respect to others. In the Third Grade, Standard/objective “3. Social and Emotional Wellness. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional and social well-being. Grade Level Expectation: 1. Utilize knowledge and skills to treat self and others with care and respect. Evidence Outcomes: *Students Can:* d. Discuss the importance of treating others the way you would like to be treated.” (This is a partial paraphrase of Matthew 7:12.)

What do the students say when someone functioning with a postmodernist perspective tells them, “Why should I?!” Without a criterion reference, the students have no firm rationale for answering that question. As the Founders stipulated, our nation does have a criterion, God. But with an ability to apply that statement (Matthew 7:12) to Jesus, the only-begotten Son of God, who rose from the dead and appeared in his resurrected body to more than 500 witnesses (1 Corinthians 15:6) and referring to the Bible, the student is on solid ground. (He or she may also need to explain why the Bible has historically been called the Word of God, [which information is readily available](#), but it may be enough to explain that and how the [Founders of our country based this country’s founding principles on Biblical teaching.](#))

- d. Yet another example is distinguishing between and adjudicating right and wrong: How do students learn to know what is right and what is wrong on moral and spiritual issues? Without a criterion reference in God, when only a postmodern norm reference is to be considered, who is to say what is right and what is wrong?
3. Are both the values and the limits of science taught? For example, science by definition is limited to that which is observable and measurable. Therefore, subjects such as moral values, and especially God, are beyond the realm of science. Carefully done science can contribute important information to the discussion, but it cannot be determinative. Further, are students taught that not all science is accurate and how to discern sound science from flawed science?
 - a. Are they taught the steps of the scientific method and how when each of these steps is carefully followed in a research study, the results tend to be valid and reliable, and at the same time are they also taught that very frequently for a variety of motivations, many scientists fail to follow the steps of the scientific method as they should, thus producing flawed findings? For more about how the scientific method is misused, see [Christian Education Ministry in the 21st Century and Beyond: A 30-Hour Full Credit Graduate School Masters and Ph.D. Level Course](#), pp. 28ff.
 - b. Are the students taught how to distinguish between sound science and faulty “science?”
 - c. If these important matters pertaining to science are taught, where in the curriculum are they taught?
 4. In the curriculum design and development literature, these goals are in the form of Level II objectives, which are expressed as behaviors the students are to perform in order to indicate acquirement of the desired learning, which communicates well to all involved the basic goals

and objectives and what is required of the students. However, the objectives lack the specificity of the advocated Level III objectives that include the terminal behavior, the conditions within which that behavior is to occur, and the definition of how well that behavior is to be accomplished in order to satisfy both the teacher and the student (as well as parents and others) that the required learning has in fact occurred. Does the teacher put these goals into Level III form? If so, are these Level III objectives in print and available?

5. No matter how good the curriculum may be, this disclaimer in the following textbox that the content of what is actually taught is a decision of the teacher (the “and school” inclusion is also uninformative), raises considerable concern. This nondisclosure keeps parents, grandparents, and the other stakeholders, e.g., taxpayers and other community members, uninformed as to what is actually being taught, which is troubling in the light of what students have said and parents have heard when observing online instruction.

As always, the best place to learn about what your child is learning is from your child's teacher and school. The Colorado Academic Standards describe goals, but how those goals are met is a local decision.

We should have a list, e.g., an online posting, of the following:

- a. The specific subject content being taught.
 - b. A list of the books and other teacher-provided resources.
 - c. The teaching methods that will be used to accomplish the objectives.
6. Colorado HB 19-1032 on page 4 section (6.5) requires that in the teaching of comprehensive sexuality education, where pregnancy outcome options are included, abortion be included. The teaching should also “not exclude” (b III, page 5), i.e., include “the health needs of intersex individuals or lesbian, gay, bisexual, or transgender individuals.”
 - a. It’s not clear in the curriculum where these subjects taught, and what is said about them. Where in the curriculum are these subjects included and how?
 - b. Where does the district’s comprehensive sexuality education curriculum include for teacher resources the research from sound science that documents the dangers of [abortion](#), [LGBTQ+](#) and [cohabitation](#), for example these fact sheets emailed to the curriculum director by Edward D. Seely, Ph.D. on October 5, 2020? Is Planned Parenthood involved in the teaching of abortion and any other aspect of sex education? Is Planned Parenthood being used for resource material?

More detailed observations about the curriculum that need to be addressed follow. They are organized according to grade level.

Detailed Observations

1. In the [Pre-K Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),
 - a. The section, “Physical and Personal Wellness,” contains much that is good. I have no further comment at this time.
 - b. The section, “Social and Emotional Wellness,” Standard/objective “#2. Children develop self-concept and self-efficacy skills. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Examples of High-Quality Teaching and Learning Experiences: *Supportive Teaching Practices/Adults May*:
 - 1) Standard/objective “#2. Children develop self-concept and self-efficacy skills. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Examples of High-Quality Teaching and Learning Experiences: *Supportive Teaching Practices/Adults May*: 4. Support awareness of pride in their cultural heritage (e.g., adult learns and utilizes child’s home language, adult reads multicultural books).” Please answer these questions:
 - a) The term, culture, is now being used by some special interest groups to include ideological practices that have not been part of a given culture’s historic values and practice. Is what is being taught to the children the historic characteristics of that culture without these relatively new ideologies?
 - b) What are the titles of the books being read to the children? Are any of these books promoting an ideology, e.g., the LGBTQ+ books coming out for this and other age groups? For example, are the books, *I Am Jazz*, *Jacob’s New Dress*, and similar books in the reading list?
 - 1- Also, who will be reading the books? Is there any plan for self-professed “Drag Queens” to do any reading?
 - 2- Much [strong science](#) has identified the dangers of this lifestyle and documented how many who have suffered irreversible and permanent harm by it have come to regret what they’ve done and are leaving that lifestyle. We cannot mislead our children.
 - 2) Standard/objective “#3. Children develop self-regulation skills. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Examples of High-Quality Teaching and Learning Experiences: *Supportive Teaching Practices/Adults May*: 3. Be aware that children from different cultures may interpret a single action by an adult to have different meanings. For example, an adult may point a finger to signal where she wants the child to go, but some children may think she is reprimanding them,

singling them out for some reason, or saying she wants “one” of something (since she has one finger out).

- a) This is an important awareness to know about, keep in mind, and to always employ in cross-cultural teaching.
- b) However, there is no mention of how this awareness is used. Is this cultural distinction made for education or accommodation?
 - 1- If it is used to help teachers communicate more effectively, that is important and valuable. Part of that teaching more effectively is to inform those from another culture what we mean by our symbols, gestures, and words.
 - 2- But if it is used as a caveat and argument for accommodating our culture to those of another culture, that is not helpful and is even counterproductive to the well-being of the students; it will not help and equip them to succeed in a new culture, this one or any other one in which they will be living and working. I have worked in many other countries and cultures in the world; nowhere on earth are people willing to change their ways to accommodate to my lifestyle, values, and understanding.
- c. The section, “Prevention and Risk Management,” contains much that is good. I have no further comment at this time.

2. In the [Kindergarten Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),

- a. The section, “Physical and Personal Wellness,” contains much that is good. I have no further comment at this time.
- b. The Section, “Social and Emotional Wellness,” contains much that is good. I have no further comment at this time.
- c. The Section, “Prevention and Risk Management,” Standard/objective “4. Prevention and Risk Management. Prepared Graduates: 6. Apply knowledge and skills that promote healthy violence-free relationships. Grade Level Expectation: 1. Explain the importance of respecting the personal space and boundaries of self and others. Evidence Outcomes: *Students Can:*
 - b. Identify characteristics of a trusted adult. Does the curriculum here teach, and elsewhere provide further information on, human trafficking, including sex trafficking, and how pervasive it is all over our country, including here in Loveland? Does that information include the following:
 - 1) Teaching what human trafficking, including sex trafficking, is and involves?

- 2) Teaching the children how to always be aware of their surroundings, especially when away from home constantly monitoring who is around them on both sides as well as front and back?
 - 3) Teaching students to never accept an offer for a ride in someone's car, or go anywhere else with someone, who is not a well-known and trusted relative or friend of their family?
 - 4) Teaching how to refuse such an offer?
3. In the [1st Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),
- a. The section, "Physical and Personal Wellness," appears acceptable. I appreciate the inclusion of the important content and skill development. I have no further comment at this time.
 - b. The section, "Social and Emotional Wellness," contains much that is good. I have no further comment at this time.
 - c. The section, "Prevention and Risk Management," Standard/objective "4. Prevention and Risk Management. Prepared Graduates: 6. Apply knowledge and skills that promote healthy violence-free relationships. Grade Level Expectation: 1. Explain why bullying is harmful and how to respond appropriately. Evidence Outcomes: *Students Can:* d. Describe the difference between bullying and having a strong disagreement between people. And *Colorado Essential Skills and Real-World Application: Inquiry Questions:* 2. How do you feel when someone disagrees with you? 3. What do you do when someone disagrees with you?"
 - 1) This is an excellent and especially important understanding to help the students keep in mind and not only in the first grade. They need to know that this understanding will help them throughout their whole lives.
 - 2) This important lesson should include that it is always necessary to consistently recall that when corrective feedback, including admonition, is expressed, that does not at all necessarily mean the person is being hateful. Such an unwarranted assumption and conclusion contains several logical fallacies, which are identified in the field of logic.
 - 3) For resources to teach this section, see these and others from the Bible, the source from which, according to [a massive study](#) of 15,000 writings for over 10 years by political science professors, the Founders of our country quoted most in constructing their philosophy of government: e.g., Proverbs 3:11-12; 30-31; 12:16; 15:1, 23, 31-32; 16:21, 23-24, 32; 22:24-25; 26:20; 27:5-6; 28:23; 31:8-9; Leviticus 19:15-18.

4. In the [2nd Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),

- a. The section, “Physical and Personal Wellness,” appears acceptable. I appreciate the inclusion of the important content and skill development. I have no further comment at this time.
- b. The section, “Social and Emotional Wellness,” appears acceptable. I have no further comment at this time.
- c. The section, “Prevention and Risk Management,” Standard/objective “4. Prevention and Risk Management. Prepared Graduates: 5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Grade Level Expectation: 1. Identify the dangers of using tobacco and marijuana products and exposure to secondhand smoke. *Colorado Essential Skills and Real-World Application: Inquiry Questions: Why is it important to be able to refuse something that you do not want?”*
 - 1) What resources are taught, and how, for the students to develop the strength and rationale in order “to be able to refuse something you do not want?”
 - 2) Even more importantly and preventively, what resources are taught, and how, for the students to not sense a “need” and/or have a desire to use such dangerous products in the first place?

5. In the [3rd Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),

- a. The section, “Physical and Personal Wellness”
 - Standard/objective “3. Social and Emotional Wellness. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional and social well-being. Grade Level Expectation: 1. Utilize knowledge and skills to treat self and others with care and respect. Evidence Outcomes: *Students Can:* d. Discuss the importance of treating others the way you would like to be treated.”
 - See the comments on this objective above (pages two and three).
- b. The section, “Social and Emotional Wellness”
 - Standard/objective “#2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Grade Level Expectation: 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others. *Colorado Essential Skills and Real-World Application:*

- 1) 1. Explain how feelings can be expressed in verbal and nonverbal ways. (Civic/Interpersonal Skills: Communication)” This is a very important concept and area of skill development to teach.
 - 2) 2. “Investigate online groups and how they can provide support and care for self and others. (Professional Skills: Self-Advocacy)”
 - a) This is an important skill set to teach. However, are the students taught how to distinguish correct from incorrect, right from wrong, sound from unsound, productive from counterproductive, and dangerous sources of information online?
 - b) If so, what is the criterion for making such sound judgment, and where in the curriculum is this ability taught to 3rd grade students as well as the other students?
 - c. The section, “Prevention and Risk Management,” appears acceptable. No further comment at this time.
6. In the [4th Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),
- a. The section, “Physical and Personal Wellness”
 - Standard/objective “#3. Explain how the dimensions of wellness are interrelated and impact personal health. Prepared Graduates: 3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance. Grade Level Expectation: 3. Explain how the dimensions of wellness are interrelated and impact personal health. *Colorado Essential Skills and Real-World Application: Inquiry Questions: #1. What is wellness?*”
 - In accord with Colorado state law HB 19-1032, Section 2. 22-1-128, is the religious perspective included, including how that vital dimension of their life impacts all aspects of this phase of their life and beyond? If so, what information is presented, and where can it be seen?
 - b. The section, “Social and Emotional Wellness”
 - 1) Standard/objective “#1. Identify positive behaviors that support healthy relationships. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Grade Level Expectation: 3. Identify positive behaviors that support healthy relationships. *Colorado Essential Skills and Real-World Application: 3. Demonstrate a sensitivity to differences and appreciation for diversity which are characteristics of good mental and emotional health (Civic/Interpersonal Skills: Global/Cultural) and Inquiry Questions: 3. How do your family’s customs differ*

from those of your neighbor? Why is it important to learn about other traditions and values?

- a) Pertaining to diversity, are the students taught that it is very important to distinguish which values and behaviors of others are acceptable and which are counterproductive to mental, emotional, spiritual, and social well-being?
 - b) If so, what criterion is used to help the students make these important distinctions?
- 2) Standard/objective “#2. Comprehend concepts related to stress and stress management. Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Grade Level Expectation: 2. Comprehend concepts related to stress and stress management.
- a) It appears that the assumption behind the teaching in this section is that it is more realistic to help the students develop the ability to manage rather than to eliminate stress, which is also in accord with the most sound science and the Bible.
 - b) In accord with Colorado state law, HB 19-1032, Section 2. 22-1-128 (7) (a), are the spiritual, moral, and religious resources, that are especially and most helpful, taught in this section? If so, what ones and how?
- c. The section, “Prevention and Risk Management,” appears fine. I have no further comment at this time.
7. In the [5th Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),
- a. The section, “Physical and Personal Wellness”
 - 1) Standard/objective “#1. Demonstrate the ability to make good decisions about healthy eating behaviors. Prepared Graduates: Apply knowledge and skills to engage in lifelong healthy eating. Grade Level Expectation: 1. Demonstrate the ability to make good decisions about healthy eating behaviors. *Colorado Essential Skills and Real-World Application: Inquiry Questions: #5. Is caffeine a healthy or unhealthy ingredient in foods and drinks?”*
 - a) Is this an unwarranted false dichotomy? Rather than either/or is it not more a matter of quantity and frequency?
 - b) What is the sound science that supports the teaching?
 - 2) Standard/objective “#2. Explain the structure, function and major parts of the human reproductive system. Prepared Graduates: 2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and

reproductive health. Grade Level Expectation: 2. Explain the structure, function and major parts of the human reproductive system.

- a) In “Evidence Outcomes: *Students Can:*”
 - 1- “c. Explain that after fertilization, cells divide to create an embryo and then a fetus that grows and develops inside the uterus during pregnancy.” Is the careful science that demonstrates that life begins at conception presented? See, e.g., [“Is Abortion a Viable Option? An Abbreviated Fact Sheet for Speaking the Truth in Love.”](#)
 - 2- In the teaching of “c. Explain that after fertilization, cells divide to create an embryo and then a fetus that grows and develops inside the uterus during pregnancy”, is the meaning of the Latin word, *fetus* (child), taught?
- b) In the corresponding section, “*Colorado Essential Skills and Real-World Application: Analyze why in nature, different animals have different gestation cycles. (Entrepreneurial Skills: Inquiry/Analysis).*”
 - 1- In accord with Colorado state law HB 19-1032, Section 2. 22-1-128, is the religious perspective included?
 - 2- Specifically, that while humans and some animals have some biological similarities, the Bible teaches that human beings alone are very distinct, since humans alone have been created in and permanently bear the image of God. See, e.g., [“Essential Christianity: Historic Christian Systematic Theology— With a Focus on Its Very Practical Dimensions.”](#) This understanding provides the strongest rationale for valuing and respecting all other people, though not all that they do (learning the need to distinguish between valuing people and valuing or not valuing the deeds they do).
- 3) Standard/objective #3. “3. Describe the physical, social, and emotional changes that occur at puberty. *Colorado Essential Skills and Real-World Application: 4. Analyze factors influences on one’s physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Entrepreneurial Skills: Information Literacy)*”
 - a) Is there any discussion of the confusion many (though a small percentage of) children and young people are having about whether they were “born in the wrong body?”
 - b) If so, is the sound science and the religious help readily available included in the discussion? See, e.g., [“Homosexuality: An Abbreviated Fact Sheet for Speaking the Truth in Love,”](#) already submitted to the district’s curriculum department, and [What Is God’s Will Concerning Homosexuality? Help for Church Leaders and Others to Speak the Truth in Love \(Second Edition\).](#)

- 4) In Standard/objective Grade Level Expectation: #4. “Demonstrate interpersonal communication skills needed to discuss personal health problems to establish and maintain personal health and wellness. Evidence Outcomes: *Students Can*:
- a) a. Access valid and reliable sources of information including parents or trusted adults to answer questions about personal health.”
 - 1- This is an important objective. It is good to see parents “included,” but why are not parents placed as primary and first in importance?
 - 2- What are the other “valid and reliable sources of information” that are given to the students?
 - b) “Demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider.” In *Colorado Essential Skills and Real-World Application*: 1. Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible...” and 2. Identify why web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation...”
 - 1- Do you include how to select a health care provider who is trustworthy and who has the proper credentials?
 - 2- In trustworthy sources for selecting a health care provider who is trustworthy, do you include the student’s pastor or other religious leader? Pastors who care for hundreds and in many cases thousands of people and know of their struggles and the results of the help they’ve received, have a clear knowledge of which health care providers are trustworthy and effective. Conversely, pastors also know of counselors who have done considerable harm to people and should be avoided.
- b. The section, “Social and Emotional Wellness,” Standard/objective: Analyze internal and external factors that influence mental and emotional health. “Prepared Graduates: 4. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Grade Level Expectation: 1. Analyze internal and external factors that influence mental and emotional health. Evidence Outcomes: *Students Can*.”
- In addition to “c. Explain how families and peers can influence mental and emotional health,” include how pastors and other religious leaders can help students develop mental, emotional, and the basic spiritual health that will sustain them on a continual basis but also overcome mental and emotional problems if they arise.

c. In the section, “Prevention and Risk Management”

1) Standard/objective “#1. Demonstrate the ability to make good decisions about drug use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Prepared Graduates: Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Grade Level Expectation: 1. Demonstrate the ability to make good decisions about drug use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Evidence Outcomes: *Students Can:* b. Analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.”

➤ Are the students taught the sound science research on brain development, that the human brain is not fully developed until age 25 and that marijuana use prior to age 25 can permanently impair the development of their brain?

2) Standard/objective “#2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying. Prepared Graduates: Apply knowledge and skills that promote healthy, violence-free relationships. Grade Level Expectation: 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying. *Colorado Essential Skills and Real-World Application: Inquiry Questions:* 4. How can we demonstrate appreciation and value for differences?

➤ In teaching “appreciation and value for differences,” do you help the students to identify criteria for discerning which differences should be valued and which differences should not be valued, the latter because they are counterproductive to the physical, mental, emotional, and spiritual well-being of the students and to society?

8. In the [6th Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),

a. The section, “Physical and Personal Wellness,”

1) Standard/objective “#1. Evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors” in the “*Colorado Essential Skills and Real-World Application* #3. Discriminating between false advertising and accurate information is crucial for lifelong healthy food choices” is well-included and important knowledge and skill development in an age where lack of such information and skill development is resulting in many counterproductive aspects of personal, family, and societal well-being, including the serious rise in obesity and its negative effects.

2) In “Grade Level Expectation #2. Identify valid and reliable resources regarding qualities of healthy family and peer relationships. *Colorado Essential Skills and Real-World Application: Inquiry Question* #5: Where would you go if you needed

- support with improving a struggling relationship?” do two of the “valid and reliable” resources include parents and pastor or other religious leader?
- b. In the section, “Social and Emotional Wellness” in the subsection, “Evidence Outcomes: *Students Can*: d. Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression, e. Identify when someone should seek help for sadness, hopelessness, and depression. f. Identify emotions and feelings associated with loss and grief.”
 - 1) Are sound sources of help identified to which the students who struggle with such problems, either themselves or in their attempt to help a friend, can turn for assistance?
 - 2) If such sources are identified, do they include parents and a pastor or other religious leader? These resources offer the strongest rationale for hope, for these resources deal with reality that is beyond the ability of science to discern, since science by definition is limited to that which is observable and measurable.
 - c. In the section, “Prevention and Risk Management, Grade Level Expectation:
 - 1) 2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. Evidence Outcomes: *Students Can*: c. Identify and summarize positive alternatives to drug and substance use. d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.”
 - a) These and the other standards/objectives are important to teach and contain valuable and much-needed information and skill development resources for the students.
 - b) In these two standards/objectives, are the students informed of and pointed to the strong help available from their parents and a pastor or other religious leader?
 - 2) “3. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.”
 - a) This section contains excellent addressing of the common and serious problem of bullying. Depending on the soundness of the resources offered by the teacher, it has the potential of helping children deal effectively with the bullying they experience in school and equipping them with the knowledge and skills they will need to deal with the bullies they experience in adulthood. Are they taught that latter reality?
 - b) In this subject, are the students taught the psychology of the bully? If so, does the instruction include the psychological reality that a key reason bullies act as they do is as a result of their own struggle with feelings of inadequacy and the

mistaken decision that if they can bring someone else down they will build themselves up and make themselves look good?

- c) Are the related valuable and helpful religious truths taught in this section? If so, what is included and how?
 - d) How, specifically, do school personnel (e.g., teachers, counselors, and administrators) intervene with support for the students who are bullied?
9. In the [7th Grade Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),
- a. In the section, “Physical and Personal Wellness”
 - 1) In standard/objective #2, “Compare and contrast healthy and unhealthy family and peer relationships,” in the section, “*Inquiry Questions*:”
 - a) In Inquiry Question “1. What makes a relationship ‘healthy’?” What are being taught as desirable answers?
 - b) In Inquiry Question “3. How might ‘unhealthy’ family and peer relationships influence future dating relationships?”
 - 1- What is being taught as “unhealthy” family relationships?
 - 2- Are students taught to honor and respect their father and mother? Is there any assumption that most families are “unhealthy?” If so, where are the data from valid and reliable sources to support that assumption?
 - 2) In standard/objective “3. Analyze the internal and external factors that influence sexual decision-making and activity.”
 - a) It is good to see the requirement to develop the ability to analyze. How about also teaching the students to be able to evaluate these factors according to a criterion rather than a norm reference? The norm reference often being unhelpful, even counterproductive, when including the influence of ill-informed and confused peers, is thus indefensible, frequently even to the point of being illogical, e.g., violating the law of noncontradiction in logic?
 - b) Family and “beliefs” are mentioned, but are they emphasized in order to support the students with their strongest help to resist engaging in practices that are counterproductive to their physical, mental, emotional, social, and spiritual health and well-being?

- b. In standard/objective “4. Prevention and Risk Management, 3. Demonstrate safety procedures for a variety of situations, d. Analyze the role of peers, family, and media in causing or preventing injuries,”
- 1) What are the assumptions pertaining to family?
 - 2) Is there an assumption that the average family is involved in “causing” injuries, that this is common in families? If so, where are the data from sound science to support such an assumption, and what kind of “injuries” are “common?”
10. In the [Comprehensive Health Curriculum](#), in the Eighth Grade section, “[8th Grade Comprehensive Health at a Glance](#),” the following statements are made:
- a. In the “Physical and Personal Wellness” section,
 - 1) Standard/objective #2 on the first page is well-included and stated.
 - 2) Consider standard/objective #3. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy, including the “[Academic Contexts and Connections: Colorado Essential Skills and Real-World Application](#): 1. Examine how age, gender, health history, religious beliefs, cost, and product reliability influence the use of various methods of contraception. (Entrepreneurial Skills: Inquiry/Analysis)”
 - a) What is said about “gender”?
 - b) What is included about “religion,” and how is it taught?
 - c) What is taught about the significantly increasing number of STDs, some of which are rapidly mutating and have no cure?
 - b. In the section, “Social and Emotional Wellness,”
 - 1) what, specifically, are the “valid and reliable school and community sources” to which students are directed to access in order “to help with mental and emotional health concerns?”
 - 2) What are the criteria that are taught to students to help them discern the difference between valid and invalid sources of information?
 - 3) Are the students advised to talk with their parents and their pastor or other religious leader?
 - c. In the section, “Prevention and Risk Management,”
 - 1) In standard/objective #2

- a) what are the “valid sources of information” about the use of marijuana...?”
 - b) Do these “valid sources of information” include the biological research data that show marijuana’s damage to the still-developing brain of those under age 25?
- 2) In standard/objective #4, do the “factors that influence violent...behavior” include the sound science that finds excessively high rates of violence in certain atypical sexual lifestyles?
- d. In the section, “2020 Colorado Academic Standards Online,” “Grade Level Expectation: 1. Access valid and reliable school and community resources to help with mental and emotional health concerns. Academic Contexts and Connections: *Colorado Essential Skills and Real-World Application*.” (<https://www.cde.state.co.us/apps/standards/3,10.0/3,10,0>), Expectation 1. “Discuss why laws have been enacted to protect patient confidentiality. (Civic/Interpersonal Skills: Character)”
- 1) Under what circumstances does the district “protect patient confidentiality?” Specifically, from whom are the patients/students protected?
 - 2) Do our schools ever bring students into counseling without their parents’ knowledge and permission? If so, specifically under what conditions and with what authority?
 - 3) An additional question many parents have: What do parents have to do to opt out their children from these classes if they do not want their children to receive the public school’s instruction on these subjects?

In “[Just Released!](#) High Impact Instructional Strategies for the Social Studies Classroom Modules,” the following statement occurs:

...the research on high-impact instruction in social studies (in terms of a positive impact on student learning) focuses primarily in two areas: historical thinking, and civic knowledge and skills for citizenship. History education researchers tend to focus on how students analyze multiple historical documents and develop historical arguments, while civic education researchers focus on students’ evaluating information about public issues from multiple sources and viewpoints and develop reasoned judgments (Barton, K.C. & Avery, P.G., 2016, p. 1002). In addition to instructional strategies, each module provides examples that can be used in the classroom, as well as resources for further learning. [Underlining not part of the original statement]

- a. What are these “resources”?
- b. Do these resources contain accurate data?

11. In the “[High School Comprehensive Health At a Glance: Comprehensive Health 2020 Colorado Academic Standards](#),” please answer the following questions:

- a. In the section, “Physical and Personal Wellness,”
- 1) In standard #4, what is the “decision-making process to make healthy decisions about relationships and sexual health,” that the students are to “Use”?
 - a) What constitutes “healthy decisions”?
 - b) What is the distinction between healthy and unhealthy decisions?
 - c) What types of health are included and what is said about them? (What is said, and by whom, about spiritual as well as physical, mental, and social health?)
 - 2) In standard #5, what constitutes “Support[ing] others in making positive and healthful choice about sexual activity”? What are the positive and healthful choices and sources of “support” that are taught and recommended, and what constitutes the support?
 - 3) In standard #6, students are to “Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly.” In curriculum research, evaluation consists of both a criterion reference and a norm reference. What is taught to students about what constitutes both of these components of evaluation and their use?
- b. In the section on “Social and Emotional Wellness,” standards 1 and 3 refer to physical, mental, social, and emotional health and well-being for self and others. There is no mention of the vitally and most important spiritual dimension of our lives. Neither is there any mention of the related moral and ethical matters involved. The 2019 Colorado state law HB 19-1032, pertaining to school sex education curricula, not only permits but encourages the inclusion of the vitally important spiritual aspect of our lives.

Section 2. 22-1-128 states, “(7) (a) Nothing in subsection (6) OR (6.5) of this section shall be interpreted to prohibit discussion of health, moral, ethical, or religious values as they pertain to comprehensive human sexuality, healthy relationships, or family formation. **SUCH DISCUSSION IS ENCOURAGED.**” [The uppercase emphasis is in the law.]

Relatedly, there is no mention of family. Is family included, and if so, where and how? Historically throughout the world, among all races and cultures, family is seen as the foundation of societal health and well-being; what, where, and how are students taught the importance of the family and what, specifically, helps and harms the family, individuals therein, the society, and the nation?

- c. In the section, “Prevention and Risk Management:”
 - 1) In standard 5, do “the factors that influence community and societal beliefs that underlie violence” include sound science on deviant sexual practices? If so, which ones?
 - 2) In standard 8, what are the “valid information and sources” to which students are directed “that provide information about sexual assault and violence?”
 - 3) What are the criteria that are taught to students to help them discern the difference between valid and invalid sources of information?

12. In the section entitled “Health Skills,” please answer the following questions:

- a. In the subsection, “Analyze Influences,” what are the criteria given to students in order to conduct such an analysis?
- b. In the section, “Access Valid & Reliable Resources,” what specific criteria constitute the standard for determining what is “valid” and “reliable”?

13. In the document, “[2020 CAS—Family and Community Guides to the Colorado Academic Standards, 2020 Colorado Academic Standards: Family and Community Guides](#)” in the section, “Where can I learn more?” the statement is made that

As always, the best place to learn about what your child is learning is from your child's teacher and school. The Colorado Academic Standards describe goals, but how those goals are met is a local decision.

- a. How are community taxpayers and other stakeholders to know the answers to the above questions pertaining to the content of what all the faculty members are teaching?
- b. Does the district include for teacher resources the research from sound science that documents the dangers of abortion, LGBTQ+ and cohabitation, for example the data in the fact sheets, with the included hyperlinks and other references, emailed to the curriculum director by Edward D. Seely, Ph.D. on October 5, 2020?

We must speak, including teaching, the truth in love. The truth is found in sound science, that has carefully followed the scientific method, and in the Bible, the main source the Founders of our nation used on which to base and formulate their philosophy of government. The students need to know that much poorly done “science” and many of the media do not disclose the full reality of these subjects. We cannot withhold this information from the students, for the lack of this information can and does harm their health, all aspects of it.

One More Important Matter Pertaining to Format:

How are the significantly different viewpoints, feelings, and concerns that boys and girls have about sexuality taken into account when teaching the full truth about these subject matters? Are these sex education classes to be held with males and females in the same classroom? If unadvisedly so, how are the feelings of those who are very uncomfortable in such a setting dealt with in order to both (1) relieve the concern of those who are worried about what others will think of their verbal and nonverbal communication and (2) address their questions and concerns that they feel reluctant and unable to express in front of the other sex?

This reluctance is one of the reasons why in the past, certain aspects of these subjects were dealt with in classes with females only and males only. To hold all such sessions with both sexes together is to automatically shut off the willingness of some students sharing their concerns and seeking needed information, thus being counterproductive to their health and other wellness.

The new Colorado state law, HB 19-1032, is correct in its requirement to include such subjects as abortion and LGBTQ+ in sex education. However, the whole truth must be taught about these matters. The main reason why these subjects should be included is that the young people are highly interested in these and related issues, such as cohabitation, the truth about which also should be taught. They have strong felt, as well as unfelt, needs that must be addressed. They are heavily focused on their devices, and when they do engage in discussion, it is typically with equally confused peers. They do not need indoctrination; they need education. For more on these subjects see my free, safe, and secure [academic](#) and [general](#) Websites.