

September 17th CHaSE Notes

Ben called the virtual work session to order at 5:20pm.

The committee agreed to begin with Lesson A.

Lesson A, Teacher Guide:

- Page 2, slide 2: labeling activity added to cover TEK 22D (describe the cellular process of fertilization in human reproduction)
- Page 3, slide 3: labeling activity added to cover TEK 22A (describe changes in male and female anatomy and physiology during puberty.)
- Page 4: The term discussion was removed and replaced with “Check for understanding of the labeling in the notetaking guide.”
- Page 6, slide 10: labeling activity added to cover TEK 22A (describe changes in male and female anatomy and physiology during puberty.)
- Pages 8 and 9: removed the italics from the teacher’s notes
- Page 10, slide 13: note taking activity added: write down 3 details of fetal development that occurs in the first 9 weeks to cover TEK 22E (explain significant milestones of fetal development)
- Page 10, slide 14: note taking activity added: students listen to the teacher read the different stages and add one example of fetal development to the note taking guide to cover TEK 22 E (explain significant milestones of fetal development)
- Pages 10 and 11, slide 14: pauses added for students to add a fact to their note taking guides.
- Page 11, slide 14: activity added for students to compare written notes about milestones and add to their note taking guide to cover TEK 22 E(explain significant milestones of fetal development)
- Page 12, slide 17: note taking activity added: in the note taking guides, students add the ages puberty may start in teens to cover TEK 22C (analyze the role of hormones related to growth and development and personal health)
- Page 13, slide 19: note taking activity added to cover TEK 22C (analyze the role of hormones related to growth and development and personal health): In the notetaking guides, students add the name of the hormone and how it affects development.
- Pages 13-14: Underlined text indicates the answers to the check for understanding questions.
- Page 13, slide 19: A pause and check for understanding added here. Activity added to cover TEK 22A (describe changes in male and female anatomy and physiology during puberty): in partners, students will compare examples from their note taking guides of hormones released during puberty and add information to their note taking guides.
- Page 13, slide 20: Activity added to cover TEK 22A (describe changes in male and female anatomy and physiology during puberty): students will listen to the list of characteristics males and females encounter during puberty and add them to the correct side in their note taking guides.
- Page 14: parent/guardian added

- Page 14, slide 20: Pause added. Activity added to cover TEK 22A: (describe changes in male and female anatomy and physiology during puberty): **in partners, students will compare their answers about differences in physical changes during puberty in males and females and update their notes as needed.**
- Page 16, slide 24: labeling activity added to cover TEK 22B (describe the process, characteristics, and variations of the menstrual cycle.)

The committee agreed to change the wording in the Essential Question in the teacher guide and note taking guide and in the summary in the note taking guide to read: Why is it important to understand the body changes that occur during puberty?

The committee agreed to the suggestion to change a parent interview question on the Note taking guide to, "When did puberty start for you?"

Katie suggested moving the menstruation portion (slide 22, 23, 24, 25) to directly follow slide 9, the female anatomy portion. This move is consistent with how the high school curriculum presents this content. ***This change was unanimously approved.***

The edited lesson A teacher guide and note taking guide were unanimously approved by the committee.

Lesson 6:

Teacher Guide:

- Page 7, slide 69: removed "Or a team could choose to act out an ending."
- Page 7, slide 69: replaced "sexual activity" with "personal boundaries" to reflect TEK 21E
- Page 8, slide 71: replaced "a nude or partially nude photo of themselves" with "share inappropriate pictures," in order to use more age appropriate terms
Replaced "teen, usually someone they are dating" with "person" since anyone can ask for or send images.
- Page 8, slide 71: Removed the entire scenario with Jesse and Philip and removed the CTB Sexting video due to it being outdated, beyond the TEKS and fear inducing.
Replaced this video with one previously used in NEISD taken from the Center for Missing and Exploited Children website: <https://youtu.be/d5b1XZAKTik>
Removed "Discussion" and replaced with "Follow up Questions"
Changed questions in both the Teacher Guide and the Note taking Guide to: " Why might the girl have sent inappropriate photos of herself to the boy? What possible effects might sending the picture have on the girl? What did the boys do wrong? What consequences could the boys face?"
- Page 9, slide 72: Added note taking activity listing definition of courage and sharing out definition.
- Page 10, slide 72: replaced "someone" with "trusted adult"
Added "choose abstinence" and "ideally until marriage" so the question reads, " How can courage help you stick to your commitment to choose abstinence/delay having sex, ideally until marriage?"

The committee voted unanimously to approve the edited Lesson 6 Teacher Guide and Note Taking Guide.

Lesson Sequence

A motion was made to approve the revised sequence of the lessons as : A, 1, 2, 5, 4, 3, 6. ***The committee approved this motion unanimously.***

Lesson 2 Revisited:

- Page 4, slide 22: removed references to blowing up and popping a balloon to demonstrate a crush. Replaced with example of blowing up bubbles and popping them quickly.
- Page 5, slide 22: removed the use of a helium balloon and replaced it with a drawing of a balloon with a string to demonstrate infatuation. Replaced basketball with bouncy ball to demonstrate characteristics of healthy dating and romantic relationships and marriage.
- Page 6, slide 24: Added definition of dignity and added Venn Diagram activity to compare and contrast dignity and respect in the Note taking Guide .

The edited Lesson 2 Teacher Guide and Note Taking Guide were approved unanimously.

Lesson 3 Revisited:

The committee discussed the Sexual Violence topic and its placement in between The “I am Unique” topic and the “Building Character: Self Respect” topic. Concerns included that the Sexual Violence piece seemed disjointed and jarring presented here and also that parents may not opt in to this lesson based on the title. As a result, their children would miss the portions of this lesson on Building Character and learning about Healthy and Unhealthy Relationships.

Jennifer suggested that we could collect data on the opt in rate to this specific lesson this year with the intent to ask CTB to possibly separate the sexual violence piece for subsequent years if the rate is low.

To address the jarring placement of the Sexual Violence topic, Katie suggested adding a segue to indicate the beginning of the sexual violence portion. Ron suggested adding a statement for students who may feel upset by the sensitive nature. The segue reads, “ Now we are about to move into a sensitive topic-sexual violence. As we work through this information, it is important to remember that sexual violence is NEVER the victim’s fault! If at any point during this portion of the lesson, you feel upset and need to go speak to someone, please quietly let me know.”

The committee unanimously agreed to these suggestions.

Lesson 3, Teacher Guide:

- Page 6, slide 32: Added Sexual Violence Definition, Added note taking activity to circle examples of abuse to cover TEKS 21A (identify that physical, emotional and sexual abuse and exploitation are all forms of abuse.)
- Pages 7-8, slides 34: added a list of signs and symptoms of abuse from the Rape, Abuse & Incest National Network to the Teacher’s Note

The edited lesson 3 Teacher Guide and Note taking guide were unanimously approved.

Frequently Asked Questions document

The committee discussed the CTB Frequently Asked Questions document that is in the shared drive. Jennifer explained that the NEISD teachers asked for an FAQ document and CTB created one to be used for grades 6-12. Committee members expressed concerns that this document goes beyond the scope of the TEKS with questions and answers about abortion, virginity, masturbation, oral sex, anal sex, condom use, sexual orientation and transgenderism and pregnancy. Further, committee members maintained that this document does not follow district policy of referring students to their parent/guardian when subject matter outside of the TEKS is asked. It also does not adhere to TEC 28.004 (e)1-4 which states course materials and instruction must present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.

The teachers have expressed that referring students to their parent/guardian when questions outside of the TEKS arise “shuts down the conversation.” Some committee members maintain that such conversation should not be taking place and that in these matters, students must be referred to their parent/guardian or trusted adult as per NEISD policy and TEC 28.004.

A suggestion was made to ask Cliff if a more age appropriate FAQ document could be made for each level (Way, Journey, Path.)

A motion was made to table to FAQ document and come back to it once all the committee has finished editing the lessons.

The committee will meet on Friday, September 22nd to discuss the SHAC presentation and look at the timeline for the 7th and 8th grade edits.

The meeting was adjourned at 8:09 pm.

Notes submitted by Dianna Parker
9/20/23