

Curriculum Selection Checklist

Part 1: Reviewer Information

Reviewer Name	Agency
Email Address	Phone
Address	Date of Review
Role (circle)	
<input type="checkbox"/> Educator <input type="checkbox"/> Parent <input type="checkbox"/> Medical Professional <input type="checkbox"/> Clergy <input type="checkbox"/> Student <input type="checkbox"/> Other:	
Reviewer Comments – See Part 3 for Recommendation & Adaptation Suggestions	

Part 2: Curriculum Information

Curriculum Title & Author				
Curriculum Details				
Publisher/Source	Copyright Date(s)			
Number of Lessons	Time Needed			
Target Audience <input type="checkbox"/> Students: <ul style="list-style-type: none"> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 		<input type="checkbox"/> All genders <input type="checkbox"/> Boys <input type="checkbox"/> Girls	<input type="checkbox"/> Parents/Guardians	<input type="checkbox"/> Educators

Curriculum Description

Teaching Strategies

- | | | |
|---|--|---|
| <input type="checkbox"/> Anonymous question box | <input type="checkbox"/> Community involvement | <input type="checkbox"/> Large-group discussion |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Cooperative learning—small groups | <input type="checkbox"/> Peer helper/educator component |
| <input type="checkbox"/> Audiovisual materials | <input type="checkbox"/> Ground rules | <input type="checkbox"/> Skills practice and feedback |
| <input type="checkbox"/> Case studies/scenarios | <input type="checkbox"/> Journals or story writing | <input type="checkbox"/> Student worksheets |
| <input type="checkbox"/> Others: | | <input type="checkbox"/> Teacher lecture |

Core Concepts Taught – Health Standard #1

- | | <u>Partially</u> | <u>Thoroughly</u> |
|--|------------------|-------------------|
| <input type="checkbox"/> Abstinence | | |
| <input type="checkbox"/> Anatomy and function of human reproductive system | | |
| <input type="checkbox"/> Female | | |
| <input type="checkbox"/> Male | | |
| <input type="checkbox"/> Non-binary | | |
| <input type="checkbox"/> Changes during puberty: physical, emotional, social | | |
| <input type="checkbox"/> Female | | |
| <input type="checkbox"/> Male | | |
| <input type="checkbox"/> Non-binary | | |
| <input type="checkbox"/> Consent | | |
| <input type="checkbox"/> Gender | | |
| <input type="checkbox"/> HIV infection/AIDS | | |
| <input type="checkbox"/> Other STIs | | |
| <input type="checkbox"/> Hygiene | | |
| <input type="checkbox"/> Peer pressure | | |
| <input type="checkbox"/> Pregnancy & fetal development | | |
| <input type="checkbox"/> Pregnancy options: parenting, adoption, abortion | | |
| <input type="checkbox"/> Relationships | | |
| <input type="checkbox"/> Family | | |
| <input type="checkbox"/> Friends | | |
| <input type="checkbox"/> Romantic | | |
| <input type="checkbox"/> Reproduction | | |
| <input type="checkbox"/> Risk reduction | | |
| <input type="checkbox"/> Condoms | | |
| <input type="checkbox"/> Contraception | | |
| <input type="checkbox"/> Sexual behaviors: affection, masturbation | | |
| <input type="checkbox"/> Sexual health and resources | | |
| <input type="checkbox"/> Sexual intercourse | | |
| <input type="checkbox"/> Sexual orientation | | |
| <input type="checkbox"/> Social and media influences | | |
| <input type="checkbox"/> Violence prevention | | |

Skills Taught -- Health Standards #2-8

	<u>Explained</u>	<u>Modeled</u>	<u>Practiced</u>
<input type="checkbox"/> Access Information <ul style="list-style-type: none"> <input type="checkbox"/> Finding resources <input type="checkbox"/> Identify reliable sources <input type="checkbox"/> Seeking help <input type="checkbox"/> Analyze Influences <ul style="list-style-type: none"> <input type="checkbox"/> Family <input type="checkbox"/> Media literacy <input type="checkbox"/> Interpersonal Communication <ul style="list-style-type: none"> <input type="checkbox"/> Assertiveness <input type="checkbox"/> Negotiation <input type="checkbox"/> Personal limit setting <input type="checkbox"/> Refusal <input type="checkbox"/> Decision Making <input type="checkbox"/> Goal Setting <input type="checkbox"/> Health-enhancing Behaviors <input type="checkbox"/> Advocacy			

Strengths

- Designed with clear goals and measurable student learning objectives
- Focuses on student-centered learning
- Gives clear, detailed lesson instructions
- Includes diverse and inclusive language and examples
- Is developmentally and age-appropriate
- Is teacher-friendly
- Is visually appealing
- Practices positive student behaviors
- Produced since 2015 (current)
- Promotes family involvement
- Provides student assessments and program evaluation options
- Provides professional development options
- Uses skills-based instruction
- Utilizes effective instructional strategies
- Others:

Weaknesses

- Addresses subject matter insensitively
- Appears outdated
- Contains inaccurate and/or outdated information
- Focuses on teacher-centered learning
- Has poor production quality
- Has unclear or vague lesson instructions
- Lacks clear goals and measurable student learning objectives
- Lacks professional development options
- Lacks cultural, racial, ethnic, socioeconomic, ableness diversity
- Practices negative student behaviors
- Relies on extensive teacher prep
- Stereotypes people
- Others:

