

Sexual Health Curriculum Review Form



1. Descriptive Information

Reviewer: _____ Date: _____
 Title of Material: _____ Year of Publication: _____
 Publisher: _____ ID Number: _____
 Publisher's Target Grade Level(s): _____
 Target Audience (if other than general classroom): _____

2. Program and Instructional Design — rate the following characteristics of program and instructional design for this curriculum:

A. PROGRAM DESIGN

| | Inaccurate, inappropriate, or missing | Inadequate | Satisfactory | Good |
|--|---------------------------------------|--|--|--|
| Designed from a Scientific Research- or Theory-Based Approach to Health-Related Risk Reduction (If provided, please check approaches used in this resource.) <input type="checkbox"/> Social Cognitive <input type="checkbox"/> Social Inoculation <input type="checkbox"/> Cognitive Behavioral <input type="checkbox"/> Reasoned Action <input type="checkbox"/> Planned Behavior <input type="checkbox"/> Other _____ | <input type="checkbox"/> | <input type="checkbox"/> Basis in scientific research or theory is referenced . | <input type="checkbox"/> Scientific research or theoretical approach is referenced with citations and described . | <input type="checkbox"/> Scientific research or theoretical approach is referenced with citations, described, and interrelationship with implementation strategies provided . |
| Program maintains clear focus on behavioral goals | <input type="checkbox"/> | <input type="checkbox"/> Behavioral goals are stated . | <input type="checkbox"/> Behavioral goals are incorporated in some of the lessons . | <input type="checkbox"/> Behavioral goals are explicit and reinforced at the lesson level . |

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2. Program and Instructional Design (continued)

B. INSTRUCTIONAL DESIGN

| | Inaccurate, inappropriate, or missing | Inadequate | Satisfactory | Good |
|--|--|--|--|---|
| Aligns to National or State Health Education Standards. | <input type="checkbox"/> | <input type="checkbox"/> Links to standards are not explicit . | <input type="checkbox"/> Links to standards are explicit at unit or theme levels . | <input type="checkbox"/> Links to standards are explicit at the lesson level . |
| Lesson Plans Include: <ul style="list-style-type: none"> ★ Learning objectives ★ Anticipatory set ★ Activities aligned with objectives ★ Assessment ★ Closure ● Extensions and remediation ● Adaptations for English-language learners ● Prerequisites for learning ● Identification of required instructional materials ● Identification of additional resources | <input type="checkbox"/> <input type="checkbox"/> NA | <input type="checkbox"/> Lessons include three or fewer starred elements. | <input type="checkbox"/> Lessons include all starred elements. | <input type="checkbox"/> Lessons include all starred elements and two or more additional elements. |
| Establishes a Safe Learning Environment | <input type="checkbox"/> | <input type="checkbox"/> Suggests establishing a safe learning environment. | <input type="checkbox"/> Provides appropriate strategies and sample ground rules for establishing a safe learning environment for all students. | <input type="checkbox"/> Provides appropriate strategies and sample ground rules for establishing a safe learning environment for all students and suggestions to appropriately manage classroom discussions and personal questions . |

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2. Program and Instructional Design (continued)

| | Inaccurate, inappropriate, or missing | Inadequate | Satisfactory | Good |
|--|--|---|---|---|
| Lessons in Unit or Curriculum are Organized in a Sequential, Coherent Manner | <input type="checkbox"/> | <input type="checkbox"/> Few lessons are organized sequentially. | <input type="checkbox"/> Most lessons are organized sequentially. | <input type="checkbox"/> All lessons are organized sequentially with later lessons building on and expanding concepts/skills of earlier lessons. |
| A Variety of Appropriate Measures are Used to Assess Student Learning | <input type="checkbox"/> <input type="checkbox"/> NA | <input type="checkbox"/> A variety of appropriate measures were not used. | <input type="checkbox"/> A variety of appropriate measures are used for teacher evaluation of student learning . | <input type="checkbox"/> A variety of appropriate measures are used, including teacher and student evaluations of student learning . |
| Activities, Content, and Examples are Representative of Diverse Cultural Communities and Family Configurations and are Free of Racial, Ethnic, and Gender Biases | <input type="checkbox"/> | <input type="checkbox"/> Some activities and content are representative and appropriate. | <input type="checkbox"/> All activities and content are representative and appropriate. | <input type="checkbox"/> All activities and content are representative and appropriate including extension and enrichment activities. |
| Materials and Activities are Appropriate for English Language Learners | <input type="checkbox"/> | <input type="checkbox"/> Some activities and content are appropriate. | <input type="checkbox"/> All activities and content are appropriate. | <input type="checkbox"/> All activities and content are appropriate, including extension and enrichment activities. |
| Materials are Available in Languages Other Than English <i>Specify Languages:</i> _____ _____ | <input type="checkbox"/> <input type="checkbox"/> NA | | | Translated materials are provided for (please check all that apply): ___ Students ___ Parents ___ Teachers |

Comments on Program and Instructional Design: _____

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3. Curriculum Content and Learning Activities

Guidelines and requirements for effective Family Life Education are identified in California education codes and research literature. The table below lists criteria related to this instruction. One curriculum may address all or some of these content areas. Please check the content addressed and rate the quality of the instructional content of this curriculum.

| Curriculum Content and Learning Activities | Not Addressed | Activities are Appropriate for Age, Sexual Experience, and Cultural Diversity | Medically Accurate And Objective | Sufficient Time and Intensity to Develop Concepts and Skills | Promotes Practice and Real-Life Application | Quality of Presentation |
|--|--------------------------|---|---|---|---|---|
| <input type="checkbox"/> Life Skills <i>Check the student skills developed in this curriculum and the quality of their presentation.</i> <input type="checkbox"/> Decision making <input type="checkbox"/> Goal setting and planning <input type="checkbox"/> Conflict management <input type="checkbox"/> Assertiveness <input type="checkbox"/> Listening and communication <input type="checkbox"/> Refusal and negotiation <input type="checkbox"/> Managing peer pressure <input type="checkbox"/> Peer/Social Influences Analysis <input type="checkbox"/> Emotional Awareness <input type="checkbox"/> Advocacy <input type="checkbox"/> Accessing resources for information, testing, health services, and contraceptives <input type="checkbox"/> Other (Specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate |
| Comments: | | | | | | |
| <input type="checkbox"/> Contraceptive Education <i>Check the topics addressed in this curriculum, then rate the quality of their presentation.</i> <input type="checkbox"/> Methods of contraception <input type="checkbox"/> Use of contraceptives <input type="checkbox"/> Presents the failure and success rates of condoms and other methods of contraception in preventing pregnancy, HIV, and STDs <input type="checkbox"/> Sources of contraceptives <input type="checkbox"/> Other (Specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate |
| Comments: | | | | | | |

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3. Curriculum Content (continued)

| Curriculum Content and Learning Activities | Not Addressed | Activities are Appropriate for Age, Sexual Experience, and Cultural Diversity | Medically Accurate And Objective | Sufficient Time and Intensity to Develop Concepts and Skills | Promotes Practice and Real-Life Application | Quality of Presentation |
|--|--------------------------|---|---|---|---|---|
| <input type="checkbox"/> Sexuality Education <i>Check the topics addressed in this curriculum, then rate the quality of their presentation.</i> — Growth and development — Reproductive physiology — Risks of teen sexual activity — Development of healthy sexual attitudes and values — Development of abstinence values — Elimination of non-voluntary sexual experiences — Encourage dating within age groups — Advises students of the laws pertaining to sexual harassment, sex with a minor, and children born out of wedlock — Other (Specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate |
| Comments: | | | | | | |
| <input type="checkbox"/> HIV/STD Prevention Education <i>Check the topics addressed in this curriculum, then rate the quality of their presentation.</i> — Information and recommendations for HIV/STD Prevention — Modes of transmission and relative risk — Nature of AIDS and its effects on the human body — Methods of reducing the risk of HIV transmission — Impact of society on AIDS — Development of compassion — Public health issues associated with AIDS | <input type="checkbox"/> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate |
| Comments: | | | | | | |

Comments on Curriculum Content and Learning Activities: _____

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4. Characteristics of Material – This information will be used by the Resource Center to link the material to keywords and categories to search the online catalog.

| <p>Teaching Methods - Check the following teaching methods for which this material is a <u>high-quality exemplar</u>. (Check all that apply)</p> | <p>Standards - Check the following national content standards for student achievement in health education that are addressed in this material. (Check all that apply)</p> | <p>Support for Coordinated School Health - Check the following areas for which this material provides <u>high-quality resources</u>. (Check all that apply)</p> |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative Group Activities <input type="checkbox"/> Behavioral Rehearsal/Role-Play <input type="checkbox"/> Writing Activities Rehearsal <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Student Investigations <input type="checkbox"/> Games/Simulations <input type="checkbox"/> Peer/Social Influences Analysis <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Multi-Media/Technology <input type="checkbox"/> Instructional Strategies for Special Needs Students <input type="checkbox"/> Integration with Other Subject Areas <ul style="list-style-type: none"> ___ Social Studies/History ___ Language Arts ___ Science ___ Math ___ Other: _____ <input type="checkbox"/> Service Learning Activities <input type="checkbox"/> Family/Home Extension Activities <input type="checkbox"/> Use of Community Resources <input type="checkbox"/> Other (specify): _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Students will comprehend concepts related to health promotion and disease prevention. <input type="checkbox"/> Students will demonstrate the ability to access valid health information and health-promoting products and services. <input type="checkbox"/> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. <input type="checkbox"/> Students will analyze the influence of culture, media, technology, and other factors on health. <input type="checkbox"/> Students will demonstrate the ability to use interpersonal communication skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to use goal-setting skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to use decision-making skills to enhance health. <input type="checkbox"/> Students will demonstrate the ability to advocate for personal, family, and community health. | <ul style="list-style-type: none"> <input type="checkbox"/> Guidance for promoting parent/student communication and relationships. <input type="checkbox"/> Parent workshops, training, and other materials. <input type="checkbox"/> Guidance regarding policies that support HIV/STD prevention and family life objectives. <input type="checkbox"/> Materials, procedures, or policies for school/community, health/family life counseling and services. (e.g. referrals for health services) <input type="checkbox"/> Guidance to coordinating school family life instruction, health services, and community programs. <input type="checkbox"/> Sample letters of parental notification/permission. <input type="checkbox"/> Guidance for using community resources and/or guest speakers. <input type="checkbox"/> Other (specify): _____ |

Comments on the material's use of Teaching Methods, match with National Health Education Standards, and Coordinated School Approach:

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5. Evaluation Summary

| | Poor | Low Quality | Satisfactory | High Quality | Excellent |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My overall evaluation of the Program and Instructional Design of the material is: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My overall evaluation of the Curriculum Content and Learning Activities in this material is: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My overall evaluation is: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you recommend acquiring this material for the California Healthy Kids Resource Center statewide circulating collection? (check one)

- _____ **Highly Recommended.** Highest quality Family Life Education instructional material. It should be made available to California teachers as part of the Resource Center's collection.
- _____ **Recommended.** Good quality Family Life Education instructional material. It may enhance the Resource Center's collection. Consider adding to the collection.
- _____ **Not Recommended.** Average or poor quality Family Life Education instructional materials. Not recommended for the Resource Center's collection.

Comments on your recommendations: _____

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6. Material Description - Please provide a brief description of the material. Also specify the grade level and audience for whom you think the curriculum is appropriate. **(Check all that apply)**

- For use with:** All Students Parents/Family Caregiver Professional
 E.L.L. Special Education
 G.A.T.E. Pregnant/Parenting Teens
 Other (Specify) _____

- Grade level:** PreK - K K - 3 4 - 6 6 - 8 9 - 12

7. Reviewer's Notes - Provide suggestions to teachers and other users, such as strengths of the material, possible applications, appropriate target audiences, teaching ideas, teaching alerts, connections with other resources, additional costs to implement lessons, facilities needed, etc.:
