

Resolution - Public Education on the Humanity of the Preborn Child

WHEREAS, Pursuant to the United States Supreme Court Case *Maier v. Roe*, which held that the United States Constitution imposes "no limitation on the authority of a state to make a value judgment favoring childbirth over abortion, and to implement that judgment by the allocation of public funds", 432 U.S. 464, 474 (1977).

WHEREAS, The state of Oklahoma §63-1-755 "Public Education on the Humanity of the Unborn Child Fund" includes

- Develop and maintain program to educate students in grades nine through twelve about the humanity of a child in utero;
- Develop and distribute educational and informational materials, including audiovisual materials, to provide public information through public service announcements, media and otherwise for the purpose of achieving an abortion-free society;
- Develop, identify, publicize the availability of and widely disseminate the most readily available, accurate and up-to-date secondary school unborn child humanity education and abortion prevention curricula and materials, including audiovisual materials which clearly and consistently teach that abortion is against public policy;
- Facilitate the use of appropriate means of communicating to students about the humanity of the unborn child, especially involving the participation of entertainment personalities and athletes who are recognizable role models for many young people;
- Develop and distribute educational and informational material concerning maternal behavior during pregnancy which is helpful to a human child in utero, including avoidance of tobacco, alcohol and other drugs; proper nutrition and prenatal vitamins; and utilization of and resources available for prenatal medical and wellness care; and
- Other programs of unborn child humanity education and abortion prevention consistent with the purposes of the Humanity of the Unborn Child Act, provided that the fund may not be used to finance programs or materials on human sexuality.

WHEREAS, In 2020, the State Board of Education adopted new Texas Essential Knowledge and Skills (TEKS) for Health Education replacing Chapter 115 of the Texas Administrative Code effective school year 2022-2023. The Reproductive and Sexual Health strand includes Student Expectations in Grades 4, 5, 6, 7-8, and High School Health I and II. The strand includes the language "identify the purpose of these changes and their role in **fertilization** and reproduction."

WHEREAS, Grade 4 starts out with puberty and menstruation discussions under the Knowledge Statement "The student identifies adolescent development." These discussions will be required for both males and females but the students may be separated by sex according to [Texas Education Code 28.004](#) for the instruction.

WHEREAS, The Knowledge Statement for Grades 5 through High Schools states "The student identifies the processes of adolescent development, **fertilization**, and healthy **fetal development**." The process of fertilization and milestones of fetal development are covered in Grades 5, 6, and 7-8, but not in High School. Health I has no mention of either, while Health II has a student expectation that only references fetal development "list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth."

THEREFORE, BE IT RESOLVED, that the state of Texas _____ party should affirm Plank #117 on Public Education on the Humanity of the Preborn Child:

Plank #117. Public Education on the Humanity of the Preborn Child: Texas should make abortion unthinkable with education in addition to prolife legislation. The State of Texas can and should make a value judgment favoring childbirth over abortion and implement that judgment by the allocation of public funds. Texas students should learn about the Humanity of the Preborn Child including life affirming definition of life and the study of life, life begins at fertilization, milestones of fetal development at two-week gestational intervals, use of fetal baby models, witnessing of a live ultrasound, viewing the Miracle of Life type video, and contents of the Women's Right to Know booklet.

A copy of this resolution should be sent to the _____ County/Senate District # _____ Convention Resolutions Committee from Precinct # _____ with the recommendation that it be passed and sent to the State Convention Platform Committee of the _____ Party of Texas.

Excerpts from the **Texas Health Education Essential Knowledge and Skills (TEKS)**

(passed November 2020; Proclamation 2022)

https://tea.texas.gov/sites/default/files/HealthTEKS-Ch115_adopted-11-2020.pdf

Strand: **Reproductive and sexual health--anatomy, puberty, and reproduction.**

“Beginning in Grade 4, students learn about changes associated with adolescent development in the reproductive and sexual health strand. In subsequent grade levels, students identify the purpose of these changes and their role in **fertilization** and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.”

The student identifies adolescent development.

Grade 4. “The student is expected to:

- (A) explain changes that occur in males and females during puberty and adolescent development; and
- (B) define the menstrual cycle.”

The student identifies the processes of adolescent development, **fertilization**, and healthy **fetal development**.

Grade 5. “The student is expected to:

- (A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;
- (B) describe the process of the menstrual cycle;
- (C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males;
- (D) define the processes of **fertilization** and reproduction; and
- (E) identify significant milestones of **fetal development**.”

Grade 6. “The student is expected to:

- (A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;
- (B) describe the process, characteristics, and variations of the menstrual cycle;
- (C) analyze the role of hormones related to growth and development and personal health;
- (D) describe the cellular process of **fertilization** in human reproduction; and
- (E) explain significant milestones of **fetal development**.”

Grades 7-8. “The student is expected to:

- (A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;
- (B) identify how the process of **fertilization** occurs between a man and a woman through sexual intercourse;
- (C) explain significant milestones of **fetal development** and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;
- (D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and
- (E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.”

High School Health I. “The student is expected to analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.”

High School Health II. “The student is expected to:

- (A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;
- (B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect **fetal development** from **conception** through birth; and
- (C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.”

Your Health in the Real World. [Nothing.]