

Comprehensive Sexual Health Education Instructional Materials Review 2022

Health (Grades 4-5)

Year Published/Revised: 2022

Publisher: Carone Learning (Also available through Edgenuity/Imagine Learning)

Website: <https://caronelearning.com/course-catalog/>

Full or Supplemental: Full

Grade Level: Elementary (Grade 4-5)

Student Population: General

Duration/Number of Lessons: Semesters 4 A-B: 8 Units (CSHE content in Units 2, 7, 8)
Semesters 5 A-B: 8 Units (CSHE content in Units 2, 7, 8)

Format and Features: Online course

Available in Multiple Languages: English

Evidence-based/informed: No

National Standards Alignment: No

Consistent with WA Health Education Standards? Yes

Consistent with Comprehensive Sexual Health Education Law? No

Consistent with AIDS Omnibus Act? No

Inclusive Materials/Strategies: No

Bias-Free Materials: No



Primary Subject Areas and Topics Required by Law:

- Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
 - Growth and Development/Puberty
 - Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
 - Prevention (general)
 - HIV/AIDS Prevention
 - Pregnancy Prevention
 - STD Prevention
 - Health Care and Prevention Resources
 - Healthy Relationships (general)
 - Affirmative Consent
 - Bystander Training
 - Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
- Relationships
- The development of meaningful relationships and avoidance of exploitative relationships
 - Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

Reviewer Comments:

Reviewer 303

Strengths include an easy to navigate website with many accessibility features such as text-to-speech and options for larger font size. Information and assignments addressing boundaries, preventing sexual abuse, and bullying are included.

Shortcomings include minimal background information and guidance for teachers/parents on how to navigate discussions on these topics with students. There is a distinct lack of diverse representation of sexual orientation and gender identity. While some explanation of anatomy is included, it is significantly limited and arguably incomplete. The explanations and visuals of anatomy make it difficult to understand where is being referred to on the body. The use of euphemistic labels such as "bottom" may be confusing to students. The material lacks representation of a variety of family structures, limited only to heterosexual traditional nuclear families. Certain values around sex are specifically promoted, primarily abstaining from sex outside of marriage. For the prevention of HIV and STDs, abstinence is the sole strategy discussed and any others are excluded.



Reviewer 310

I like everything about 4a and 4b. I like the listing of two kinds of boundaries. I would like to see more details in the drugs categories to include fentanyl and how pills look like they are real. The kids need to know that drug dealers make their own pills look real. They need to know that mixing happens, and that one pill could end your life. I like how peer pressure is detailed in this program. Peer pressure is mostly from your very own friends. I would like to see the lesson mention how often friends are the pressure makers. I did see the assignment mentioned "your friend" as being the one doing the pressuring. I like how the class teaches students to pay attention to food labels. I like how this program differentiates gang vs group. I would like to see what the classrooms use to go with this program. If the teachers are supplementing, then we cannot review the supplementing contents to learning. This is a very good program. It's very basic and does not use words that would single out any group of people.

Reviewer 313

This information was very clear, and easy to review. My only concern would be the amount of online learning needed for this very digital learning technique.

Reviewer 314

Each section of the units appears in same format: Lesson, Brain Exercise/Assignment, Quiz.

This curriculum is offered both as multimedia and as text. It would be possible to modify the assignments presented in a variety of ways to differentiate. For example, a teacher could take a discussion question and use it for whole group discussion, small group discussion, one on one discussion, journaling, and even parent involvement.

At times the information presented in the lessons were duplications of previous lessons. Maybe that is provide familiarity for students between the units, but exact videos were shown in different places. When this happens, I think there is a chance of children losing interest. Specifically, 4A 2.1 and 5A 2.1.

Reviewer 324 (Med/Sci)

There was an occasional inaccuracy e.g., the lungs are smooth muscle, but for the most part, the content was accurate and written at an appropriate level.

OSPI Comments

There is insufficient content to meet requirements for comprehensive sexual health education (RCW 28A.300.475) or HIV/AIDS prevention education (RCW 28A.230.070). If this content were provided in a classroom, adequate supplementation might be possible. As an independent learning course, it does not meet state requirements.





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