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Ms. Cheryl Todisco
Director of Health Education
Boston Public Schools
2300 Washington Street
Roxbury, MA 02119

May 13, 2026

Via Email and U.S. Mail
ctodisco@bostonpublicschools.org

Re: Sex Education Opt-Out Notification

Dear Ms. Todisco,

My name is Sam Whiting and I serve as Legal Counsel for the Massachusetts Liberty Legal Center (MLLC), an initiative of Massachusetts Family Institute (MFI). MFI is a nonpartisan, nonprofit organization dedicated to strengthening families and safeguarding parental rights in Massachusetts. MLLC is a nonprofit public interest legal center that advocates for free speech, religious liberty, and parental rights in the Commonwealth.

It was recently brought to our attention that Boston Public Schools (BPS) has been informing parents of BPS students that they may not opt out of certain health lessons that cover sex education or human sexuality issues. This conflicts with M.G.L. c. 71, § 32A, which requires that schools provide an opportunity to opt out of all such content. The purpose of this letter is to bring this issue to your attention and to seek a resolution.

Background

As you know, BPS sends an annual notice of opt-out rights to families of children in grades 4-12 before beginning the *Rights, Respect, and Responsibility* Sexual Education unit as part of its Health Education Curriculum.¹ These notices state, “[f]amilies have the right to opt their student out of any lesson of the curriculum that primarily involves ‘human sexuality issues’ without penalty [...] You may opt your student out of the lessons below” and go on to list each topic of the curriculum that parents can opt students out of. Some of the listed topics include, for example:

- Defining sexual intercourse in Grade 5

¹ See Superintendent’s Circular HWD-05, Version 02, “Human Sexuality Education – Parent/Guardian Notification”, available at https://drive.google.com/file/d/12ut2mpo-quE_-hA35a1iNINESNt8ztQH/view; see also https://docs.google.com/document/d/1Fu2MgRgWO60xiJQkjkzS4H_JSAvvPBqU/edit (Grade 4-6 notice); <https://docs.google.com/document/d/1t3yrT6OMqrLPDLFJK6-72Z4bTejuru1s/edit> (Grades 7-8 notice); https://docs.google.com/document/d/1pxC_MmYtLYZosqzJkdUEikZDpHo-p7Hd/edit (Grades 9-12 notice).



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- Identifying factors that are important in deciding whether and when to engage in sexual behaviors in Grade 6
- Learning about sexual consent in Grade 7
- Learning about contraception, condoms, and STDs in Grade 8
- Listing effective methods of birth control for teens and learning about abusive relationships in Grades 9/10
- Analyzing personal factors that are important to consider when making decisions about sex in Grades 11/12

However, these notices do not list a number of other topics that also qualify as “human sexuality issues” and are listed in the BPS lesson charts linked in these notices. These topics broadly fall into five categories: 1) Sexual anatomy; 2) Sexual development and puberty; 3) Communication and consent to sex; 4) Sexual orientation; and 5) Gender identity. Some examples include:

- Defining gender identity in Grade 1 (Lesson 1.4)²
- Identifying parts of the male and female genitals in Grade 2, and describing why it is important for students to know the names of these parts (Lesson 2.1)
- Describing the changes that take place during puberty in Grade 4 (Lesson 4.4)
- Defining sexual orientation and its most common categories; defining the terms “sex assigned at birth, gender identity, cisgender, transgender, gender nonbinary and transgender”; describing sexual development; and explaining the role that “puberty blocker” medications play in the role of transgender young people in Grade 5 (Lessons 5.2, 5.3, 5.4)
- Understanding how to communicate a desire not to have sex with someone, and describing the “three types of sexual intercourse” in Grade 6 (Lessons 6.2 and 6.6)
- Describing “why using a person’s correct pronoun is respectful”; describing the function of parts of the female sexual and reproductive system; and describing the process of human reproduction in Grade 7 (Lessons 7.6, 7.7, and 7.8)
- Learning how to make healthy and safe decisions about sexual relationships in Grade 8 (Lesson 8.2)
- Understanding how to communicate sexual boundaries; applying effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship; explaining the functions of parts of the reproductive system and defining intersex; defining sexual orientation and gender identity; and learning about pregnancy prevention and “safer sex” in Grades 9/10 (Lessons 9-10.2, 9-10.4, 9-10.6, 9-10.7, and 9-10.8)
- Learning how to advocate for “LGBTQ inclusion” in Grades 11/12 (Lesson 11-12.8)

² Note that there does not appear to be any notice sent to parents for grades K-3, even though the Health Curriculum for these grades covers human sexuality issues. Information about this content in grades K-3 was obtained here: <https://docs.google.com/document/d/1gwcwEKQzffhgvCeNAjAStWEPcWCP5kPrLjPXfZqV4jE/edit?tab=t.0>.



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This is not an exhaustive list – for a list of all the lessons we have identified that include instruction on human sexuality issues (highlighted in red) or are likely to include such instruction (highlighted in orange) based on our review of available lesson descriptions, see Attachment A.³ The parent notices discussed above do not list these topics as ones that parents “may opt out” of, which implies that parents may not opt out of them. Importantly, it also appears that there is no opt-out notice sent to parents for grades K-3, even though the Health Curriculum for these grades covers human sexuality issues.

The Law

The Massachusetts parental notification law, M.G.L. c. 71, § 32A, gives parents the right to opt their children out of “curriculum which primarily involves human sexual education or human sexuality issues.” According to the Department of Elementary and Secondary Education’s (DESE’s) advisory opinion on the law, “[t]he § 32A notice and opt-out provisions apply to any courses (typically, sex education or portions of a health education or science course), school assemblies or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues.”⁴ This same DESE advisory opinion lists the following specific topics as examples of sex education or human sexuality issues in the sample opt-out letter it provides for schools: puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; homosexuality; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse. In addition, the most recent DESE Health Frameworks place these kinds of topics in the category of “Sexual Health.”⁵

In addition, BPS’s “Family Guide” informs parents and guardians that sexual health education addresses “the physical, mental, emotional, and social aspects of human sexuality,” including “sexual and gender identity” as well as “How to cultivate and maintain healthy relationships; Adolescent growth and development, including the changes throughout puberty; How to prevent the spread of communicable diseases (including HIV/AIDS); Responsible decision-making, including reducing sexual health related risk behaviors; and Personal safety, consent, boundaries and resisting negative peer pressure.”⁶

A plain reading of the terms “human sexual education” and “human sexuality issues” compels the conclusion that these terms include (but are not limited to) the five categories of

³ Please note that our review only covered available lesson descriptions. A review of all health lesson plans may reveal more lessons that cover human sexuality issues that are not noted in BPS’s parent notices.

⁴ “Advisory Opinion on the Parental Notification Law,” Massachusetts Department of Elementary and Secondary Education, April 7, 1997, <https://www.doe.mass.edu/lawsregs/advisory/c7132adv.html>.

⁵ Massachusetts Comprehensive Health Curriculum Framework, Massachusetts Department of Elementary and Secondary Education, 2023, pp. 30, 32, 34, 36, 38-39, 41-42, 49, 51, <https://www.doe.mass.edu/frameworks/health/2023-09.docx>.

⁶ Boston Public Schools Family Guide for Current Students and Families 2025-2026, available at https://resources.finalseite.net/images/v1770135746/bostonpublicschoolsorg/otsdobcgrfy8x5gz4zlz/SY25_26_BPSFamilyGuide.pdf.



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content identified above: sexual anatomy, sexual development and puberty, communication and consent to sex, sexual orientation, and gender identity. DESE's guidance and BPS's own Family Guide confirm this interpretation. As such, BPS is required by M.G.L. c. 71, § 32A to provide parents and guardians with an opportunity to opt their children out of these topics. To the extent that BPS is not allowing opt-outs from lessons covering these topics, it is violating the law.

Conclusion

We urge you to review BPS's sex education parental notification letters and to amend them to conform with the Massachusetts parental notification law. Parents should be made aware that they can opt out of *all* sex education and human sexuality content, including the topics listed above. Please be advised that our legal center stands ready to assist any parent of BPS students who has been negatively impacted by BPS's current opt-out policy.

Very truly yours,

Sam Whiting
Counsel, MLLC

cc: Superintendent Mary Skipper, superintendent@bostonpublicschools.org

**Sexual Health Education
Grades K-3**

Attachment A

Grade Level	Lesson	Learning Objectives
Grade K <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	K.1 Different Kinds of Families	<ul style="list-style-type: none"> Name, as a group, at least three different types of family structures. Identify a way they can show respect for different types of families.
	K.2 My Space, Your Space	<ul style="list-style-type: none"> Name at least 2 ways of being touched that are okay with them. List at least 2 ways of being touched that they do not like. Explain that they have the right to determine whether and how they are touched. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable.
	K.3 Paper People	<ul style="list-style-type: none"> Describe at least three things that are unique about themselves. List at least three things they did not know about their classmates before the lesson.
	K.4 Star of the Week	<ul style="list-style-type: none"> Identify at least two good qualities in others. Feel good about themselves based on how others see them.

Grade Level	Lesson Title	Learning Objectives
Grade 1 <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	1.1 Friendships	<ul style="list-style-type: none"> Describe at least three characteristics of a friend. Identify at least two healthy ways for friends to express feelings with each other. Demonstrate empathy.
	1.2 Circle of Life	<ul style="list-style-type: none"> Correctly define the term “reproduction.” Correctly differentiate between things in the world that do and do not reproduce.
	1.3 My Body is My Body	<ul style="list-style-type: none"> Define “sexual abuse” Name one behavior that could be considered sexual abuse that they would want to bring to a trusted adult’s attention Identify at least one trusted adult they can go to with questions or concerns about sexual abuse Demonstrate ways to start a conversation when seeking help from a trusted adult about sexual abuse
	1.4 Pink, Blue and Purple	<ul style="list-style-type: none"> Define gender, gender identity and gender role stereotypes Name at least two things they’ve been taught about gender role stereotypes, and how those things may limit people of all genders.

Grade Level	Lesson Title	Learning Objectives
Grade 2 <i>Rights, Respect Responsibility (3Rs) Curriculum</i>	2.1 Understanding Our Bodies	<ul style="list-style-type: none"> Correctly identify at least four body parts of the female genitals. Correctly identify at least four body parts of the male genitals. Describe why it is important for them to know correct names for the genitals.
	2.2 Bullying is Never Okay	<ul style="list-style-type: none"> Define the terms “bullying” and “teasing.” Describe at least two differences between bullying and teasing. Provide at least two reasons why bullying and teasing are wrong to do.
	2.3 Feeling Safe	<ul style="list-style-type: none"> Define the terms “consent,” “bodily autonomy” and “personal boundary.” Explain the four steps of the SAFE model. Apply the SAFE model correctly to scenarios on a worksheet. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.
	2.4 Seeking Help	<ul style="list-style-type: none"> Explain that being touched or being forced to touch someone else is never a child’s fault. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.
	2.5 RESPECT	<ul style="list-style-type: none"> Define the term “identity” Name at least two identities they have Explain that no matter a person’s identities and life circumstances, everyone has the right to be treated with dignity and respect Demonstrate at least one way they can respond if someone is being treated disrespectfully

Grade Level	Lesson Title	Learning Objectives
Grade 3 <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	3.1 Being Clear with Friends	<ul style="list-style-type: none"> Demonstrate assertive communication when expressing a difference of opinion with another person. Demonstrate at least one appropriate refusal skill when facing peer pressure.
	3.2 Feel SAFE!	<ul style="list-style-type: none"> Define the terms “safe touch,” “unsafe touch,” “consent,” “bodily autonomy” and “personal boundary.” Explain the four steps of the SAFE model. Apply the SAFE model correctly to scenarios on a worksheet. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.
	3.3 Figuring Out Friendships	<ul style="list-style-type: none"> Describe at least three healthy and three unhealthy characteristics of relationships. Compare at least two positive and two negative ways friends and peers can influence relationships. Identify at least two trusted adults they would talk to about a relationship.
		<ul style="list-style-type: none"> Explain the terms “consent,” “personal boundary,” and “bodily

	3.4 If You Don't Have Consent, You Don't Have Consent		autonomy” and how they relate to each other. <ul style="list-style-type: none">• Demonstrate how to communicate clearly about their personal boundaries.• Demonstrate how to be sure to respect another person's boundaries.
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Sexual Health Education Grades 4-6

Grade Level	Lesson	Learning Objectives
Grade 4 <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	4.1 Figuring Out Friendships	Describe at least three healthy and three unhealthy characteristics of relationships Compare at least two positive and two negative ways friends and peers can influence relationships. Identify at least two trusted adults they would talk to about a relationship.
	4.2 Being Clear with Your Friends	Successfully demonstrate assertive communication. Practice expressing a difference of opinion with another person. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure.
	4.3 Taking a Stand Against Bullying	Differentiate between the terms “upstander” and “bystander.” Describe the four steps involved in being an upstander when bullying is happening. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying.
	4.4 Making Sense of Puberty	Describe at least 3 changes that take place during puberty. Differentiate what could be considered physical, mental, emotional changes of puberty. Create a plan to maintain personal hygiene during puberty. Describe digital and in person resources that can be used when someone has a question about puberty.

Grade Level	Lesson Title	Learning Objectives
Grade 5 <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	5.1 The World Around Me	Name at least two people or entities from which young people receive messages about relationships and sexuality. Describe at least one message young people might receive about sex and sexuality from each of these sources.
	5.2 What is Love Anyway?	Describe the difference between “liking” and “loving.” Define “sexual orientation” and its most common categories. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. Differentiate between sexual orientation and gender identity.
	5.3 Thinking Outside the Gender Box	Define the following terms: Sex assigned at birth, gender identity, cisgender, transgender, gender nonbinary and transgender. Differentiate between a person’s gender identity and gender expression. Describe at least two gender role stereotypes and how they may have an impact on people who are not cisgender. Identify at least one trusted adult in their lives they can go to with their questions about gender.
	5.4 It’s All About Hormones	Describe at least three ways in which people may develop sexually over the course of their lifespan. Explain the roles estrogen and testosterone have on a person as they develop, physically and emotionally. Explain what “puberty blocker” medications are and the role they play with transgender young people.
	5.5 Sexual and Reproductive Anatomy	Correctly name at least two parts of the two sexual and reproductive systems. Describe the functions of at least two parts of each of the two sexual and reproductive systems.
	5.6 So That’s How Babies are Made (may opt out)	Define “sexual intercourse” within the context of human reproduction. Describe what cells are involved in human reproduction Explain at least two ways in which pregnancy can happen that do not include sexual intercourse. Name at least two reasons why someone might choose to use one of these methods. Describe at least two ways in which economic disparities can impede some people from

		accessing sexual and reproductive healthcare.
	5.7 Your Body, Your Rights	<p>Define the terms “sexual abuse” and “sexual harassment.”</p> <p>List at least 3 accurate facts about sexual abuse among young people their age.</p> <p>Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed.</p> <p>Describe steps a person can take when they are being or have been sexually abused.</p>
	5.8 Learning about HIV and STDs	<p>Name which common diseases are communicable and which are non-communicable.</p> <p>Describe ways to avoid communicable diseases.</p> <p>Identify what to do if you encounter blood or hypodermic needles.</p> <p>Describe 2 ways that HIV and STDs are not transmitted.</p>

Grade Level	Lesson Title	Learning Objectives
Grade 6 <i>Rights, Respect Responsibility (3Rs) Curriculum</i>	6.1 Change is Good	<p>Name at least one physical, social, cognitive and emotional change young people go through during adolescence.</p> <p>Identify at least two websites that contain additional medically- accurate information about puberty and adolescence for young people their age.</p>
	6.2 Communicating About a Sensitive Topic	<p>Define three types of communication: passive, assertive and aggressive.</p> <p>Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them.</p> <p>Demonstrate an understanding of how to communicate assertively about one’s own decision to wait to engage in any shared sexual behaviors.</p>
	6.3 Being a Sex Ed Sleuth (may opt out)	<ul style="list-style-type: none"> Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth- positive.
	6.4 Consent, It Goes with Everything (may opt out)	<p>Define sexual consent.</p> <p>Identify at least two factors that can impact a person’s ability to give and receive consent.</p>
	6.5 Gender Roles, Gender Expectations	<p>Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls.</p> <p>Describe their own feelings about behaviors being ascribed to a particular gender.</p>
	6.6 Like and Loving: Now and When I’m Older	<p>List at least 3 non-sexual activities people can do to show others they like or love them.</p> <p>Describe the three types of sexual intercourse, including whether/how they are related to human reproduction.</p> <p>Define “abstinence” and its connection to pregnancy prevention.</p>
	6.7 More Than Friends. Understanding Romantic Relationships	<ul style="list-style-type: none"> Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. Identify at least two similarities and two differences between friendships and romantic relationships.
	6.8 Understanding Boundaries	<p>Define what a boundary is, with an emphasis on personal boundaries.</p> <p>Demonstrate how to be clear about one’s own and show respect for others’ boundaries.</p> <p>Demonstrate an understanding that no one has the right to violate someone else’s boundaries, and that doing so may be against the law.</p> <p>Name at least one resource to whom they can report sexual assault or rape.</p>
	6.9 When Should a Person (may opt out)	<ul style="list-style-type: none"> Identify at least two factors that are important in deciding whether and when to engage in sexual behaviors. Describe possible short and long term consequences of engaging in sexual activity.

Sexual Health Education Grades 7-8

Rights, Respect, Responsibility (3Rs) Curriculum		
Grade Level	Lesson	Learning Objectives
Grade 7 <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	7.1 Introduction to Rights, Respect, Responsibility	Develop classroom agreements during the sexual health unit. Define values Understand the terms sex vs sexuality.
	7.2 Consent, It Goes with Everything (may opt out)	Define sexual consent and Identify at least two factors that can impact a person's ability to give and receive consent.
	7.3 Pre-Law: Consent and Confidentiality	Describe the state and federal law related to age of consent. Identify local laws related to confidentiality in sexual health care.
	7.4 Building Healthy Relationships	Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. Name at least two types of power differential in relationships, as well as their implication for the relationship. Describe at least two ways in which an unhealthy relationship can become a healthy one. Apply understanding of healthy relationships to a couple represented in the media.
	7.5 Breaking Up is Hard to Do, But Not Impossible	Analyze at least two external influences on a person's attitudes, beliefs, and expectations about relationships. Identify at least one strategy to end a relationship. List at least two resources that can be helpful when ending an unhealthy relationship.
	7.6 Gender Identity, Gender Expression, and Sexual Orientation	Describe why using a person's correct pronoun is respectful. List at least two accurate and credible sources of online information about gender identity and gender expression. Practice at least two ways to communicate respectfully with and about transgender and nonbinary people.
	7.7 Reproductive Anatomy & Physiology: Person w/ a Vulva	Name at least two parts of the female internal and external sexual and reproductive systems. Describe the function of at least two parts of the female internal and external sexual and reproductive systems. Demonstrate a basic understanding of the menstrual cycle.
	7.8 Reproduction Basics: Anatomy and Physiology	Describe the process of human reproduction by identifying the correct order of the steps involved with conception. Define sexual intercourse.
	7.9 Gender Stereotypes	Name at least two stereotypes associated with why many people value the gender binary of "boys" and "girls." Analyze at least two sources of gendered messages and expectations that exist within their culture. Describe at least one connection between gender expectations and discomfort around non-heterosexual orientations.

Grade Level	Lesson Title	Learning Objectives
Grade 8 <i>Rights, Respect, Responsibility (3Rs) Curriculum</i>	8.1 Introduction to Rights, Respect, Responsibility	Develop classroom agreements during the sexual health unit. Define values Understand the terms sex vs sexuality.
	8.2 Making SMART Choices	Demonstrate an understanding of using a decision-making model to make healthy and safe decisions about sexual relationships. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations, including situations that involve communicating about consent.
	8.3 Power and Privilege - Healthy Relationships	Describe the potential impacts of power and privilege within all kinds of relationships. Analyze the personal and societal factors that could keep someone from ending an unhealthy relationship.
	8.4 Is it Abuse If....?	Describe at least two characteristics of five different types of relationship abuse. Explain what, in their own opinion, does and does not constitute relationship abuse. Name one online and one hotline resource teens can use to get help if they or someone they know is in an abusive relationship.
	8.5 Sex Trafficking	Define sex trafficking. Describe sexual exploitation and strategies that traffickers employ to recruit youth. Explain what gender based violence is and identify who is at risk for this violence.
	8.6 Being a Sex Ed Sleuth (may opt out)	Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth- positive.
	8.7 Birth Control Basics (may opt out)	Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. State correctly what emergency contraception is.
	8.8 Barrier Methods and How to Use Them Effectively (may opt out)	Describe correctly, and in order, the steps to using an external condom. Describe how an internal condom is used.
	8.9 Protecting Your Health: Understanding and Preventing STIs/STDs (may opt out)	Describe at least two ways in which STDs, including HIV, can be transmitted. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential.
	8.10 Learning About HIV	Define HIV and how HIV is and is not transmitted. Understand how to prevent the spread of HIV. Name one way HIV is treated.

Sexual Health Education

Grades 9-12

Grade Level	Lesson #/Title	Learning Objectives
Grade 9/10 <i>Rights, Respect, Responsibility</i> <i>3Rs curriculum</i>	9-10.1 Introduction: Climate Setting	Identify the ground rules and expectations of the 3Rs curriculum. Know what to expect for the Sexual Health Unit including content and lesson sequence. Demonstrate respect for differences and personal values.
	9-10.2 My Boundaries	Define what a boundary is, explain at least two examples of types of boundaries and clarify what their own boundaries are around physical touch. Demonstrate an understanding of the need to communicate about boundaries in romantic or sexual relationships.
	9-10.3 Rights, Respect, Responsibility: Consent	Define the terms “consent,” “coercion” and “incapacitated.” Differentiate between a situation in which consent is clearly given and one in which it is not. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship.
	9-10.4 Communicating With Others	Describe at least two characteristics of effective communication. Apply effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship.
	9-10.5 Empathy & Active Listening	Demonstrate skills of active and reflective listening. Interpret body language and non-verbal emotions. Communicate compassion for others.
	9-10.6 Sexual Systems - Anatomy	Correctly label at least four internal and external sexual and reproductive body parts. Explain the functions of at least three internal and external sexual and reproductive body parts and their role in sexual response. Define intersex.
	9-10.7 Sexual Orientation and Sexual Identity	Define sexual orientation and sexual identity. Analyze how external influences impact a person’s beliefs about sexual orientation and gender identity.
	9-10.8 Decision Making	Describe the steps involved in one decision-making model. Apply the decision-making model to a scenario relating to pregnancy prevention and safer sex.
	9-10.9 Know Your Options - Effective Birth Control (may opt out)	List at least three methods of effective birth control for teens. Analyze at least three factors that have an impact on a teen’s ability to successfully use birth control. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy.
	9-10.10 They Love Me, They Love Me Not	Describe at least three characteristics of an unhealthy or emotionally abusive relationship. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship. Identify their own feelings about partners’ roles and responsibilities in a relationship when there is a power difference between the two.
	9-10.11 Using Technology Respectfully	Define what sexting is. Describe two disadvantages and two reasons why someone may sext. Identify at least two connections between child pornography and sexting laws. Describe at least two facts relating to sexting laws in their state. Explain at least two options for people involved in sexting situations.

Grade Level	Lesson Title	Learning Objectives
<p style="text-align: center;">Grade 11/12 <i>Rights, Respect, Responsibility</i> <i>3Rs Curriculum</i></p>	11-12.1 Introduction: Climate Setting	<p>Identify the ground rules and expectations of the 3Rs curriculum. Know what to expect for the Sexual Health Unit including content and lesson sequence. Demonstrate respect for differences and personal values.</p>
	11-12.2 Unhealthy Relationships and Communicating Boundaries	<p>Identify their top three important relationship characteristics. Explain the difference between a healthy vs. an unhealthy relationship. Develop a plan to get out of an unsafe or unhealthy relationship.</p>
	11-12.3 Is it Abuse If...?	<p>Describe at least two characteristics of five different types of relationship abuse. Explain what, in their own opinion, does and does not constitute relationship abuse. Name one online and one hotline resource teens can use to get help if they or someone they know is in an abusive relationship.</p>
	11-12.4 Sexual Decision Making (may opt out)	<p>Identify various reasons why teens choose to engage or not engage in various sexual behaviors Analyze personal factors that are important to consider when making decisions about sex. Articulate a message that clearly identifies where they stand on engaging in sexual behavior with a partner at this time in their lives.</p>
	11-12.5 Planning & Protection: Avoiding or Maintaining STDs (may opt out)	<p>Name the only 100% effective way of avoiding an STD. Explain why having oral, anal or vaginal sex with an infected partner puts a person or couple at risk for STDs. Name one health clinic or center in their area that provides STD testing and treatment for teens.</p>
	11-12.6 Get Savvy about STD Testing (may opt out)	<p>List at least two reasons why a person might choose to get tested for STDs, and at least two reasons why they might choose not to. Identify at least two resources for STD testing in their own community. Describe the rights young people have regarding STD testing including confidentiality and the quality of care they should receive from the provider.</p>
	11.12-7 Sex Trafficking	<p>Define sex trafficking. Explain at least two recruitment tactics sex traffickers/ exploiters use. Identify at least two ways to reduce risk related to sex trafficking. Recall at least two credible resources related to sex trafficking and sexual violence prevention and intervention.</p>
	11-12.8 Our Space, Safe Space	<p>Identify at least two things their school does well around LGBTQ inclusion, and at least two things they could improve upon. Demonstrate an understanding of what advocacy and lobbying are, and how they can be used to make change at school. Demonstrate how to make a persuasive argument for policy change.</p>