

Family Life and Human Sexuality Curriculum Matrix of Revisions 2022-2023

Parental rights in education [Chapter 1001.42(8)(c)(3) Florida Statute] prohibits instruction on sexual orientation or gender identity in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.

With the approval of Parental Rights in Education, the following statutes related to sexual health education were also impacted:

- Chapter 1003.42 Florida Statutes – Required instruction
- Chapter 1003.46 Florida Statutes – Health Instruction; instruction in acquired immune deficiency syndrome
- Chapter 1006.28 Florida Statutes – Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials

The lessons below, for all grade levels, are from the Family Life and Sexual Health (FLASH) Curriculum – Publisher Seattle-King County Department of Health © 1995

Grade Level: Kindergarten	Original Text	Amended Text	Rationale
Lesson 2: Feelings	Materials 1. Storybook (book of choice)	Materials 1. Storybook: Use district approved materials for kindergarten.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson 4. Read a storybook (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	Lesson Outline 4. Read district approved material for kindergarten (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	
Lesson 4: Friendship	Materials 2. Storybook — Frog and Toad Are Friends— Arnold Lobel	Materials 2. Storybook: Use district approved materials for kindergarten.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson Outline 3. Storybook — Frog and Toad Are Friends— Arnold Lobel	Lesson Outline 3. Read district approved material for kindergarten (of choice).	
Lesson 5: All Kinds of Families	See current curriculum, Grade K, Lesson 5	Removed	The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies. Instruction related to this content is in grade 3.
Lesson 7: Sexual Abuse Prevention	Lesson 7 Title: Sexual Abuse Prevention	Lesson 7 Title: Unwanted and/or Threatening Situations	The lesson title was modified to align with the health standard for this grade level. HE.K.B.4.3 states that students shall identify the appropriate responses to unwanted and threatening situations.

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Grade Level: Kindergarten	Original Text	Amended Text	Rationale
Lesson 7: Sexual Abuse Prevention	Definitions of sexual abuse: An adult or person older than the child using the child for sexual gratification. The offending behavior may include: a child touching the adult's sexual parts; the adult touching the child's genitals; asking the child to look at sexual pictures or asking to look at the child without clothes on (except for medical or caretaking purpose).	Definition of unwanted touch : Any touch that makes you feel uncomfortable. (Teachers will give examples.)	The language was modified to align with the health standard for this grade level. <i>HE.K.B.4.3 states that students shall identify the appropriate responses to unwanted and threatening situations.</i>
	Lesson Outline 1. Define sexual abuse	Replace Lesson Outline Item #1 to read, 1. Define Unwanted Touch	
	Lesson 1. Review the picture below. Note that the genitals and a girl's chest are usually covered by a bathing suit to keep them private. 2. Define sexual abuse.	Lesson Remove item 1 from current curriculum and replace item 2 with the following: 1. Define unwanted touch.	
Lesson 9: My Body	See current curriculum, Grade K, Lesson 9	Removed	Instruction related to the human body begins in Grade 5 Science. <i>SC.5.L.14.1 states that students must have the ability to identify the organs in the human body and describe their functions including the skin, brain heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</i>
Lesson 10: Girls and Boys	See current curriculum, Grade K, Lesson 10	Removed	The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies.

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Grade Level: First	Original Text	Amended Text	Rationale
Lesson 2: Feelings	Materials 1. Storybook (book of choice)	Materials 1. Storybook: Use district approved materials for first grade.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson Outline 4. Read a storybook (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	Lesson Outline 4. Read Storybook: Use district approved materials for first grade (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	
Lesson 4: Friendship	Materials 2. Storybook – Frog and Toad Are Friends—Arnold Lobel	Materials 2. Storybook: Use district approved materials for first grade.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson Outline 3. Storybook— Frog and Toad Are Friends—Arnold Lobel	Lesson Outline 3. Read Storybook: Use district approved materials for first grade.	
Lesson 5: All Kinds of Families	See current curriculum, Grade K, Lesson 5	Removed	The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies.
Lesson 7: Sexual Abuse Prevention	Lesson 7 Title: Sexual Abuse Prevention	Lesson 7 Title: Unwanted and/or Threatening Situations	The lesson title was modified to align with the health standard for this grade level. <i>HE.1.B.4.3 states that students should be able to describe ways to respond when in an unwanted, threatening, or dangerous situation.</i>
	Definitions of sexual abuse: An adult or person older than the child using the child for sexual gratification. The offending behavior may include: a child touching the adult's sexual parts; the adult touching the child's genitals; asking the child to look at sexual pictures or asking to look at the child without clothes on (except for medical or caretaking purpose).	Definition of unwanted touch: Any touch that makes you feel uncomfortable. (Teachers will give examples.)	The language was modified to align with the health standard for this grade level. <i>HE.1.B.4.3 states that students should be able to describe ways to respond when in an unwanted, threatening, or dangerous situation.</i>
	Lesson Outline 1. Define sexual abuse	Replace Lesson Outline Item #1 with Define Unwanted Touch	

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Grade Level: First	Original Text	Amended Text	Rationale
Lesson 7: Sexual Abuse Prevention	Lesson 1. Review the picture below. Note that the genitals and a girl's chest are usually covered by a bathing suit to keep them private. 2. Define sexual abuse.	Lesson Remove Item 1 and from current curriculum and replace item 2 with the following: Define unwanted touch.	The language was modified to align with the health standard for this grade level. <i>HE.1.B.4.3 states that students should be able to describe ways to respond when in an unwanted, threatening, or dangerous situation.</i>
Lesson 9: My Body	See current curriculum, Grade 1, Lesson 9	Removed	Instruction related to the human body begins in Grade 5 Science. SC.5.L.14.1 states that students must have the ability to identify the organs in the human body and describe their functions including the skin, brain heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
Lesson 10: Girls and Boys	See current curriculum, Grade 1, Lesson 10	Removed	The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies.

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Grade Level: Second	Original Text	Amended Text	Rationale
Lesson 2: Feelings	Materials 1. Storybook (book of choice)	Materials 1. Storybook: Use district approved materials for second grade.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson Outline 4. Read a storybook (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	Lesson Outline 4. Read storybook: Use district approved materials for second grade (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	
Lesson 4: Friendship	Materials 2. Storybook – Frog and Toad Are Friends—Arnold Lobel	Materials 2. Storybook: Use district approved materials for second grade.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson Outline 3. Read storybook – Frog and Toad Are Friends—Arnold Lobel	Lesson Outline 3. Read storybook: Use district approved materials for second grade.	
Lesson 5: All Kinds of Families	See current curriculum, Grade 2, Lesson 5	Removed	The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies.
Lesson 7: Sexual Abuse Prevention	Lesson 7 Title: Sexual Abuse Prevention	Lesson 7 Title: Unwanted and/or Threatening Situations	The lesson title was modified to align with the health standard for this grade level. <i>HE.2.B.4.3 states that students should be able to demonstrate ways to respond to unwanted, threatening, or dangerous situations.</i>
	Definitions of sexual abuse: An adult or person older than the child using the child for sexual gratification. The offending behavior may include: a child touching the adult's sexual parts; the adult touching the child's genitals; asking the child to look at sexual pictures or asking to look at the child without clothes on (except for medical or caretaking purpose).	Definition of unwanted touch: Any touch that makes you feel uncomfortable. Teachers will give examples.	The language was modified to align with the health standard for this grade level. <i>HE.2.B.4.3 states that students should be able to demonstrate ways to respond to unwanted, threatening, or dangerous situations.</i>

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Grade Level: Second	Original Text	Amended Text	Rationale
	<p>Lesson Outline 1. Define sexual abuse</p> <p>Lesson 1. Review the picture below. Note that the genitals and a girl's chest are usually covered by a bathing suit to keep them private. 2. Define sexual abuse.</p> <p>Decision Stories Grade 2 4. A neighbor who you know grabs you and forces you to touch his penis (or private area). He said no one will believe you if you tell, and your mother will get very sick. It will be your fault.</p>	<p>Replace Lesson Outline Item #1 with Define Unwanted Touch</p> <p>Lesson Remove Item 1 and from current curriculum and replace item 2 with the following: 1. Define unwanted touch.</p> <p>Update language for Decision Stories Grade 2 4. A neighbor who you know grabs you and forces you to touch them in a way that makes you feel uncomfortable. They said no one will believe you.</p>	
<p>Lesson 8: Staying Healthy</p>	<p>Activity 2: Communicable and Non-Communicable Diseases 1. Define COMMUNICABLE disease Say: Communicable diseases are those which can be spared from one person to another. Brainstorm COMMUNICABLE diseases. These are illnesses which people can catch from each other because the germ can travel through the air, in bodily fluids, or live on items which we all use. Examples might include colds, head lice, HIV/AIDS, Hepatitis A, TB, mumps, measles, rubella, or other sexually transmitted diseases (STDs).</p>	<p>Remove select language in Activity 2: Communicable and Non-Communicable Diseases, Item 1</p>	<p>The content removed from this lesson is aligned to 7th grade standards and is taught beginning in 7th grade lessons. <i>HE.7.C.1.5 states classify infectious agents and their modes of transmission to the human body.</i></p>
	<p>Activity 4: AIDS Awareness</p>	<p>Removed</p>	<p>The content removed from this lesson is aligned to 7th grade standards and is taught beginning in 7th grade lessons. <i>HE.7.C.1.5 Classify infectious agents and their modes of transmission to the human body.</i></p>

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Grade Level: Second	Original Text	Amended Text	Rationale
Lesson 9: My Body	See current curriculum, Grade 2, Lesson 9	Removed	Instruction related to the human body begins in Grade 5 Science. <i>SC.5.L.14.1, states that students must have the ability to identify the organs in the human body and describe their functions including the skin, brain heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</i>
Lesson 10: Girls and Boys	See current curriculum, Grade 2, Lesson 10	Removed	The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies.

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Grade Level: Third	Original Text	Amended Text	Rationale
Lesson 2: Feelings	Materials 1. Storybook (book of choice).	Materials 1. Storybook: Use district approved materials for third grade.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson 4. Read a storybook (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.	Lesson 4. Read storybook: Use district approved materials for grade three. Use the scenes to help children identify how they think a character is going to feel based on what is happening.	
Lesson 4: Friendship	Materials 2. Storybook	Materials 2. Storybook: Use district approved materials for third grade.	Provides clarification that teachers must use district approved materials. (Chapter 1006.28, F.S.)
	Lesson Outline 3. Read storybook.	Lesson Outline 3. Read storybook: Use district approved materials for third grade.	
Lesson 6: This is My Space!	Activity: Boundaries 3. Give out Personal Space Comfort Zones worksheets. Instructions are to write about a situation when it is OK to have people touch you and one when it is not OK. Have students include zones of the body it is okay to touch. 4. Discuss: a. Are there some kinds of touches which are OK at the beginning and start feeling uncomfortable after a while? b. What about tickling or wrestling?	Activity: Boundaries Remove steps 3 and 4	The content for the removed portions of the activity is not aligned to a grade level standard for Health, Science, or Social Studies. Steps 3 and 4 did not align with HE.3.B.4.2, which states students must demonstrate refusal skills that avoid or reduce health risks or HE.3.B.4.3 which states that students should be able to demonstrate nonviolent strategies to manage or resolve conflict.
	Personal Space Comfort Zone Worksheet 1 D. An uncle	Personal Space Comfort Zone Worksheet 1 Change D to read "A family member"	Changed D to be reflective of both sexes with whom students need to identify boundaries.
	Personal Space Comfort Zone Worksheet 2	Removed	The worksheet was removed because it is not aligned to a grade level standard for Health, Science, or Social Studies.

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Grade Level: Third	Original Text	Amended Text	Rationale
Lesson 7: Sexual Abuse Prevention	Lesson 7 Title: Sexual Abuse Prevention	Lesson 7 Title: Unwanted and/or Threatening Situations	This lesson was modified to align with HE.2.B.4.3 which states that students should be able to demonstrate ways to respond to unwanted, threatening, or dangerous situations.
	Definitions of sexual abuse: An adult or person older than the child using the child for sexual gratification. The offending behavior may include: a child touching the adult's sexual parts; the adult touching the child's genitals; asking the child to look at sexual pictures or asking to look at the child without clothes on (except for medical or caretaking purpose).	Definition of unwanted touch: Any touch that makes you feel uncomfortable. Teachers will give examples.	
	Lesson Outline 1. Define sexual abuse	Replace Lesson Outline Item #1 with Define Unwanted Touch	
Lesson 8: Staying Healthy	Overview Children are exposed to numerous germs daily. Techniques for preventing transmission practiced while young may prevent spread of organisms within the classroom, as well as prepare them for understanding more complex disease transmission concepts in older years. AIDS is integrated.	Remove the select language from the overview.	The content removed from this lesson is aligned to 7 th grade standards and is taught beginning in 7 th grade lessons. <i>HE.7.C.1.5 states classify infectious agents and their modes of transmission to the human body.</i>

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Grade Level: Third	Original Text	Amended Text	Rationale
Lesson 8: Staying Healthy	<p>Activity 2: Communicable and Non-Communicable Diseases</p> <p>1. Define COMMUNICABLE diseases</p> <p>Say: Communicable diseases are those which can be spread from one person to another. Brainstorm COMMUNICABLE diseases. Communicable diseases are illnesses which people can catch from each other because the germ can travel through the air, in body fluids, or live on items which we all use. Microorganisms leave the person who is ill, enter another person, and make that person ill, too. Communicable diseases can begin very suddenly. Microorganisms can enter the body and multiply or increase in number. The microorganisms can make you ill. Examples might include colds, head lice, HIV/AIDS, Hepatitis A, TB, mumps, measles, rubella, or other sexually transmitted diseases (STDs).</p> <p>Activity 4: AIDS Awareness</p>	<p>Remove the following language from Activity 2, Item 1.</p>	<p>The content removed from this lesson is aligned to 7th grade standards and is taught beginning in 7th grade lessons.</p> <p><i>HE.7.C.1.5: Classify infectious agents and their modes of transmission to the human body.</i></p>
Lesson 9: My Body	<p>See current curriculum, Grade 3, Lesson 9</p>	<p>Removed</p>	<p>Instruction related to the human body begins in Grade 5 Science.</p> <p><i>SC.5.L.14.1 which states that students must have the ability to identify the organs in the human body and describe their functions including the skin, brain heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</i></p>
Lesson 10: Girls and Boys	<p>See current curriculum, Grade 3, Lesson 10</p>	<p>Removed</p>	<p>The content in this lesson is not aligned to a grade level standard for Health, Science, or Social Studies.</p>

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Grade Level: Fourth	Original Text	Amended Text	Rationale
Lesson 1: Introduction & Gender Roles	Lesson 1 Title: Introduction & Gender Roles	Lesson 1 Title: Introduction & Ground Rules	The title of the lesson was modified to reflect the content of the lesson, which is not inclusive of “Gender Roles.”
	Student Learning Objectives To be able to... 1. Distinguish between definitions of “sex” and “sexuality.” 4. Sort sexuality questions into logical categories (pregnancy, puberty, etc.) as a step toward having a comprehensive picture or context into which the unit’s learning can be placed.	Remove Student Learning Objectives 1 and 4	The objectives removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
	Agenda 1. Define “sexuality” 5. Define “gender roles” and explain the lesson’s purpose. 6. Brainstorm gender-specific roles and behaviors in America today. 7. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.	Remove Agenda items 1, 5, 6, and 7	The agenda removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
	Activity 1. Explain that you are beginning a unit on “sexuality.” 5. Define “gender roles” and explain the lesson’s purpose. 6. Brainstorm gender-specific roles and behaviors in America today. 7. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.	Remove activity items 1, 5, 6, and 7	The activities removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.

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Grade Level: Fourth	Original Text	Amended Text	Rationale
Lesson 1: Introduction and Gender Roles	Related Activities for Integrated Learning	Removed	<p>Related activities were removed because they are either addressed in other lessons or beyond the scope of a grade level standard grade level standard for Health, Science, or Social Studies.</p> <p>Some topics are not addressed until 6th grade, reflected through standard <i>HE.6.C.1.2 which states that students must be able to describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</i></p>
Lesson 3: Puberty	See current curriculum, Grade 4, Lesson 3	Removed	<p>The content of this lesson is aligned to a 6th grade standard and taught in that grade. <i>HE.6.C.1.4 requires identification of health problems and concerns common to adolescents including reproductive development.</i></p>
Lesson 4: Sexual Exploitation	Lesson 4: Sexual Exploitation	Substitute with Lesson 7 (Grade 3) Unwanted and/or Threatening Situations	<p>The content of grade 4, lesson 4 is aligned to a 6th grade standard and taught in that grade level.</p> <p>Grade 3, Lesson 7 is aligned to 4th grade standards and is used to reinforce the concept of unwanted touch and/or threatening situations.</p> <p><i>HE. 4.C.2.2: Explain the important role that friends/peers may play in health practices and behaviors.</i></p> <p><i>HE.4.P.8.1: Assist others to make positive health choices.</i></p>
Lesson 5: HIV & AIDS	See current curriculum, Grade 4, Lesson 5	Removed	<p>HIV/AIDS instruction is aligned to standards at 7th grade standard and beyond; this instruction begins in 7th grade.</p> <p><i>HE.7.C.1.5: Classify infectious agents and their modes of transmission to the human body.</i></p>

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Grade Level: Fifth	Original Text	Amended Text	Rationale
Lesson 1: Introduction & Gender Roles	Lesson 1: Introduction & Gender Roles	Lesson 1: Introduction & Ground Rules	The title of the lesson was modified to reflect the content of the lesson, which is not inclusive of "Gender Roles."
	Student Learning Objectives To be able to... 1. Distinguish between definitions of "sex" and "sexuality." 4. Sort sexuality questions into logical categories (pregnancy, puberty, etc.) as a step toward having a comprehensive picture or context into which the unit's learning can be placed.	Remove Student Learning Objectives 1 and 4	The objectives removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
	Agenda 1. Define "sexuality" 5. Define "gender roles" and explain the lesson's purpose. 6. Brainstorm gender specific roles and behaviors in America today. 7. Use case study to teach the concept that (a) gender roles are learned and (b) roles can be limiting.	Remove agenda items 1, 5, 6, and 7	The agenda removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
	Activity 1. Explain that you are beginning a unit on "sexuality." 5. Define "gender roles" and explain the lesson's purpose. 6. Brainstorm gender specific roles and behaviors in America today. 7. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.	Remove activity items 1, 5, 6, and 7	The activities removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
	Related Activities for Integrated Learning	Removed	

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Grade Level: Fifth	Original Text	Amended Text	Rationale
Lesson 2: Decision-Making	Agenda 2. Explain the importance of decision-making. in sexuality	Remove "in sexuality"	The language removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
	Activity 2: Introduce lesson by discussing what decision-making has to do with sexuality. Say: "Examples of sexuality decisions we all face at some time in our lives include: Whom to choose as friends, how to act toward friends, whom to choose as a boyfriend or girlfriend and at what age, whether to "go with" anybody, whether and when to marry or have children, whether and when to go to the doctor about our private parts, whether to talk about sexuality with our families or friends, and even how to treat a person who likes us but whom we don't especially like."	Remove	The language removed from this lesson do not align to a grade level standard for Health, Science, or Social Studies.
Lesson 3: Reproductive System	See current curriculum, Grade 5, Lesson 3	Removed	The lesson was removed because it does not align to a grade level standard for Health, Science, or Social Studies.
Lesson 5: HIV and AIDS	See current curriculum, Grade 5, Lesson 5	Removed	HIV/AIDS instruction is aligned to standards at 7 th grade standard and beyond; this instruction begins in 7 th grade. <i>HE.7.C.1.5: Classify infectious agents and their modes of transmission to the human body.</i>

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Grade Level: Sixth	Original Text	Amended Text	Rationale
Lesson 4: Reproductive System	See current curriculum, Grade 6, Lesson 4 to review content	Removed	The content of this lesson is taught in 7 th grade science. <i>SC.6.L.14.5: identifying and investigating the general function of the major systems of the human body and describing the ways these systems interact with each other to maintain homeostasis.</i>
Lesson 5: HIV & AIDS	See current curriculum, Grade 6, Lesson 5 to review content	Removed	The content of this lesson is aligned to a 7 th grade standard and will be taught in 7 th grade. <i>HE.7.C.1.5: Classify infectious agents and their modes of transmission to the human body.</i>
Lesson 6: Puberty	Puberty Worksheet 2 and Answer Key T12 Item 12. The vagina is always wet, just like the mouth and eyes.	Worksheet 2, item 12 removed	The worksheet item (number 12) was removed because it does not align to a grade level standard for Health, Science, or Social Studies.

Note: The sixth-grade sexual health curriculum contains a total of nine (9) lessons. The content from lessons 4 and 5 (as shown above) are part of the 7th grade state-approved “Life Science” course and taught through that course.

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Grade Level: Seventh	Original Text	Amended Text	Rationale
Lesson 1: Introduction	Introduction Transparency 2	Removed	The removed content either taught in 7 th grade science or removed to align with Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.
Lesson 2: Reproductive System	See current curriculum, Grade 7, Lesson 2	Removed	The content of this lesson is taught in 7 th grade science. <i>SC.6.L.14.5: identifying and investigating the general function of the major systems of the human body and describing the ways these systems interact with each other to maintain homeostasis.</i>
Lesson 3: Sexually Transmitted Diseases	Agenda Item #6 6. Demonstrate the condom line up. Classroom set -Condom Line Up on pages 17-25 (laminated, if possible, for use multiple class periods, and cut into separate signs).	Remove agenda item #6 and Condom Lineup	The agenda item and classroom set activity were removed because they do not align to a grade level standard for Health, Science, or Social Studies.
Lesson 3: Sexually Transmitted Diseases	Activities 14. If a person thinks he or she might have an STD, he or she should: -Stop having sex until a doctor says it's OK. Note: Sometimes a person needs to be retested to make sure the medicine worked, even for those that are curable.	Revised Language to Read Activities 14. If a person thinks he or she might have an STD, he or she should: - Stop having sex. Abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including HIV/AIDS, and other associated health problems. Note: Sometimes a person needs to be retested to make sure the medicine worked, even for those that are curable.	The verbiage in item 14 was modified because it contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.
	Male Condom Line Up Cards	Removed	The content removed is not aligned to a grade level standard for Health, Science, or Social Studies and contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.

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Grade Level: Seventh	Original Text	Amended Text	Rationale
Lesson 4: HIV/AIDS: Basic Facts	<p>Student Learning Objective</p> <p>5. Understand the role of condoms in the prevention of sexually transmitted diseases (STDs).</p>	<p>Modify language in the Student Learning Objective #5 to read:</p> <p>5. Understand the role of abstinence from sexual activity and condoms in the prevention of sexually transmitted diseases (STDs).</p>	<p>The verbiage in student learning objective #5 was modified to better align to Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.</p>
Lesson 6: Touch & Abstinence	<p>Touch Reference Sheet</p> <p>MASTURBATION—A person stroking his or her own genitals for comfort or pleasure. Fact: Most people masturbate at some time in their lives. Myth: If you do not masturbate, there's something wrong with you. Myth: If you do masturbate, there's something wrong with you. Myth: Masturbating hurts your body, makes you insane, makes you infertile, gives you warts, or causes hair to grow on your palms. Fact: It does not hurt your body. Belief: Each culture, religion and family has its own belief about masturbation.</p>	<p>Removed masturbation portion of Touch Reference Sheet</p>	<p>The content removed from the Touch Reference Sheet does not align to a grade level standard for Health, Science, or Social Studies.</p>
	<p>A Family Homework Exercise: Touch and Abstinence</p> <p>Masturbation Section</p>	<p>Remove Masturbation section</p>	<p>The content in the Touch Reference Sheet does not align to a grade level standard for Health, Science, or Social Studies.</p>
Lesson 7: Birth Control Basics	<p>See current curriculum Grade 7, Lesson 7</p>	<p>Removed</p>	<p>The lesson was removed because it contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.</p>

Note: The seventh-grade sexual health curriculum contains a total of seven (7) lessons. The content from lesson 2 (as shown above) is part of the 7th grade state-approved "Life Science" course and taught through that course.

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Grade Level: Eighth	Original Text	Amended Text	Rationale
Lesson 2: Reproductive System	See current curriculum, Grade 8, Lesson 2	Removed	The content of this lesson is taught in 7 th grade science. <i>SC.6.L.14.5: identifying and investigating the general function of the major systems of the human body and describing the ways these systems interact with each other to maintain homeostasis.</i>
Lesson 3: Sexually Transmitted Diseases	<p>Agenda Item #6 6. Demonstrate the condom line up.</p> <p>Classroom set -Condom Line Up on pages 17-25 (laminated, if possible, for use multiple class periods, and cut into separate signs).</p> <p>Activities 14. If a person thinks he or she might have an STD, he or she should: -Stop having sex until a doctor says it's OK. Note: Sometimes a person needs to be retested to make sure the medicine worked, even for those that are curable.</p> <p>Male Condom Line Up Cards</p>	<p>Remove agenda item #6 and Condom Lineup</p> <p>Revised Language to Read Activities 14. If a person thinks he or she might have an STD, he or she should: -Stop having sex. Abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including HIV/AIDS, and other associated health problems. Note: Sometimes a person needs to be retested to make sure the medicine worked, even for those that are curable.</p> <p>Removed</p>	<p>The agenda item and classroom set activity were removed because they do not align to a grade level standard for Health, Science, or Social Studies.</p> <p>The verbiage in item 14 was modified to align with Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.</p> <p>The content removed is not aligned to a grade level standard for Health, Science, or Social Studies and contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.</p>

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Grade Level: Eighth	Original Text	Amended Text	Rationale
Lesson 4: HIV and AIDS: Understanding Risk Behaviors	<p>Activities</p> <p>3. Show HIV/AIDS Question #1-4 transparency.</p> <p>Ask: How does a person know if they have HIV?</p> <p>d. Say: To find the testing site closest to you please visit browardgreaterthan.org or browardprevention.org.</p>	<p>Update websites listed in #3, item d to getprepbroward.com</p>	<p>Updated website to currently available site.</p>
Lesson 6: Abstinence	<p>Touch Reference Sheet</p> <p>MASTURBATION- A person stroking his or her own genitals for comfort or pleasure.</p> <p>Fact: Most people masturbate at some time in their lives.</p> <p>Myth: If you do not masturbate, there's something wrong with you.</p> <p>Myth: If you do masturbate, there's something wrong with you.</p> <p>Myth: Masturbating hurts your body, makes you insane, makes you infertile, gives you warts, or causes hair to grow on your palms.</p> <p>Fact: It does not hurt your body.</p> <p>Belief: Each culture, religion and family has its own belief about masturbation.</p> <p>A Family Homework Exercise: Touch and Abstinence</p> <p>Masturbation section</p>	<p>Removed masturbation portion of Touch Reference Sheet</p> <p>Remove Masturbation section</p>	<p>The content removed the Touch Reference Sheet does not align to a grade level standard for Health, Science, or Social Studies.</p> <p>The content removed from the homework does not align to a grade level standard for Health, Science, or Social Studies.</p>
Lesson 7: Birth Control Basics	<p>See current curriculum, Grade 8, Lesson 7</p>	<p>Removed</p>	<p>The content of this lesson contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.</p>

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Grade Level: High School	Original Text	Amended Text	Rationale
Lesson 3: Healthy Relationships	<p>Standards National Health Education Standard: Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Performance indicator 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>Removed language associated with the National Health Education Standards</p>	<p>The National Health Education Standards are not aligned to the Florida Standards.</p>
Lesson 4: Sexual Violence Prevention	<p>Student Learning Objectives The student will be able to... 1. explain the rape laws for their state.</p>	<p>Removed objective #1</p>	<p>Objective 1 was removed as the resources for Florida State Rape Laws are not included in the lesson.</p>
	<p>Standards National Health Education Standards: Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Performance indicator 2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors. Performance indicator 2.12.3: Analyze how peers influence healthy and unhealthy behaviors. Performance indicator 2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Performance indicator 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. to make positive health choices.</p>	<p>Removed language associated with the National Health Education Standards</p>	<p>The National Health Education Standards are not aligned to the Florida Standards.</p>

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Grade Level: High School	Original Text	Amended Text	Rationale
	<p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>Performance indicator 8.12.1: Utilize accurate peer and societal norms to formulate a health enhancing message.</p> <p>Performance indicator 8.12.2: Demonstrate how to influence and support others</p>		
<p>Lesson 5: Gender Stereotypes & Lesbian, Gay, Bisexual and Transgender Youth</p>	<p>See current curriculum, Grades 9-12, Lesson 5</p>	<p>Removed</p>	<p>The content in this lesson does not align to a grade level standard for Health, Science, or Social Studies.</p>
<p>Lesson 6: Abstinence</p>	<p>National Health Education Standard</p> <p>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Performance Indicator 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p>Performance indicator 4.12.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Performance indicator 5.12.1: Examine barriers that can hinder healthy decision making.</p> <p>Performance indicator 5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Performance indicator 5.12.6: Determine the healthy choice when making decisions.</p>	<p>Removed language associated with the National Health Education Standards</p>	<p>The National Health Education Standards are not aligned to the Florida Standards.</p>

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Grade Level: High School	Original Text	Amended Text	Rationale
Lesson 7: Birth Control Methods	See current curriculum, Grades 9-12, Lesson 7	Removed	The content in this lesson does not align to a grade level standard for Health, Science, or Social Studies. Additionally, the content contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.
Lesson 8: Sexually Transmitted Disease (STD) Prevention	<p>Standards National Health Education Standards: Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Performance indicator 1.12.5: Propose ways to reduce or prevent injuries and health problems. Performance indicator 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. Performance indicators 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>	Removed language associated with the National Health Education Standards	The National Health Education Standards are not aligned to the Florida Standards.
	Local STD Testing Resource List Handout	Removed	The list does not reflect local resources.
Lesson 9: HIV and AIDS	<p>Classroom Materials -HIV Visuals 1-2 -Educator Kit</p> <p>Teacher Preparation -Find test sites by city and zip code here: Browardgreaterthan.org and/or www.hivtest.org.</p>	<p>Remove Educator Kit from Classroom Materials</p> <p>Teacher Preparation -Find test sites by city and zip code here: getprepbroward.com and/or www.hivtest.org.</p>	<p>The Educator Kit in this lesson does not align to a grade level standard for Health, Science, or Social Studies.</p> <p>Updated website to currently available site.</p>

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Grade Level: High School	Original Text	Amended Text	Rationale
	<p>Standards National Health Education Standards: Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. Performance Indicator 7.12.1. Analyze the role of individual responsibility for enhancing health. Performance Indicator 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>	<p>Removed reference to National Health Education Standards.</p>	<p>The National Health Education Standards are not aligned to the Florida Standards.</p>
	<p>Performance Indicate 7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>		
<p>Lesson 10: Talking with Partners about Prevention</p>	<p>See current curriculum, Grades 9-12, Lesson 40</p>	<p>Removed</p>	<p>The content in this lesson does not align to a grade level standard for Health, Science, or Social Studies. Additionally, the content contradicts Florida Statutes, 1003.46 and 1003.42 which require schools to teach abstinence as the expected standard.</p>