

# Comprehensive Sexual Health Education Instructional Materials Review 2022

## Glencoe Teen Health with Healthy Relationships & Sexuality 2021

**Year Published/Revised:** 2021 (NOTE: Only the version “with Healthy Relationships & Sexuality” was reviewed. This review does not apply to Glencoe Teen Health 2021, which does not include sufficient sexual health content to meet WA CSHE requirements. OSPI does not review general health education instructional materials, as there are no legislative requirements related to general health education instructional materials other than the requirement that all instructional materials be without bias. This title does not meet state requirements for non-biased instructional materials.)

**Publisher:** Glencoe

**Website:** <https://www.mheducation.com/prek-12/product/cus-teen-health-healthy-relationships-sexuality-student-edition-mcgraw-hill/9781264180301.html>

**Full or Supplemental:** Full

**Grade Level:** 6-8

**Student Population:** General

**Duration/Number of Lessons:** 3 modules

**Format and Features:** Textbook (Available online)

**Available in Multiple Languages?** No

**Evidence-based/informed:** No

**National Standards Alignment:** Yes

**Consistent with WA Health Education Standards?** No

**Consistent with Comprehensive Sexual Health Education Law?** No – see reviewer comments related to biased content, medical accuracy

**Consistent with AIDS Omnibus Act?** With modification – see accuracy comments

**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
  - 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:

### Accuracy

*Reviewer 223*

Clitoris omitted from both discussion and diagrams, description of nocturnal emissions is incorrect, there are at least 100 types of HPV not 40, trichomoniasis is nearly always symptomatic in females, Gonorrhea discussion fails to include treatment resistance issues, BV is not an STI, does not mention Pre-exposure Prevention meds for HIV.

No citations or references given.

*Reviewer 224*

This resource's grade was attributed to its lack of citation for statistics, presence of generalizations without evidence, and handful of inaccurate medical claims. Additionally, it is best practice, although less essential to provide the source for more general information such as pubertal changes, normal age ranges etc.

Inaccurate Claims



- Citation needed for prevalence of teenage pregnancy and STDs. The number of teenage parents per year is inflated. Recent CDC data suggests 171,674 live births to teenage mothers (Module 1 Lesson 3, Module 3 Lesson 1).
- There is debate among various health groups about the efficacy of breast-self exams and there is not a consensus on recommending them. For instance, the consensus on *UpToDate.com* is to not screen, but WHO recommends screening (Module 2 Lesson 1).
- According to *UpToDate.com*, pap smears are not recommended for patients <21 years old and screening should occur every three years for patients 21-29 (Module 2 Lesson 1).
- The Cowper's gland, seminal vesicles, and prostate produce fluids to protect sperm. The vas deferens is the tract through which it travels (Module 2 Lesson 2).
- There is a lack of research about the cause of nocturnal emissions. The description provided is not supported by my review of medical literature (Module 2 Lesson 2).
- Teenage pregnancy is associated with adverse pregnancy outcomes including preeclampsia, preterm birth, and growth restriction. However, the cause is multifactorial and not necessarily due to cervical development (Module 3 Lesson 1).
- It is not known that a vaccine against HIV is possible (Module 3 Lesson 4).

#### Incomplete/Unspecific Information:

- Claim that you develop awareness of other's needs in puberty is unspecific. If this is referring to empathy, empathy develops at a younger age (Module 1 Lesson 2).
- Claim "adolescence is a time when teens may begin to have feeling for others" is non-specific to the point of inaccuracy (Module 1 Lesson 3).
- Fertilization can occur through other methods than intercourse such as IVF (Module 3 Lesson 4).

#### Statistics needing citation (not exhaustive list):

- Prevalence of gynecomastia (Module 2).
- Citation needed for efficacy of birth control methods. These rates are usually reported in terms of typical use. In this case, efficacy differs from that in the resource. Condom, OCP, and diaphragm efficacies are overstated (Module 3 Lesson 1).
- Citation needed for claim that bisexual teens report engaging in higher rate of sexual activity (Module 3 Lesson 2).
- Citations needed for statistics about number of people who get married and divorced. Also needed for the claim that most common reason for teenage marriage is pregnancy. Many claims in this lesson are not supported by evidence (Module 3 Lesson 3).
- Provide citations for prevalence of STDs (Module 3 Lesson 4).

#### Generalizations needing citation:

- Citation needed for claim that people with positive self-image are more likely to avoid harmful behaviors, accept responsibility and are open to learning new things (Module 1, lesson 1).



- Citation needed for claims about role of family in choosing dating partners (Module 1 Lesson 3).
- Discussion about reasons why people have sex is generalized and stereotyped rather than data driven. This is also true of discussion of consequences of sex (Module 3 Lesson 1, Module 3 Lesson 2).

## Full

### *Reviewer 206*

This is a standard style textbook curriculum. If there are detailed teacher lesson plans, I couldn't find them. As an experienced professional educator, I expect to be able to easily navigate an online platform to find what I need. In my opinion, the structure of this program is not easy to navigate. The representations are mostly of white, heterosexual folks. Language in the text often uses binary language when referring to parents and identities of people with specific reproductive systems. This is not a text I would use with my students. It will be irrelevant before it gets district approval.

### *Reviewer 211*

This curriculum is extremely problematic and has issues in a number of areas.

In considering the general utilization of the curriculum, it is extremely difficult to navigate from a teaching perspective. Upon closer inspection of the curriculum, while there are several activities that can be used for any given lesson, the information is not skills-based, and there are few opportunities for peer-to-peer learning or engagement with community. Additionally, the writing is short, extremely generic, and the materials are not engaging, utilizing stock photos and few graphics.

In terms of medical and scientific accuracy, while most of the information is accurate, there were some issues identified in an early review of the curriculum which indicate a lack of careful attention. One PowerPoint located in a preliminary search had information from over 15 years ago on STI rates, oversimplified information, and inaccurate information (denoting 19 million new cases when the CDC information indicates the correct number is 1.9).

The Glencoe Teen Health Curriculum is also extremely problematic in terms of its treatment of people of different races, genders, and sexual orientations. Some examples include:

- Confusing gender with sex throughout the curriculum (using males/men and females/women interchangeably in certain sections)
- In a module titled "Responsible Relationships", there are images of 2 white/white-passing, seemingly happy couples, followed by an image of a young black girl looking worriedly at a pregnancy test.
- A quote from one section of the curriculum states "bisexual or questioning teens report engaging in sexual activity at a higher rate than heterosexual, gay, or lesbian teens."



Each of these instances show that this curriculum is not culturally competent, and feeds into existing stereotypes in implicit and explicit ways.

While this curriculum has a great deal of resources available, they are ultimately problematic, inaccurate, and difficult to navigate. It does not appear to align well with the OSPI standards set forth.

*Reviewer 213*

The great part of this curriculum is that it is an inclusive online platform that students will be uploaded into. The teacher chooses the modules and activities to assign, there is a gradebook embedded, many assessments and checks for understanding, PowerPoints and an e-book with short answer reading checks. Another positive is that it is available in Spanish and the e-book has text-to-speech capabilities. The book is also available as a physical textbook in English or Spanish. Worksheets are PDFs that can be filled in on a computer or printed out. Activities include cross-curricular, enrichment and reteaching opportunities. There are many great aspects to this curriculum, however, I feel like important aspects are lacking. The activities outside of the reading modules and PowerPoints are decent, but they don't call for much peer-to-peer interactions or use other engagement strategies. So, I think it would be monotonous and difficult to keep students engaged at times. A large portion of the videos are older and/or are from newscasts or TV shows and aren't very relatable to a current teen. There are many photos throughout the e-book. The photos are representative of many ethnicities and sometimes depict an individual with a disability. However, they do not do a good job of representing non-heteronormative relationships. Other than the module on gender identity and sexual orientation, I did not see a single photo or video that included relationships that were not heterosexual.

Overall, the content is adequate, but there are some changes needing to be made to the visuals and engagement strategies before I would use this in my classroom.

*Reviewer 219*

Strengths: Lots of student reflection time is integrated into the lessons, and the online modules were easy to follow and didn't need much preparation. The lessons are also self-paced, so students can spend more or less time on individual topics if they need. Resources are also included, and assignments/quizzes can be easily integrated into the virtual modules.

Weaknesses: There is little opportunity for students to work together or to ask questions. The pictures in the modules were not very diverse, though they were appealing and age appropriate. The lessons that discussed consequences used scare tactics when discussing decisions and outcomes. There was very gendered language, and the lesson about contraception included outdated information about birth control methods. There was little connection to other school topics.

