



Curriculum Evaluation Team Process & Recommendations

Fifth Grade
Human Growth & Development

Why are we evaluating fifth grade human growth and development curriculum?

- Current curriculum does not align with
 - CA Health Content Standards
 - CA Health Framework for Public Schools
 - CA Healthy Youth Act of 2016
- Current curriculum has significant product placement from Procter & Gamble

Curriculum Evaluation Timeline

- 9/17: Professional Learning and Evaluation Guideline Review
- 10/1: Curriculum Evaluation Part 1
- 10/15: Curriculum Evaluation Part 2 & 3
- *10/29 - 11/12: Teach 1 lesson from each selected curriculum*
- 11/12: Final Reflection and Committee Vote
- 12/2: Presentation to Elementary Curriculum Council
- 12/17: Presentation to MHUSD Board

5.º GRADO

PLAN DE ESTUDIOS SOBRE CRECIMIENTO Y DESARROLLO HUMANO



REUNIONES INFORMATIVAS

Reuniones virtuales | 6:00–8:00 p. m.

- 23 de septiembre de 2024
- 7 de octubre de 2024
- 21 de octubre de 2024
- 4 de noviembre de 2024
- 18 de noviembre de 2024

Se proporciona interpretación



ID de la reunión: [893 3731 7332](#)

Código de acceso: [118311](#)

5TH GRADE

HUMAN GROWTH & DEVELOPMENT CURRICULUM



INFORMATIONAL MEETINGS

Virtual Meetings | 6–8pm

- September 23, 2024
- October 7, 2024
- October 21, 2024
- November 4, 2024
- November 18, 2024



Meeting ID: [893 3731 7332](#)

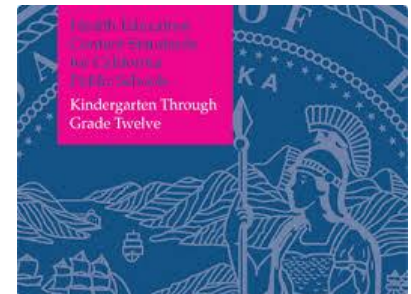
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Legislative Background & Context



California Health Education Content Standards

- Grades K-12 | Adopted by the State Board of Education on March 12, 2008
- *Health education standards are to be achieved by all students in kindergarten and grades one through twelve. To enhance the quality and depth of health instruction, some health content areas are not recommended for every grade level. Districts are encouraged to add content areas for additional grade levels depending on local health priorities. The health education standards represent **minimum** requirements for comprehensive health education. (p. ix)*
- Fifth Grade Standards
 - Nutrition and Physical Activity
 - Growth, Development, and Sexual Health
 - Personal and Community Health



Growth, Development, and Sexual Health¹

Standard 1: Essential Concepts

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 1.2.G Explain the structure, function, and major parts of the human reproductive system.
- 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
- 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- 1.5.G Describe how HIV is and is not transmitted.
- 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
- 1.7.G Recognize that everyone has the right to establish personal boundaries.
- 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
- 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
- 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences

- 2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
- 2.2.G Describe how heredity influences growth and development.
- 2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.
 - 3.2.G Differentiate between reliable and unreliable sources of information about puberty.
-

Standard 4: Interpersonal Communication

- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
 - 4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.
 - 4.3.G Demonstrate refusal skills to protect personal boundaries.
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Standard 5: Decision Making

- 5.1.G Describe the importance of identifying personal boundaries.
 - 5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
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Standard 6: Goal Setting

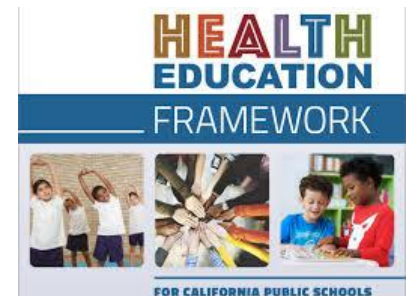
- 6.1.G Identify steps to achieve and maintain a healthy and accurate body image.
 - 6.2.G Develop plans to maintain personal hygiene during puberty.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Engage in behaviors that promote healthy growth and development during puberty.
- 7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

Health Education Framework for California Public Schools

- Adopted by the California State Board of Education in May 2019
- *The Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (framework), which is guided by the health education standards, is intended to assist [school staff] in developing programs that educate, influence, and inspire California’s children to learn, adopt, and maintain positive health practices throughout their lives. (p. 1)*
- *One of the primary goals of health education is health literacy for all students in California. Health-literate students can understand basic health information, directions, and services needed to make informed personal health decisions which may also contribute to healthier communities. (p. 2)*
- **Separation of students by gender is not recommended (p. 261)**



California Healthy Youth Act of 2016

- The purpose of the California Healthy Youth Act (California *Education Code* [EC] sections 51930–51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs)
- All instruction and materials must support and align with the purposes of the California Healthy Youth Act and with each other. Instruction and materials may not be in conflict with or undermine each other or any purposes of the law. For example, schools may not use materials that, in promoting abstinence, focus exclusively on the failure rates or perceived disadvantages of condoms or contraception.
- *(c) A school district may provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. A school district that elects to offer comprehensive sexual health education or HIV prevention education earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (1) to (11), inclusive, of subdivision (a).*

MHUSD Board Policy 6142.1

Sexual Health And HIV/AIDS Prevention Instruction Policy

- The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall address the goals of the California Healthy Youth Act pursuant to Education Code 5193-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors.
- The district's educational program shall also promote students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.
- The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.





MHUSD Board Administrative Regulation 6142.1 Sexual Health And HIV/AIDS Prevention Instruction

- General Criteria for Instruction and Materials
- Components of Sexual Health and HIV Prevention Education
- Professional Development
- Use of Consultants or Guest Speakers
- Non Applicability to Certain Instruction or Materials

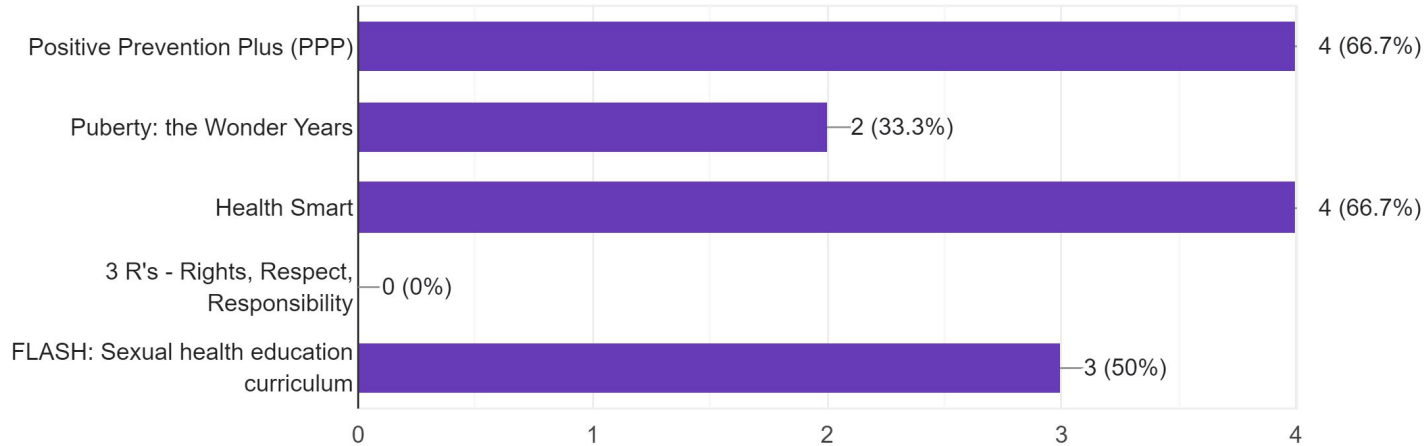
How were potential curriculums identified?

- Reviewed the list of California Department of Education approved curriculums
- Sent fifth grade teachers a survey to vote
- Evaluated the top three curriculums based on the teachers' vote

MHUSD Teacher Survey Results

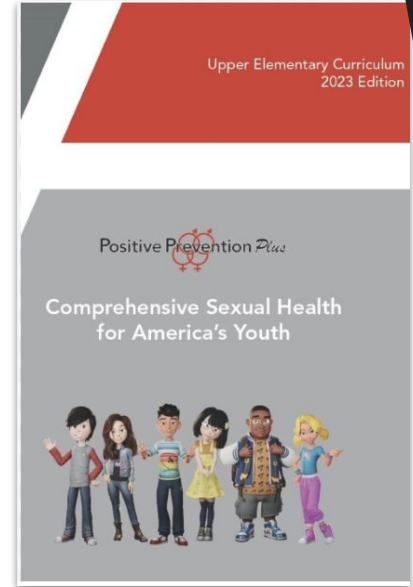
Please select all curriculums you would like considered.

6 responses



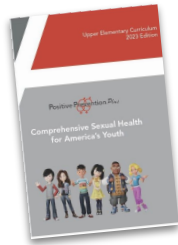
Which curriculums were evaluated?

- Positive Prevention PLUS
- Flash
- HealthSmart



How were the curriculums evaluated?

- The Evaluation Team used the same Curriculum Assessment Tool used by the California Department of Education to evaluate Human Growth and Development curriculums submitted by publishers
- The Evaluation Team also looked for criteria that were determined to be important to our district:
 - Supports for Newcomers & English Learners
 - Alignment with Middle School & High School
 - Products that come in English & Spanish / DLI Resources
 - Developmentally Appropriate



Positive Prevention PLUS

Pros:

- 45 minute, daily or weekly lessons
- 8 lessons total
- Parts of the homework could be great family conversation starters
- Parent resources to support conversations at home
- Parent meeting agenda to orient parents to the curriculum
- Aligns with the current MHUSD Middle School & High School curriculum

Concerns:

- Difficulties in getting access to sample lessons
 - Sample lessons were eventually accessed
- Amount of training required for teachers - 2 days
- How to access Spanish pages to send home with English instruction?
- Can we access test materials in Spanish?
 - Sample materials were eventually accessed



FLASH

Pros:

- Free
- Available online

Concerns:

- Lacks visuals
- No evidence of Spanish materials or EL supports
- Broad pacing (30-90 minute lessons)
- Pedagogy seemed antiquated “write it on the blackboard”
- Seemed teacher focused and oral language heavy, relied on individual preparation and interpretation



HealthSmart

Pros:

- 3 training options: asynchronous, live virtual, in person
- Some lessons have take-home activities (i.e. conversation starters for family discussions)
- Materials available in English and Spanish

Concerns:

- Full year health curriculum that would require substantial revision *(37 lessons total)*
- No parent letter or information
- Lessons and vocabulary were not aligned with CA Health Standards:
 - Included 8 lessons about abstaining from alcohol
(National health standards, not California)
 - Sexual abstinence emphasized
 - Not culturally inclusive
(Suggested asking a member of a church for more information but did not reference any other places of worship)

Initial Recommendation

- FLASH and HealthSmart were not recommended for testing based on the identified Pros and Concerns
- Positive Prevention PLUS was recommended for testing

Test Lesson Process

- The Curriculum Evaluation Team decided to test Lesson 4: Friendship because it did not include any references to human development or puberty
- Participating teachers sent home a letter to inform families of their participation in the test lesson as well as the instructional objectives of the lesson
- Teachers taught one lesson and brought their feedback to the following meeting

Positive Prevention PLUS Pilot Lesson Results

What Worked:

- Content was good
- Students had good responses to the questions
- The slides were effective
- Lesson was highly engaging when run in a class meeting / interactive format
- Students were engaged, good time of year, happy to share about friendship
- Lots of discussion
- Lesson materials available in English and Spanish

What Didn't Work:

- Lesson format is boring as written, teachers need to add their instructional style
- Students not familiar with some vocabulary, teachers may need to provide scaffolding and support
- Spanish materials were not originally provided in the sample materials
- Spanish Teacher's Edition not available
- Video was awkward, did not quite understand the story

Other Considerations: Co-Educational Lessons

What setting is recommended for instruction?

“Sexual health instruction is most effective when provided in an open, safe, supportive, inclusive, and judgment-free learning environment. While some teachers may prefer to separate students by gender during sexual health education, this is not recommended.

Receiving puberty and sexual health education separately can foster anxiety and misinformation between genders and allow for some students to be misgendered, or placed in a group that does not reflect their gender identity.

In a safe learning environment where students of all genders learn together about growth and development, teachers can reduce discomfort and foster understanding about both similarities and differences in the puberty changes experienced by students.”

"Human growth and development is beneficial to 5th graders to provide them with a fact-based understanding of the changes in their physical development. Fifth graders are developing more complex friendships and are beginning to understand how things are connected. Learning about human growth and development can help them understand how social context impacts development. Learning these topics in a co-ed environment can help them understand gender, gender expression, and gender identity while learning how to communicate respectfully with people of different genders."

Gloria Pinon, RN, BSN, SNC

District Nurse, Morgan Hill Unified School District

Team Discussion: Co-educational Classes

- Co-educational classes addressed in the CA Health Education Framework (p. 261) "Most effective when provided..."
- Based on personal experience teaching co-educational classes, teachers recommended for open discussions about health science
- Helps support accurate information being shared among students
- Students stay with the adult they have a relationship with on campus

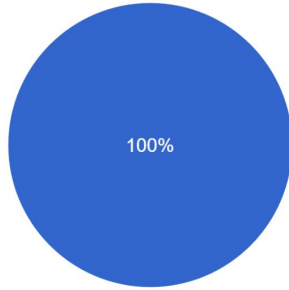
Curriculum Evaluation Team Recommendation

- The Curriculum Evaluation Team recommends moving forward with Positive Prevention PLUS as the human growth and development curriculum for fifth grade.
- The Curriculum Evaluation Team also recommends the curriculum be taught in a co-educational setting with the classroom teacher.
- If adopted, fifth grade teachers will participate in curriculum training provided by the publisher, Positive Prevention PLUS in Winter 2025.

Curriculum Evaluation Team Vote

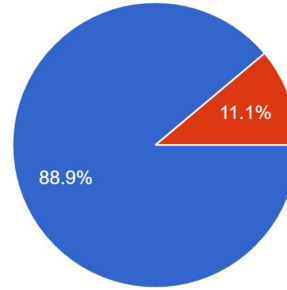
Positive Prevention PLUS

9 responses



Co-educational classes as included in the Health Framework for California Public Schools

9 responses



● Recommended
● Not Recommended

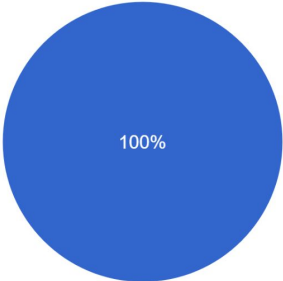
Elementary Curriculum Council Recommendation

- The Elementary Curriculum Council recommends moving forward with Positive Prevention PLUS as the human growth and development curriculum for fifth grade.
- The Elementary Curriculum Council also recommends the curriculum be taught in a co-educational setting with the classroom teacher.

Elementary Curriculum Council Vote

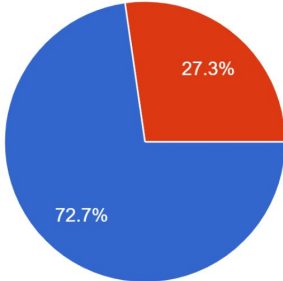
Positive Prevention PLUS

11 responses



Co-educational classes as included in the Health Framework for California Public Schools

11 responses



- Recommended
- Not Recommended

Curriculum Timeline

- 9/17/24-11/12/24: Curriculum Evaluation Team Process
- 12/2/24: Presentation to Elementary Curriculum Council
- 12/17/24: Presentation to MHUSD Board
- 12/18/24 - 1/14/25: Curriculum available for public review at Los Paseos Elementary, San Martin/Gwinn Environmental Science Academy, and the MHUSD Office.
- 1/15/25: Board votes on Positive Prevention PLUS curriculum for fifth grade

If adopted:

- Teacher training in early 2025
- Information meetings for fifth grade parents and guardians in early 2025
- Instruction delivered in Trimester 3