

# HECAT

Health Education Curriculum Analysis Tool



Centers for Disease  
Control and Prevention  
National Center for HIV, Viral  
Hepatitis, STD, and TB Prevention

# 2021

## Acknowledgments

This document was prepared by the Centers for Disease Control and Prevention (CDC), National Center for HIV, Viral Hepatitis, STD, and TB Prevention (NCHHSTP), Division of Adolescent and School Health (DASH) with conceptual, technical, and editorial assistance from others across CDC and experts in fields of adolescent health, school health education, and health behavior.

An extensive list of those who reviewed and provided advice and comment in the process of developing and updating the 2021 HECAT and HECAT Online are listed in Appendix 1: HECAT Contributors (APX-1-6).

CDC would like to acknowledge Ms. Emily M. Young (Paula E. Jayne Adolescent Sexual Health Fellow for Oak Ridge Institute for Science and Education) for her substantial work in helping conceptualize and manage the HECAT Online and content revision projects that are reflected in the 2021 update.

CDC also acknowledges Dr. Susan Russell (Consultant and Contractor for Columbus Technologies & Services, Inc.), Dr. Susan Telljohann (University of Toledo, Ohio and Contractor for Oak Ridge Institute for Science and Education), and Mr. Pete Hunt (NCHHSTP Division of Adolescent and School Health, retired) for their significant contribution to the development of the HECAT in 2007 and updates completed in 2012. The original development of HECAT was based on guidance received in 2001, from the following panel of experts:

**Angeli Achrekar, MPH**

CDC, National Center for Chronic Disease and Prevention (NCCDPHP), DASH

**Lisa Barrios, DrPH**

CDC, NCCDPHP, DASH

**Jeanette Beltran**

National Latina Health Network  
Washington, DC

**Tami Benham Deal, PED**

University of Wyoming

**Charlene Burgeson, MA**

National Association for Sport and Physical Education, Washington, DC

**Debra Christopher**

Rocky Mountain Center  
Boulder, CO

**Nancy Emberley, MAT**

Vermont Department of Education  
Burlington, VT

**Joyce Fetro, PhD**

Southern Illinois University

**Jayne Greenberg, EdD**

Miami-Dade County Public Schools,  
Miami, FL

**Brenda Z. Greene, MFA**

National School Boards Association  
Washington, DC

**Nancy Hudson, RN, MS**

Council of Chief State School Officers  
Washington, DC

**Juliet Kandel**

Committee for Children  
Seattle, WA

**Pete Hunt, MPH, MEd**

CDC, NCCDPHP, DASH

**Sherry Lehman, MEd, LPC**

North Carolina Department of Public Instruction  
Raleigh, NC

**David Lohrmann, PhD**

Indiana University

**Beth Pateman, HSD**

University of Hawaii at Manoa

**Michael A. Penrod**

School Board of Broward County  
Fort Lauderdale, FL

**Sara Peterson, MA, RN**

Iowa Department of Education  
Des Moines, IA

**Becky J. Smith, PhD**

American Association for Health Education  
Washington, DC

**Julie Taylor**

ETR Associates,  
Scotts Valley, CA

**Susan K. Telljohann, HSD**

University of Toledo  
Toledo, OH

**Howell Wechsler, EdD, MPH**

CDC, NCCDPHP, DASH

**Susan Wooley, PhD**

American School Health Association  
Kent, OH

**Suggested citation:** Centers for Disease Control and Prevention. Health Education Curriculum Analysis Tool, 2021, Atlanta, GA: CDC; 2021.

To obtain copies:

- Download from CDC's website: <https://www.cdc.gov/healthyyouth/hecat/>
- Request by e-mail: [hecat@cdc.gov](mailto:hecat@cdc.gov)
- Call toll-free: 1-800-CDC-INFO or TTY: 888-232-6348

Use of trade names and commercial sources is for identification only and does not imply endorsement by the Public Health Service or the US Department of Health and Human Services.

## 2021 HECAT: Table of Contents

---

Acknowledgments .....	i
<b>Health Education Curriculum Analysis Tool (HECAT): Overview .....</b>	<b>OV-1</b>
Introduction to the HECAT .....	OV-1
Intended Users of the HECAT .....	OV-2
Organization of the HECAT.....	OV-2
Rationale for the HECAT Development .....	OV-3
Describing a Health Education Curriculum.....	OV-4
Characteristics of an Effective Health Education Curriculum .....	OV-4
Setting Direction for Health Education: Standards and Performance Indicators .....	OV-7
Health Education Curricula and Assessment of Student Performance .....	OV-9
Community Review of Health Education Curricula.....	OV-9
Health Education as Part of a Whole School, Whole Community, Whole Child (WSCC) Approach .....	OV-10
School Health Education as Part of Community Health Promotion.....	OV-10
References .....	OV-11
<b>HECAT: Chapter 1—General Instructions.....</b>	<b>CH1-1</b>
Introduction .....	CH1-1
General Instructions .....	CH1-2
<b>HECAT: Chapter 2.....</b>	<b>CH2-1</b>
General Curriculum Information.....	CH2-1
<b>HECAT: Chapter 3.....</b>	<b>CH3-1</b>
Overall Summary Forms .....	CH3-1
<b>HECAT: Chapter 4.....</b>	<b>CH4-1</b>
Preliminary Curriculum Considerations.....	CH4-1
Accuracy Analysis .....	CH4-2
Acceptability Analysis .....	CH4-5
Feasibility Analysis .....	CH4-9
Affordability Analysis.....	CH4-10
<b>HECAT: Chapter 5.....</b>	<b>CH5-1</b>
Curriculum Fundamentals .....	CH5-1
<b>HECAT: Chapter 6.....</b>	<b>CH6-1</b>
Overview of Modules .....	CH6-1
Selecting the Appropriate Topic Module.....	CH6-1
<b>HECAT: Module AOD Alcohol- and Other Drug-Use Prevention Curriculum .....</b>	<b>AOD-1</b>
<b>HECAT: Module FN Food and Nutrition Curriculum .....</b>	<b>FN-1</b>
<b>HECAT: Module MEH Mental and Emotional Health Curriculum .....</b>	<b>MEH-1</b>
<b>HECAT: Module PHW Personal Health and Wellness Curriculum .....</b>	<b>PHW-1</b>
<b>HECAT: Module PA Physical Activity Curriculum.....</b>	<b>PA-1</b>

<b>HECAT: Module S Safety Curriculum</b> .....	<b>S-1</b>
<b>HECAT: Module SH Sexual Health Curriculum</b> .....	<b>SH-1</b>
<b>HECAT: Module T Tobacco-Use Prevention Curriculum</b> .....	<b>T-1</b>
<b>HECAT: Module V Violence Prevention Curriculum</b> .....	<b>V-1</b>
<b>HECAT: Module CHE Comprehensive Health Education Curriculum</b> .....	<b>CHE-1</b>
<b>Appendix 1: HECAT Contributors</b> .....	<b>APX-1</b>
General Review.....	APX-1
Alcohol and Other Drugs .....	APX-2
Food and Nutrition .....	APX-2
Mental and Emotional Health .....	APX-3
Personal Health and Wellness .....	APX-3
Physical Activity.....	APX-3
Safety .....	APX-4
Sexual Health.....	APX-4
Tobacco.....	APX-5
Violence Prevention .....	APX-5
HECAT Pilot Reviewers .....	APX-6
HECAT Online Developers and Reviewers .....	APX-6
<b>Appendix 2: Using the HECAT for the Review of Health Education Resource Materials</b> .....	<b>APX-7</b>
<b>Appendix 3: HECAT Healthy Behavior Outcomes for Grades Pre-K-12</b> .....	<b>APX-8</b>
Alcohol and Other Drugs .....	APX-8
Food and Nutrition .....	APX-8
Mental and Emotional Health .....	APX-8
Personal Health and Wellness .....	APX-9
Physical Activity .....	APX-9
Safety .....	APX-9
Sexual Health .....	APX-10
Tobacco.....	APX-10
Violence Prevention .....	APX-10
<b>Appendix 4: HECAT Skill Expectations for Skill Standards 2-8</b> .....	<b>APX-11</b>
<b>Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education</b> .....	<b>APX-18</b>
<b>Appendix 6: Using the HECAT to Analyze Curricula for Early Childhood Programs</b> .....	<b>APX-24</b>
<b>Appendix 7: Understanding Health Education Assessment</b> .....	<b>APX-26</b>
<b>Appendix 8: Health Education Improvement Plan Template</b> .....	<b>APX-28</b>
<b>Glossary</b> .....	<b>GL-1</b>

# Health Education Curriculum Analysis Tool (HECAT): Overview

## Introduction to the HECAT

---

Health education is integral to the primary mission of schools. It provides young people with the knowledge and skills they need to become successful learners and healthy and productive adults. Health education is a fundamental part of an overall school health program. Increasing the number of schools that provide health education on key health problems facing young people is a critical health objective for improving our nation's health.<sup>1</sup>

Health instruction in schools is shaped, in large part, by the health education curriculum. Choosing or developing the best possible health education curriculum is a critical step in ensuring that health education is effectively promoting healthy behaviors. The curriculum selection or development process, however, can lack structure and focus, which can result in choosing or developing curricula that are inadequate or ineffective.

The **Health Education Curriculum Analysis Tool (HECAT)** provides guidance and tools to improve curriculum selection and development. CDC's HECAT was first published in 2006 and was revised in 2012 and 2021. More recently, CDC has created a digitized version, HECAT Online, that allows users to interact with a web application to complete health education curriculum analyses. HECAT Online also allows users to develop a scope and sequence for health education. For more information about HECAT Online, launch the online application from the HECAT home-page at <https://www.cdc.gov/healthyouth/hecat/index.htm>

The HECAT contains process guidance, appraisal tools, and resources for carrying out a clear, complete, and consistent examination of commercially packaged or locally developed school-based health education curricula. Analysis results can help schools select or develop appropriate and effective health education curricula, revise and improve locally developed curricula, strengthen the delivery of health education, and improve the ability of school health educators to influence healthy behaviors and healthy outcomes among school aged youth.

The HECAT builds on the *Characteristics of Effective Health Education Curricula*<sup>2</sup> and the *National Health Education Standards*<sup>3</sup> for schools. It addresses a comprehensive array of health topics, including modules addressing alcohol and other drugs, food and nutrition, mental and emotional health, personal health and wellness, physical activity, safety, sexual health, tobacco, violence prevention, and comprehensive health education curricula.

### The HECAT reflects the importance of

- Using science to improve practice.
- Engaging school personnel, parents, and community members in the review and selection of curriculum.
- Acknowledging local authority in setting health education priorities, determining health education content, and making curriculum selection decisions.
- Flexibility in accommodating different values, priorities, and curriculum needs of communities and schools.

## Intended Users of the HECAT

---

The HECAT is designed to be used by those who select, develop, or use school health education curricula and those who are interested in improving school health education curricula. For example,

1. State or regional education agency staff can use this tool to inform the development or review of
  - state health education standards or frameworks.
  - recommendations for conducting state or local curriculum review.
  - a list of state-recommended health education curricula.
2. Curriculum committees or educators at school districts, schools, or community-based organizations who work with schools can use this resource. They can use the HECAT, in conjunction with state standards and health education frameworks or
- other locally determined requirements, to
  - develop new or improved courses of study, frameworks, learning objectives, or curricula.
  - guide the selection of curricula available for purchase.
  - examine curricula currently in use.
3. Developers of nationally disseminated and packaged curricula, such as non-governmental organizations and for-profit curriculum development companies, can use the HECAT to design health education curricula that best meet the needs of schools and the young people they serve.
4. Institutions of higher education teacher preparation programs can use the HECAT to improve their students' understanding of health education, curriculum analysis, and development of instructional skills.

## Organization of the HECAT

---

The HECAT includes guidance and tools for carrying out a thorough assessment of a health education curriculum.

- **Chapter 1** (*Instructions*) provides step-by-step guidance for conducting a health education curriculum review. It includes essential background information and instructions for using the HECAT to review and improve locally developed curriculum.
- **Chapter 2** (*General Curriculum Information*) provides guidance and a template for collecting descriptive information about the curriculum, including the developer and the year of development, topic areas, and grade levels.
- **Chapter 3** (*Overall Summary Forms*) provides directions and templates for summarizing ratings scores for the appraisal of a single curriculum or comparing scores across curricula, using the analysis items from multiple chapters and modules.
- **Chapter 4** (*Preliminary Curriculum Considerations*) provides guidance and tools to appraise the accuracy and acceptability of curriculum content, feasibility of curriculum implementation, and affordability of the curriculum materials including cost of implementation.
- **Chapter 5** (*Curriculum Fundamentals*) provides guidance and tools to appraise fundamentals of a health education curriculum including learning objectives, teacher materials, curriculum design, instructional strategies and materials, and promotion of norms that value positive health behaviors. Appraisal criteria for assessing the continuity and uniformity of a comprehensive health education curriculum are also included.
- **Chapter 6** (*Health Topic Modules*) The HECAT provides guidance and tools for appraising specific health-topic curricula based on *Characteristics of Effective Health Education Curricula*<sup>2</sup> and the *National Health Education Standards*.<sup>3</sup> Chapter 6 includes a module for each of the following topics:
  - » **AOD:** Alcohol and Other Drugs
  - » **FN:** Food and Nutrition
  - » **MEH:** Mental and Emotional Health
  - » **PHW:** Personal Health and Wellness
  - » **PA:** Physical Activity
  - » **S:** Safety
  - » **SH:** Sexual Health
  - » **T:** Tobacco
  - » **V:** Violence Prevention
  - » **CHE:** Comprehensive Health Education
- **Appendices:** The appendices provide additional in-depth guidance for using the HECAT.
- **Glossary:** The glossary defines many common terms used throughout the HECAT.

## Rationale for the HECAT Development

---

Improving students' health and safety can yield educational benefits by increasing students' readiness to learn and reducing absenteeism.<sup>4,5</sup> In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor of adult health outcomes.<sup>6-9</sup> Well-designed, well-delivered school-based health interventions can address student health risk behaviors, including preventing or reducing disease and injury.<sup>10-19</sup> Health education is a critical component of a school's coordinated approach to improving the health of students.<sup>20,21</sup> A health education curriculum is the primary means through which schools deliver health education.

A number of federal agencies have identified specific interventions and curricula they have determined to be exemplary, promising, or effective in improving students' health-related behaviors (see *Registries of Programs Effective in Reducing Youth Risk Behavior* at <http://www.cdc.gov/healthyyouth/adolescenthealth/registries.htm>). However, these curricula do not always meet school district or school needs because

- The number of currently identified health curricula with evidence of effectiveness is limited.
- Few of the identified curricula address multiple health risk behaviors.
- Schools often cannot implement these curricula exactly as they were originally implemented in evaluation studies.
- Many other health education curricula, including those developed locally, have not undergone evaluation using rigorous research methods and therefore are not included on a federal list.
- Some health education curricula with evidence of effectiveness among particular populations of students or in particular settings might not be
  - » Readily available in a usable form.
  - » Effective with other populations or with a general student population.
  - » Effective in other settings.
  - » Appropriate or acceptable based on community values.
  - » Feasible due to instructional time limitations, excessive costs, or burdensome professional development requirements.

In addition, not all the programs on these federal lists have research evidence of changing behavior and some have very limited evidence of effectiveness. Some lists that do include programs with sufficient evidence are not updated regularly and might include outdated programs or lack recently evaluated programs.

When schools cannot use rigorously evaluated curricula, they can choose curricula that feature characteristics common to effective curricula as determined by research and experience (see *Characteristics of Effective Health Education Curriculum*).<sup>2</sup> The HECAT enables decision makers to assess the likelihood that a curriculum might be effective in promoting healthy behaviors by analyzing the extent to which it features key characteristics of curricula with proven effectiveness.

The HECAT draws upon a synthesis of research and bases its criteria on

- Findings of CDC's guidelines for school health programs, which identify common characteristics of effective programs in priority health topic areas, including tobacco use,<sup>22</sup> nutrition and physical activity,<sup>23</sup> and unintentional injury and violence.<sup>24</sup> (Updated CDC guidelines for school health programs may be available at [www.cdc.gov/HealthyYouth](http://www.cdc.gov/HealthyYouth).)
- *The National Health Education Standards*.<sup>3</sup>
- Guidance from the U.S. Department of Education's Office of Safe and Healthy Schools (OSHS) (formerly Office of Safe and Drug-Free Schools)<sup>25</sup> and the National Institute on Drug Abuse (NIDA).<sup>26</sup>
- Expertise of CDC Health and Behavioral Scientists and Health Education Specialists.
- Expertise of health education researchers and practitioners from the field.

## Describing a Health Education Curriculum

---

The term “curriculum” has many possible meanings. It can refer to a written course of study that broadly outlines what students will know and be able to do (behavioral expectations and learning objectives) by the end of a single grade or multiple grades in a particular subject area, such as health education or tobacco prevention education. Curriculum also can refer to an educational plan incorporating a structured, developmentally appropriate series of intended learning outcomes and associated learning experiences for students, generally organized as a detailed set of directions, strategies, lessons, and a related combination of school-based materials, content, and events. Although the HECAT can inform the development or revision of a general course of study, it is intended to guide the analysis and appraisal of a detailed set of curricular materials.

For the purposes of the HECAT, “health education curriculum” refers to those teaching strategies and learning experiences that provide students with opportunities to acquire the attitudes, knowledge, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

A common set of elements characterize a complete health education curriculum, including

- A set of intended learning outcomes or learning objectives that are directly related to students’ acquisition of health-related knowledge, attitudes, and skills.
- A planned progression of developmentally appropriate lessons or learning experiences that lead to achieving these objectives.
- Continuity between lessons or learning experiences that clearly reinforce the adoption and maintenance of specific health-enhancing behaviors.
- Accompanying content or materials that correspond with the sequence of learning events and help teachers and students meet the learning objectives.
- Assessment strategies to determine if students achieved the desired learning.

If materials do not meet all of these elements, they could be considered resources for a curriculum—part of a curriculum, but not a complete curriculum. The HECAT guidance and tools are not intended to be used to appraise an individual curriculum resource such as a textbook, or a collection of resources, unless these will be appraised as part of an overall curriculum. (See *Appendix 2: Using the HECAT for the Review of Health Education Resource Materials*.)

## Characteristics of an Effective Health Education Curriculum

---

Today’s state-of-the-art health education curricula reflect the growing body of research that emphasizes teaching functional health information (essential knowledge); shaping personal values and beliefs that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Reviews of effective programs and curricula and input from experts in the field of health education have identified characteristics of effective health education curricula.<sup>27–40</sup> The health behaviors, analysis items, and scoring criteria used in HECAT have been developed to complement this research. Each characteristic includes a reference as to where it is addressed in the HECAT appraisal instruments.

These characteristics are summarized below. An effective health education curriculum—

- A. Focuses on clear health goals and related behavioral outcomes.** An effective curriculum has clear health-related goals and behavioral outcomes that are directly related to these goals. Instructional strategies and learning experiences are directly related to the behavioral outcomes. (Chapter 6)
- B. Is research-based and theory-driven.** An effective curriculum has instructional strategies and learning experiences built on theoretical approaches (for example, social cognitive theory, social inoculation theory) that have effectively influenced health-related behaviors among youth. The most promising curriculum goes

beyond the cognitive level and addresses the health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors. (Chapters 2 and 6)

**C. Addresses individual values, attitudes, and beliefs.** An effective curriculum fosters attitudes, values, and beliefs that support positive health behaviors. It provides instructional strategies and learning experiences that motivate students to critically examine personal perspectives, thoughtfully consider new arguments that support health-promoting personal attitudes and values and generate positive perceptions about protective behaviors and negative perceptions about risk behaviors. (Chapters 5 and 6)

**D. Addresses individual and group norms that support health-enhancing behaviors.** An effective curriculum provides instructional strategies and learning experiences to help students accurately assess the level of risk-taking behavior among their peers (for example, how many of their peers use illegal drugs), corrects misperceptions of peer and social norms, emphasizes the value of good health, and reinforces health-enhancing attitudes and beliefs. (Chapters 5 and 6)

**E. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.** An effective curriculum provides opportunities for students to validate positive health-promoting beliefs, intentions, and behaviors. It provides opportunities for students to assess their vulnerability to health problems, actual risk of engaging in harmful health behaviors, and exposure to unhealthy situations. (Chapter 6)

**F. Addresses social pressures and influences.** An effective curriculum provides opportunities for students to analyze personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers. (Chapter 6)

**G. Builds personal competence, social competence and self-efficacy by addressing skills.** An effective curriculum builds essential skills—including communication, refusal, assessing accuracy of information, decision-making, planning and goal-setting, self-control, and self-management—that enable students to build

their personal confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:

1. Discussing the importance of the skill, its relevance, and relationship to other learned skills.
2. Presenting steps for developing the skill.
3. Modeling the skill.
4. Practicing and rehearsing the skill using real-life scenarios.
5. Providing feedback and reinforcement. (Chapter 6)

**H. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.**

An effective curriculum provides accurate, reliable, and credible information for usable purposes so students can assess risk, clarify attitudes and beliefs, correct misperceptions about social norms, identify ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally relevant decisions, and build personal and social competence. A curriculum that provides information for the sole purpose of improving knowledge of factual information will not change behavior. (Chapter 6)

**I. Uses strategies designed to personalize information and engage students.** An effective curriculum includes instructional strategies and learning experiences that are student-centered, interactive, and experiential (for example, group discussions, cooperative learning, problem solving, role playing, and peer-led activities). Learning experiences correspond with students' cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for

1. Addressing key health-related concepts.
2. Encouraging creative expression.
3. Sharing personal thoughts, feelings, and opinions.
4. Thoughtfully considering new arguments.
5. Developing critical thinking skills. (Chapters 5 and 6)

- J. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials.** An effective curriculum addresses students' needs, interests, concerns, developmental and emotional maturity levels, experiences, and current knowledge and skill levels. Learning is relevant and applicable to students' daily lives. Concepts and skills are covered in a logical sequence. (Chapters 4, 5, and 6)
- K. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.** An effective curriculum has materials free of culturally biased information but includes information, activities, and examples that are inclusive of diverse cultures and lifestyles (such as gender, race, ethnicity, religion, age, physical/mental ability, appearance, and sexual orientation). Strategies promote values, attitudes, and behaviors that acknowledge the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students' skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities. (Chapters 4, 5, and 6)
- L. Provides adequate time for instruction and learning.** An effective curriculum provides enough time to promote understanding of key health concepts and practice skills. Behavior change requires an intensive and sustained effort. A short-term or "one shot" curriculum, delivered for a few hours at one grade level, is generally insufficient to support the adoption and maintenance of healthy behaviors. (Chapter 6)
- M. Provides opportunities to reinforce skills and positive health behaviors.** An effective curriculum builds on previously learned concepts and skills and provides opportunities to reinforce health-promoting skills across health topics and grade levels. This can include incorporating more than one practice application of a skill, adding "skill booster" sessions at subsequent grade levels, or integrating skill application opportunities in other academic areas. A curriculum that addresses age-appropriate determinants of behavior across grade levels and reinforces and builds on learning is more likely to achieve longer-lasting results. (Chapters 2 and 6)
- N. Provides opportunities to make positive connections with influential others.** An effective curriculum links students to other influential persons who affirm and reinforce health-promoting norms, attitudes, values, beliefs, and behaviors. Instructional strategies build on protective factors that promote healthy behaviors and enable students to avoid or reduce health risk behaviors by engaging peers, parents, families, and other positive adult role models in student learning. (Chapters 5 and 6)
- O. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.** An effective curriculum is implemented by teachers who have a personal interest in promoting positive health behaviors, believe in what they are teaching, are knowledgeable about the curriculum content, and are comfortable and skilled in implementing expected instructional strategies. Ongoing professional development and training is critical for helping teachers implement a new curriculum or implement strategies that require new skills in teaching and assessment. (Chapters 2, 5, and 6)

## Setting Direction for Health Education: Standards and Performance Indicators

---

The *National Health Education Standards* broadly articulate the essential knowledge and skills that every student should know and be able to do following the completion of a quality instructional program in health education.<sup>3</sup>

The written standards include performance indicators to help convey the specificity related to each standard. The standards and performance indicators provide a foundation for curriculum development, instructional delivery, and assessment of student knowledge and skills in health education, for students in grades pre-K–12.

Many state boards of education, state departments of education, and local school boards have adopted their own state- or local-level health education standards and performance indicators using the *National Health Education Standards* as a guide (See Figure 1). Based on a review of the national and state standards and performance indicators, analysis of the characteristics of effective curricula, and input from experts in health education, CDC developed knowledge and skill expectations that reflect developmentally appropriate concepts (knowledge) and health skills consistent with the *National Health Education Standards*. The analysis items in the HECAT health topic modules include these knowledge and skill expectations for each topic. A general list of essential skill expectations that further clarify the focus of skill standards 2–8, can be found in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*.

Many school districts use standards and input from school staff, parents, and others, to develop and adopt a pre-K–12 curriculum framework that outlines the scope of key health learning concepts and the sequence of essential knowledge and skills to be addressed at each grade level (also referred to as a “scope-and-sequence”). The scope-and-sequence aligns with the course of study and conveys the progression of health concepts and skills across different grade levels within a topic area. The learning experiences of students should progress from basic to more complex health knowledge and skills as they advance from pre-kindergarten through grade 12.

When assessing a curriculum, reviewers should consider the curriculum’s compatibility with their course of study and scope-and-sequence. The appraisal instruments in HECAT are designed to be adapted and accommodate variations that are necessary based on state standards, local health education courses of study, and local community needs.

School districts can also use the HECAT to help identify essential health education knowledge and skill expectations in the development or revision of their own scope and sequence. More information can be found in *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education*, in addition to CDC’s Developing a Scope and Sequence for Sexual Health Education resources. [https://www.cdc.gov/healthyouth/hecat/pdf/scope\\_and\\_sequence.pdf](https://www.cdc.gov/healthyouth/hecat/pdf/scope_and_sequence.pdf)

Some states do not include pre-kindergarten in their state K–12 education standards or health education course of study. However, many state education agencies have worked with state partners to promote state-level, early learning standards and guidance for pre-school programs that include health education. More information about applying standards for pre-school programs can be found in *Appendix 6: Using the HECAT to Analyze Curricula for Early Childhood Programs*.

Figure 1: National Health Education Standards (NHES)

## NATIONAL HEALTH EDUCATION STANDARDS

**STANDARD #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

**STANDARD #2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.** Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

**STANDARD #3: Students will demonstrate the ability to access valid information and products and services to enhance health.** Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

**STANDARD #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** Responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

**STANDARD #5: Students will demonstrate the ability to use decision-making skills to enhance health.** This standard includes the essential steps needed to make healthy decisions, which are essential for establishing and maintaining a healthy lifestyle. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

**STANDARD #6: Students will demonstrate the ability to use goal-setting skills to enhance health.** This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

**STANDARD #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Many diseases and injuries can be prevented by avoiding or reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

**STANDARD #8: Students will demonstrate the ability to advocate for personal, family and community health.** Advocacy skills help students adopt and promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

Source: The Joint Committee on National Health Education Standards. National Health Education Standards: Achieving Excellence (2nd Edition). Atlanta, GA: American Cancer Society; 2007.

## Health Education Curricula and Assessment of Student Performance

---

State-of-the-art health education curricula are based on succinct learning objectives, or standards, and include a variety of curriculum-embedded performance assessment strategies that are linked to those objectives or standards. Health education standards describe what a student should know (knowledge) and be able to do (skills) as a result of the instruction provided and learning experienced. Measuring student proficiency in meeting the health standards is best accomplished by assessing student performance.

The purpose of performance assessment is to improve student learning and instructional practice. It is important to consider the degree to which student assessment is included when appraising a health education curriculum. Health education curricula

include a variety of student assessment strategies—linked to the relevant objectives/standards—that provide students with opportunities to demonstrate their understanding of key health concepts and apply learned skills to real-life situations. A quality student assessment process also includes criteria for examining student work (such as a rubric) and incorporates multiple measures over time.

The HECAT integrates student assessment into the curriculum analysis process and scoring criteria. Additional information about health education standards and student assessment can be found in *Appendix 7: Understanding Health Education Assessment*.

## Community Review of Health Education Curricula

---

To increase relevance and acceptability within a community, health education curricula should reflect local school and community health interests, priorities, and values. School districts and, when appropriate, schools can establish a process for ensuring that key stakeholders from the school and community review curricular materials, typically through a health education curriculum review committee. This committee might be the entity that completes the HECAT analyses and appraisal of curricula or it might be a decision-making body that reviews and acts on reports from another committee that has completed an analysis using the HECAT appraisal instruments.

The organization of a health education curriculum review committee differs among communities. In some locations, it is a specific committee charged only with reviewing health education curricula. In other locations, it is a subcommittee of the district's school health council, school wellness council, school-based management council, or the district's broader curriculum selection committee.

Health education curriculum review committee membership usually includes

- Key school policy makers and staff, including school board members, principals, curriculum directors, administrators, and teachers who are responsible for implementing health education curricula, as well as representatives from other school health program components such as physical education, food and nutrition, health services, counseling services, and social or emotional climate.
- Parents and caregivers of students who will receive the curriculum.
- Students.
- Representatives from relevant community agencies and organizations, such as the health department, health care providers, and youth serving organizations.
- Representatives from other groups within the community with interests in the positive health and development of students, such as the faith community.

## Health Education as Part of a Whole School, Whole Community, Whole Child (WSCC) Approach

---

Health education is not the only school-based strategy to improve health outcomes. It is part of a coordinated school health framework, which provides an integrated set of planned, sequential, and school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students. Ideally, a coordinated school health framework integrates the efforts of the WSCC ten components to influence student health and learning (including health education; physical education and activity; health services; counseling, psychological, and social services; nutrition environment and services; physical environment; social and emotional climate; employee wellness; family engagement; and community

involvement).<sup>20,41,42</sup> The effectiveness of school health education is enhanced when it is implemented as part of this broader coordinated approach to school health and when health education outcomes are reinforced by other health-related components in the school.<sup>21,43</sup>

The HECAT addresses only health education. CDC's School Health Index (SHI) was developed to help schools identify the strengths and weaknesses of their health and safety policies and programs across many components of a school's health program. Information about the SHI is available at <http://www.cdc.gov/HealthyYouth/SHI>.

## School Health Education as Part of Community Health Promotion

---

Schools have an important influence on the education, social development, and health of youth. Nevertheless, they are not the only societal institution responsible for achieving these outcomes. Families, faith-based organizations, voluntary organizations, health care providers, community youth-serving agencies, employers, media providers, public health agencies, social service agencies, and other government agencies play critical roles in promoting the health of youth. School health goals should complement community health goals.<sup>44</sup>

School-based programs produce larger effects when they are implemented in combination with complementary community-based programs.<sup>7,20, 21,23-25</sup> School health education should reflect and reinforce community health promotion priorities. The HECAT acknowledges the need to consider community health needs, priority health outcomes, and resources in the analysis of a health education curriculum. However, the HECAT is **not** designed to analyze a community health promotion program.

## References

---

1. U.S. Department of Health and Human Services. *Healthy People 2030: Child and Adolescent Development*. Washington, DC: HealthyPeople.gov; 2020. Available at <https://health.gov/healthypeople/objectives-and-data/browse-objectives/child-and-adolescent-development>.
2. Centers for Disease Control and Prevention. (2016). Characteristics of an Effective Health Education Curriculum. Available at <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>.
3. The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence (2nd Edition)*. Atlanta, GA: American Cancer Society; 2007. Available at <https://www.cancer.org/aboutus/booksandjournals/app/bookstore.aspx?productCode=F2027.27>.
4. Evans D, Clark NM, Feldman CH, Rips J, Kaplan D, Levison MJ, et al. A school health education program for children with asthma aged 8–11 years. *Health Educ Q* 1987; 14(3):267–289.
5. Basch CE. Healthier students are better learners: A missing link in school reforms to close the achievement gap. *J Sch Health* 2011;81(10): 593–598.
6. Rasberry CN, Tiu GF, Kann L, et al. Health-related behaviors and academic achievement among high school students—United States, 2015. *MMWR Morb Mortal Wkly Rep* 2017;66:922–927.
7. Bradley BJ, Greene AC. Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents' academic achievement and health behaviors. *J Adolesc Health* 2013;52:523–532.
8. Harper S, Lynch J. Trends in socioeconomic inequalities in adult health behaviors among U.S. states, 1990–2004. *Public Health Rep* 2007; 122(2):177–189.
9. Vernez G, Krop RA, Rydell CP. The public benefits of education. In: *Closing the Education Gap: Benefits and Costs*. Santa Monica, CA: RAND Corporation; 1999:13–32.
10. Botvin GJ, Baker E, Dusenbury L, Botvin EM, Diaz T. Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. *JAMA* 1995;273(14):1106–12.
11. Gortmaker SL, Peterson RD, Wiecha J, Sobol AM, Dixit S, Fox MK, Laird N. Reducing obesity via a school-based interdisciplinary intervention among youth. *Arch Pediatr Adolesc Med* 1999;153:409–418.
12. Centers for Disease Control and Prevention (CDC). Increasing physical activity. A report on recommendations of the Task Force on Community Preventive Services. *MMWR Morb Mortal Wkly Rep* 2001;50(18):1–14.
13. Wolfenden L, Nathan NK, Sutherland R, Yoong, et al. Strategies for enhancing the implementation of school-based policies or practices targeting risk factors for chronic disease. *Cochrane Database Sys Rev* 2017, Issue 11. Art. No.: CD011677. DOI: 10.1002/14651858.CD011677.pub2.
14. Chin HB, Sipe TA, Elder R, et al. The effectiveness of group-based comprehensive risk-reduction and abstinence education interventions to prevent or reduce the risk of adolescent pregnancy, human immunodeficiency virus, and sexually transmitted infections: Two systematic reviews for the Guide to Community Preventive Services. *Am J Prev Med* 2012;42(3): 272–294.
15. Denford S, Abraham C, Campbell R, Busse, H. A comprehensive review of reviews of school-based interventions to improve sexual-health. *Health Psychol Rev* 2017;11(1): 33–52.
16. Goldfarb ES, Lieberman LD. Three decades of research: The case for comprehensive sex education. *J Adolesc Health* 2020;68(1): 13–27.
17. Pampati S, Johns MM, Szucs LE, et al. Sexual and Gender Minority Youth and Sexual Health Education: A Systematic Mapping Review of the Literature. *J Adolesc Health* 2020. 5;S1054-139X(20)30585-1.
18. Faggiano F, Minozzi S, Versino E, Buscemi D. Universal school-based prevention for illicit drug use. *Cochrane Database of Syst Rev* 2014(12). Art. No.: CD003020. DOI: 10.1002/14651858.CD003020.pub3.

## References

19. Onrust SA, Otten R, Lammers J, Smit F. School-based programmes to reduce and prevent substance use in different age groups: What works for whom? Systematic review and meta-regression analysis. *Clin Psychol Rev* 2016;44:45–59.
20. Lewallen TC, Hunt H, Potts-Datema W, Zaza S, Giles W. The Whole School, Whole Community, Whole Child model: a new approach for improving educational attainment and healthy development for students. *J Sch Health* 2015;85(11):729–739.
21. Kolbe LJ. (2019). School health as a strategy to improve both public health and education. *Annu Rev Public Health* 2019;40:443–463.
22. Centers for Disease Control and Prevention. Guidelines for school health programs to prevent tobacco use and addiction. *MMWR Morb Mortal Wkly Rep* 1994;43(RR-2):1–18.
23. Centers for Disease Control and Prevention. School Health Guidelines to Promote Healthy Eating and Physical Activity. *MMWR Morb Mortal Wkly Rep* 2011;60(RR-5):1–75.
24. Centers for Disease Control and Prevention. School Health Guidelines to Prevent Unintentional Injuries and Violence. *MMWR Morb Mortal Wkly Rep* 2001;50(RR-22):1–73.
25. Office of Safe and Healthy Schools (OESE) (formally, Office of Special Educational Research and Improvement, Office of Reform Assistance and Dissemination). *Guidelines for Submitting Safe, Disciplined, and Drug-Free Schools Programs for Designation as Promising or Exemplary*. Washington, DC: U.S. Department of Education; 1999.
26. National Institute on Drug Abuse. *Preventing Drug Abuse Among Children and Adolescents*. Bethesda, MD: U.S. Department of Health and Human Services; 2003.
27. U.S. Department of Health and Human Services. Preventing Tobacco Use Among Young People—An Update: A Report of the Surgeon General. Atlanta (GA): U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2011: 6-22-6-45. Available at <http://www.surgeongeneral.gov/library>.
28. Kirby D. *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: National Campaign to Prevent Teen Pregnancy; 2001. Available at <https://files.eric.ed.gov/fulltext/ED456171.pdf>
29. Kirby D, Coyle K, Alton F, Rolleri L, Robin L. *Reducing Adolescent Sexual Risk: A Theoretical Guide for Developing and Adapting Curriculum-Based Programs*. Scotts Valley, CA: ETR Associates; 2011. Available at <http://pub.etr.org/ProductDetails.aspx?id=100000010&itemno=A063>.
30. Weed SE, Ericksen I. *A model for influencing adolescent sexual behavior*. Salt Lake City, UT: Institute for Research and Evaluation; 2005. Unpublished manuscript.
31. Eisen M, Pallitto C, Bradner C, Bolshun N. Teen Risk-Taking: Promising Prevention Programs and Approaches. Washington, DC: Urban Institute; 2000. Available at <http://www.urban.org/publications/310293.html>.
32. Botvin GJ, Botvin EM, Ruchlin H. School-Based Approaches to Drug Abuse Prevention: Evidence for Effectiveness and Suggestions for Determining Cost-Effectiveness. In: Bukoski WJ, editor. *Cost-Benefit/Cost-Effectiveness Research of Drug Abuse Prevention: Implications for Programming and Policy*. NIDA Research Monograph, Washington, DC: U.S. Department of Health and Human Services; 1998:59–82. Available at [http://www.drugabuse.gov/pdf/monographs/monograph176/059-082\\_Botvin.pdf](http://www.drugabuse.gov/pdf/monographs/monograph176/059-082_Botvin.pdf).
33. Contento I, Balch GI, Bronner YL. Nutrition education for school-aged children. *J Nutr Educ* 1995;27(6):298–311.
34. Stone EJ, McKenzie TL, Welk GJ, Booth ML. Effects of physical activity interventions in youth. Review and synthesis. *Am J Prev Med* 1998;15(4):298–315.
35. Lytle L, Achterberg C. Changing the diet of America's children: what works and why? *J Nutr Educ* 1995;27(5):250–60.
36. Gottfredson DC. School-Based Crime Prevention. In: Sherman LW, Gottfredson D, MacKenzie D, Eck J, Reuter P, Bushway S, editors. *Preventing Crime: What Works, What Doesn't, What's Promising*. National Institute of Justice; 1998. Available at <https://www.ncjrs.gov/pdffiles/171676.pdf>.

37. Nation M, Crusto C, Wandersman A, Kumpfer KL, Seybolt D, Morrissey-Kane E, Davino K. What works: principles of effective prevention programs. *Am Psychol* 2003; 58(6):449–456.
38. Sussman S. Risk factors for and prevention of tobacco use. Review. *Pediatr Blood Cancer* 2005;44:614–619.
39. Tobler NS, Stratton HH. Effectiveness of school-based drug prevention programs: a meta-analysis of the research. *J Prim Prev* 1997;18(1):71–128.
40. Lohrmann DK, Wooley SF. Comprehensive School Health Education. In: Marx E, Wooley S, editors. *Health Is Academic: A Guide to Coordinated School Health Programs*. New York: Teachers College Press; 1998:43–45.
41. Marx E, Wooley FS, Northrop D. Health is academic. New York, NY: Teachers College Press; 1998.
42. Allensworth DD, Kolbe LJ. The comprehensive school health program: Exploring an expanded concept. *J Sch Health* 1987;57(10):409–412.
43. Kolbe LJ. Education reform and the goals of modern school health programs. *The State Education Standard* 2002; 3(4):4–11.
44. Bartlett EE. The contribution of school health education to community health promotion: what can we reasonably expect?. *Am J Public Health* 1981;71(12): 1384–1391.

# HECAT: Chapter 1—General Instructions

## Introduction

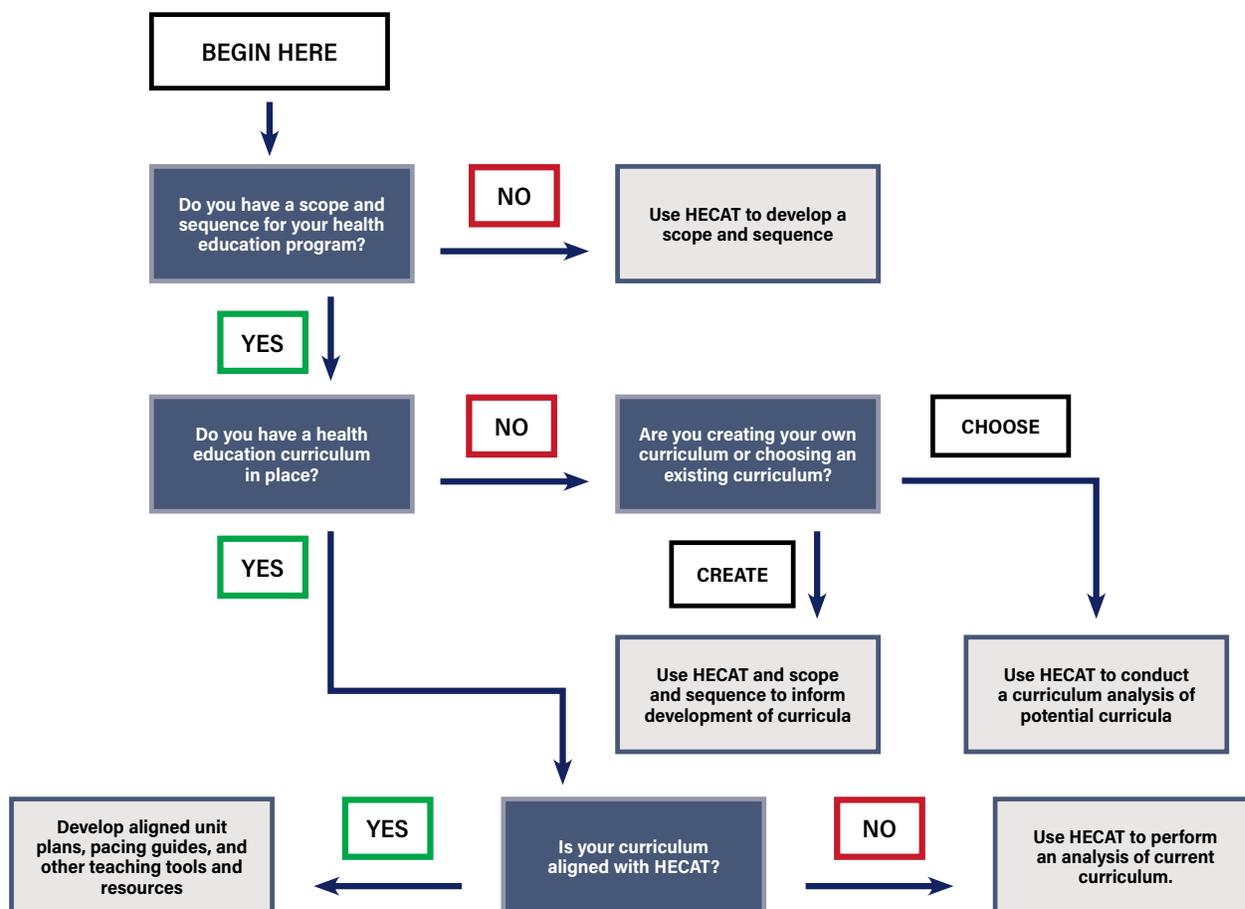
The review and selection of health education curricula for use in any school district should be based on clearly identified goals, health behavior expectations, and outcomes for health education. In order to get maximum benefit from using the HECAT, a school should have a scope and sequence that identifies student expectations and outcomes for health education at each grade level.

The scope and sequence should take into account district benchmarks, local, state, and/or national health education standards or guidelines, and education codes that influence the teaching of health education. It should be responsive to the current health risks reflected by local student data and students' health needs.

The scope and sequence will help determine curriculum priorities and help guide the refinement of the HECAT items to be used in assessing health education curricula.

See *Figure 1: Decision tree for using the HECAT* to determine how your school district or school can best benefit from HECAT. It is recommended, that if a school district or school does not have a health education scope and sequence then one should be developed as a first step. See *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* for more guidance on using the HECAT to assist with this process. If a scope and sequence for school health education has been established or it is determined that one is not necessary to complete a review of a curriculum, continue with the instructions on page CH1-2.

Figure 1. Decision Tree for Using the HECAT



## General Instructions

---

These instructions guide the overall coordination and organization for carrying out a complete examination of a health education curriculum, using the HECAT. Effective curriculum appraisal requires both personnel and time.

### BEFORE STARTING THE CURRICULUM APPRAISAL PROCESS

---

#### 1. Identify a health education curriculum coordinator.

The health education curriculum coordinator will lead a team (health education curriculum review team) through the curriculum appraisal process, using the HECAT. The coordinator should understand the health education needs of the students as well as the school health interests and concerns of the school leadership, parents/guardians, and community. This individual should have several years of experience in health education and knowledge of how a health education curriculum is developed and how it should be used. The coordinator should be able to

- Identify and acquire the health education curricula to be reviewed.
- Determine if curriculum analysis will be conducted using the hard-copy PDFs of HECAT or through the web application, HECAT Online. If conducting the analysis using HECAT Online, launch web application for tailored instructions available at <https://wwwn.cdc.gov/hecatonline>.
- Complete the *General Curriculum Information*, found in Chapter 2 or relevant section of HECAT Online, for all curricula to be reviewed.
- Assemble the health education curriculum review team. An existing curriculum review team, or some of its members, may be the most appropriate individuals to make up the review team who will use the HECAT to review possible curricula.
- Ensure that appropriate numbers of curricular and HECAT materials are available for use by the team.
- Provide necessary background information and guidance to help team members complete a thorough and consistent review.
- Make curriculum review assignments to ensure that the most appropriate and knowledgeable team members review each aspect of the curriculum.

- Prepare a curriculum review schedule to ensure that discussions and decisions are completed in a timely manner.
- Assemble completed HECAT scores and comments and make these summaries available to all team members for review and discussion. This would include collecting hard-copy summary forms from reviewers or accessing completed forms from the corresponding team project in HECAT Online.
- Facilitate or identify a skilled facilitator for the review process and team discussions. If selecting an individual external to the review team, choose one who has expertise and experience as a group facilitator, can manage discussions, maintain focus, and process decision-making.
- Use the HECAT results and the health education curriculum review team's discussions to summarize the curriculum decisions.
- Distribute or report results to appropriate decision makers and stakeholders and, if necessary, to those who are responsible for making revisions.

#### 2. Form a health education curriculum review team and identify the roles and responsibilities of each member.

A team of people will be responsible for analyzing curricula and making recommendations based on the HECAT scores. The team might be

- A new group of people assembled for this purpose.
- An existing district or school curriculum committee.
- A subcommittee of the district or school health council.
- Members of a school health team.

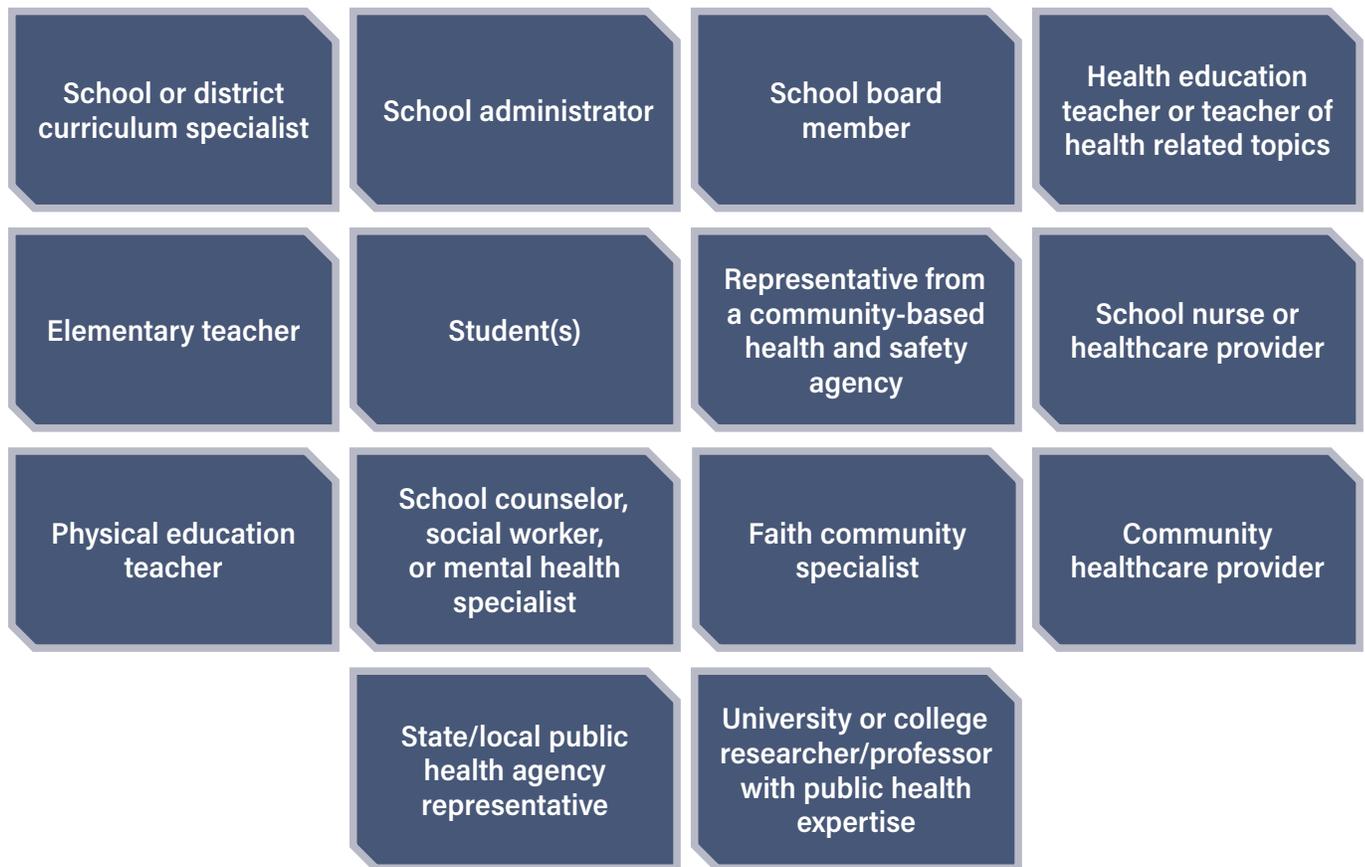
The number of reviewers can vary, but the team membership should include those individuals from the school and community who:

- Understand schools, the educational and health needs of students, and the norms and values of their community.
- Supervise curriculum and instruction for the school district or school.
- Can make final decisions about the curriculum for the school district or school.

- Have expertise in health education curriculum and instruction.
- Are knowledgeable about relevant health education content.

Figure 2 lists the type of people who may be considered as members of a health education curriculum review team.

Figure 2. People who might serve on a Health Education Curriculum Review Team



### 3. Obtain curriculum for review and assessment.

Obtain an adequate number of copies of each curriculum for team members to review. A complete curriculum might include learning objectives, step-by-step instructions for teachers, related learning packets, videos/CDs/DVDs, and other materials for use in classroom instruction or for student learning. If each team member cannot access a complete curriculum to review separately, members can share the materials and complete the HECAT on a predetermined review schedule.

### 4. Determine the HECAT items that are essential for analyzing the curriculum.

The selection of an effective and appropriate health education curriculum starts with clear expectations of the HECAT review process and HECAT tools used for analyzing curricula. Clarifying expectations will help keep the review process focused on what is relevant, appropriate, and essential.

Identify the grade spans and health topics that are addressed by the curriculum under review. This will guide the selection of appropriate HECAT chapter(s), modules, and analysis items.

Review the HECAT to determine if any additions, deletions, or modifications to the analysis items are needed to address

- State or local health education requirements and priorities.
- Community needs and values.
- Any additional issues relevant to a locally developed curriculum.

Eliminate items that are irrelevant or inappropriate. For example, it might not be necessary to analyze the affordability of a locally developed curriculum.

If completing the health education curriculum analysis using HECAT Online, see *Figure 3* for additional guidance for Steps 5a–7a of the process before conducting review.

### **5. Finalize the curriculum analysis tool for use by the reviewers.**

Prepare the final version of the HECAT for the review team members. Consolidate essential chapters, pages, and items and make an adequate number of copies so that reviewers can complete a written analysis of all curricula under review. Additional space might be needed for locally developed curricula so that reviewers can record information to use when making improvements.

### **6. Provide an orientation and direction for team members.**

The coordinator provides an overview of the HECAT review process, schedule, and expected results. The orientation for all reviewers should include

- A timeline for completing reviews.
- A description of how the HECAT forms and scoring process work.
- A description of how HECAT Online works, if applicable.
- How reviewers can get assistance if they have questions.
- What reviewers should do with their results and curriculum materials after completing their reviews.

When reviewing a locally developed curriculum, reviewers should be encouraged to make complete notes of additions, deletions, and changes that they think would enhance the curriculum.

**It is important that all reviewers become familiar with the curriculum before review.**

The orientation should help reviewers become familiar with the information from the *General Curriculum Information* (Chapter 2) and allow time for them to become familiar with all the curriculum materials. To increase the likelihood of getting thorough and consistent reviews, the coordinator should also describe the knowledge and skill expectation analysis items from each health topic module that will be used.

Team members will probably have different levels of expertise in health education. An orientation can help all team members understand the essential characteristics they should consider in rating a health education curriculum, why the characteristics are important, and how the HECAT addresses them. In the orientation, emphasize the importance of analyzing a curriculum's approach to addressing norms, functional concepts, and essential skills rather than factual, but unusable, information. If appropriate, include an overview of the *National Health Education Standards*, state health education standards, and local, benchmarks.

Reviewers who are least familiar with state-of-the-art health education instructional strategies and curriculum materials might need extra assistance in learning to identify the extent to which a curriculum addresses the fundamentals found in Chapter 5 and the essential knowledge and skill expectations in relevant health topic modules found in Chapter 6. They might need additional information, examples, and practice to complete the analysis items reliably. For example, provide a list of what might be included in a "culturally relevant" curriculum or describe an actual instructional strategy that might be used to "demonstrate" a skill. It might be beneficial to pair an expert or experienced team member with an inexperienced team member when making review assignments.

### **7. Determine curriculum review assignments for team members.**

There is no one set way to assign reviewers to complete the HECAT. The curriculum review team may decide to complete an entire HECAT component or health topic module together at one time or do sections separately over an extended period of time. More than one person from the curriculum review team should review and complete each HECAT component or health topic module for each curriculum.

Individuals with expertise in health education content should complete the *Accuracy Analysis* in Chapter 4. Individuals with expertise in community norms and values should be asked to complete the *Acceptability Analysis* in Chapter 4. Chapter 4 should be completed before members begin reviewing Chapter 5 and relevant health topic modules in Chapter 6. This could reduce the workload because a curriculum might be found to be so faulty, unacceptable, or expensive in Chapter 4 that it does not merit further analysis.

When reviewing a curriculum that addresses multiple health topics, individuals with expertise in specific topics might review the parts of the curriculum that are relevant to their areas of expertise. Figure 4 identifies the people who could be included in the analysis of specific sections of the HECAT.

### 8. Develop a timeline for the review process.

The time required for a curriculum review will depend on several factors

- Each reviewer's understanding of health education and relevant health topics.
- Each reviewer's familiarity with the HECAT or HECAT Online.

- Each reviewer's familiarity with the curriculum being reviewed.
- The amount of learning materials in a curriculum. More time will be required for a curriculum that includes multiple parts, such as videos/CDs/DVDs, workbooks, and separate guides for teachers, than will a single-packaged curriculum with no extra materials.
- The orderliness of a curriculum. More time will be required for a curriculum that is unorganized, fragmented, or incomplete than for one that is well organized.
- The extent to which curriculum materials are easily available for all reviewers. The process will take longer if members have to share curriculum than if they have their own complete package of materials.
- The breadth and scope of the curriculum under review. For example, a multi-grade curriculum will require more time than a single-grade curriculum, and a comprehensive health education (CHE) curriculum will require more time than a single health topic curriculum.

### Analyzing a comprehensive health education (CHE) curriculum takes time!

A comprehensive curriculum addresses health concepts and skills across topics and grades, incorporates uniform instructional methodology and assessment strategies, and intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills. The content is more extensive, and every aspect of analysis will take more time than a single topic curriculum.

The CHE module includes additional analysis steps to address the comprehensive and integrated aspects of such a curriculum that are not expected for review of a single topic module. More time is required to make sure all knowledge expectations are met across topics and grades; skill expectations are emphasized at relevant and appropriate grade levels; and skill practice is applied across grades and in appropriate topics.

Figure 3: Additional guidance for Steps 5-7 if conducting analysis using HECAT Online

**5a. Create a HECAT Online project for use by the reviewers.**

First, create a team for the review or choose a previously created team. Then, invite reviewers to join the team by adding them as team members via email. These functions can be found under the TEAMS menu item in HECAT Online. Next, setup a project by choosing the "Curriculum Analysis" project type and entering the descriptive information about the health education curriculum. If any hard copies of the review forms or details of the health topic modules are required for paper distribution, access under the BLANK Forms menu.

**6a. Provide an orientation and direction for team members.**

The coordinator provides an overview of the HECAT review process, schedule, and expected results. The orientation for all reviewers should include

- A timeline for completing reviews.
- A description of how the HECAT instruments and scoring process work.
- How reviewers can get assistance if they have questions.
- What reviewers should do with their results and curriculum materials after completing their reviews.

When reviewing a locally developed curriculum, reviewers should be encouraged to make complete notes of additions, deletions, and changes that they think would enhance the curriculum.

**It is important that all reviewers become familiar with the curriculum before review.** The orientation should help reviewers become familiar with the information required in the **General Curriculum Information** component (found near the top of the *Curriculum Analysis* page) and allow time for them to become familiar with all the curriculum materials. To increase the likelihood of getting thorough and consistent reviews, the coordinator should also describe the knowledge and skill expectation analysis items from each health topic modules that will be used.

Team members will probably have different levels of expertise in health education. An orientation can help all team members understand the essential characteristics they should consider in rating a health education curriculum, why the characteristics are important, and how the HECAT addresses them. In the orientation, emphasize the importance of analyzing a curriculum's approach to addressing norms, functional concepts, and essential skills rather than factual, but unusable, information. If appropriate, include an overview of the National Health Education Standards (NHES), state health education standards, and local, benchmarks.

Reviewers who are least familiar with state-of-the-art health education instructional strategies and curriculum materials might need extra assistance in learning to identify the extent to which a curriculum addresses the Curriculum Fundamentals and the essential knowledge and skill expectations in relevant health topic modules found in components on the Curriculum Analysis page. They might need additional information, examples, and practice to complete the analysis items reliably. For example, provide a list of what might be included in a "culturally relevant" curriculum or describe an actual instructional strategy that might be used to "demonstrate" a skill. It might be beneficial to pair an expert or experienced reviewer with an inexperienced reviewer when making team member review assignments.

**7a. Determine curriculum review assignments for team members.**

There is no one set way to assign reviewers to complete the HECAT. The curriculum review team may decide to complete an entire HECAT component or Health Topic Module together at one time or do sections separately over an extended period of time. More than one person from the curriculum review team should review and complete each HECAT component or health topic module for each curriculum.

Individuals with expertise in health education content should complete the *Accuracy Analysis components*. Individuals with expertise in community norms and values should be asked to complete the *Acceptability Analysis components*. These should be completed before members begin reviewing and entering data into the *Curriculum Fundamentals* components and relevant *health topic modules*. This could reduce the workload because a curriculum might be found to be so faulty, unacceptable, or expensive that it does not merit further analysis.

When reviewing a curriculum that addresses multiple health topics, individuals with expertise in specific topics might review the parts of the curriculum that are relevant to their areas of expertise.

After completing the above steps, return to **Step 8** to develop a timeline for the review process.

Figure 4: People who could be included in the HECAT analysis

HECAT Chapter or Section	Who could be included in analysis
<b>Chapter 2:</b> <i>General Curriculum Information</i>	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• Health education and classroom teachers</li> </ul>
<b>Chapter 3:</b> <i>Overall Summary Form: Individual Curriculum Summary Scores and Multiple Curriculum Comparison Scores</i>	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• Health education teachers</li> </ul>
<b>Chapter 4:</b> <i>Preliminary Curriculum Considerations, Accuracy Analysis</i>	<ul style="list-style-type: none"> <li>• Local healthcare and public health professionals</li> <li>• Institution of higher education (IHE) health and education experts</li> <li>• Health education teachers</li> </ul>
<b>Chapter 4:</b> <i>Preliminary Curriculum Considerations, Acceptability Analysis</i>	<ul style="list-style-type: none"> <li>• District administrators</li> <li>• Health education teachers</li> <li>• School counselor</li> <li>• School nurse</li> <li>• Equity specialists</li> <li>• Parents/guardians</li> <li>• Local faith community leaders</li> <li>• Students</li> </ul>
<b>Chapter 4:</b> <i>Preliminary Curriculum Considerations, Feasibility Analysis</i>	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• Health education and classroom teachers</li> </ul>
<b>Chapter 4:</b> <i>Preliminary Curriculum Considerations, Affordability Analysis</i>	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• District business administrators</li> </ul>
<b>Chapter 5:</b> <i>Curriculum Fundamentals</i>	<ul style="list-style-type: none"> <li>• Health education and classroom teachers</li> </ul>
<b>Chapter 6:</b> <i>Curriculum Module, NHES Standard 1: Core Concepts</i>	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• Health education and classroom teachers</li> <li>• IHE health and education experts</li> <li>• Parents/guardians</li> <li>• Students</li> <li>• Local faith community leaders</li> <li>• Healthcare and public health professionals</li> </ul>
<b>Chapter 6:</b> <i>Curriculum Module, NHES Standards 2–8: Health-Enhancing Skills</i>	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• Health education and classroom teachers</li> <li>• IHE health and education experts</li> </ul>
Overall discussion and decision making about the implications of the HECAT results	<ul style="list-style-type: none"> <li>• Curriculum review (HECAT) coordinator</li> <li>• Health education and classroom teachers</li> <li>• Parents/guardians</li> <li>• Students</li> <li>• Local faith community leaders</li> <li>• Equity specialists</li> <li>• IHE health and education experts</li> <li>• District administrators</li> <li>• Healthcare and public health professionals</li> </ul>

## AFTER COMPLETING THE CURRICULUM ANALYSES

Use the HECAT results to make recommendations for curriculum selection or revision. HECAT users will need to develop a selection or revision process that works best in their setting. The steps below are general recommendations:

### 1. Convene a meeting with health education curriculum review team members to discuss the completed HECAT analyses.

Include any additional individuals who will be responsible for revising locally developed curricula.

### 2. Review the scores and comments.

Review the scores for Chapter 4 (*Preliminary Curriculum Considerations*) and determine whether to eliminate any curricula based on concerns about the accuracy and acceptability of content, feasibility, and cost.

Determine review team members' recommendations for overcoming problems identified in Chapter 4. All team members should share their comments from the *Accuracy Analysis* and *Acceptability Analysis* of locally developed curricula so that appropriate updates can be made during revision.

### 3. Reach a consensus on final scores for Chapter 4 for each curriculum.

If reviewers' scores are not consistent, try to reach consensus. Focus the discussion on those items for which there is a difference of 2 or more points, such as "0" and "3" or "1" and "4". If consensus is not possible, average the scores. If scores are already consistent among review members, use the opportunity for team members to explain their scores.

Once consensus is reached, team members can make specific recommendations on how to improve the curriculum to achieve a score of "3" or "4" in each area. If scores for a locally developed curriculum are consistently low ("0" or "1"), consider eliminating the current curriculum and developing a new one.

### 4. If not done prior to review, identify any items from Chapters 4 and 5, and the Health Topic Module, that the team believes are substantially more important than other items.

The HECAT analyzes areas that reflect a quality curriculum and characteristics of effective health education curricula. However, the analysis areas appear to be of equal value (4 point maximum).

The tool does not weigh one area over another. For example, in Chapter 5—*Curriculum Design* has the same scoring value as Promoting Healthy Norms. The review team should determine the relative importance of scores based on their specific educational priorities, needs, and values and decide which area or criterion warrants more value. This often becomes more evident to review team members during analysis or after analysis is completed. For example, the team might decide that the *Promoting Healthy Norms* score is more important than the *Curriculum Design* score, or in the Chapter 6, *Health Topic Modules*, the *Student Skill Practice* score is more important than the *Skill Expectations* score.

By highlighting the more important areas and items on the overall summary form, the review team can use these highlighted HECAT scores to refine the ranking of curricula and focus the revision priorities.

### 5. Rank curricula.

If using the HECAT to review one curriculum, skip to step 6. If comparing more than one curriculum, use the Chapter 3: *Overall Summary Form: Multiple Curriculum Comparison Scores* and rank curricula from strongest to weakest.

Consider the following when ranking curricula:

- Each criteria and score stands on its own. Do not add the scores to calculate a "total" score or average score for each curriculum.
- Review Chapter 4 scores to determine if accuracy, acceptability, feasibility, or affordability scores and comments should affect the ranking of a curriculum. For example, a curriculum's overall ranking might be reduced because it requires considerably more revision or supplementation than another curriculum that was initially ranked lower but requires no revision.
- Review the curriculum fundamentals (Chapter 5) and determine which curriculum scores highest in most of these fundamentals, especially in the areas that your team believes are of greatest importance.
- Review the concepts and essential skills (Chapter 6, Health Topic Module[s]) and

determine which curriculum scores the highest in the application of concepts and skills, especially in the areas that the team believes are of greatest importance. It is unlikely that any single grade level, topic-specific curriculum will adequately address all skills. Reviewers will need to determine the skills most appropriate for that specific topic area.

The *National Health Education Standards (NHES)* were developed for comprehensive school health education curricula which address many health topics across multiple grade levels. When reviewing a single topic-specific curriculum, consider its strengths and weaknesses in relation to the strengths and weaknesses of other health education curricula that also will be used. Some weaknesses might be eliminated when considered in the context of these other curricula.

Be sure to compare and rank only those curricula that have similar objectives. For example, compare and rank only a middle school tobacco-free curriculum to other middle school tobacco-free curricula and compare and rank an elementary comprehensive health education curriculum to other elementary comprehensive education health curricula.

## 6. If required, make curricula and analyses available to public for comment.

Drawing upon a health education curriculum review team that represents a broad range of school and community perspectives can help ensure that the analysis results and curriculum recommendations match the interests of the public. However, some school boards might require or recommend that curricular materials also be available for general public review and comment. To facilitate an informed public review, the HECAT coordinator should

- Provide a written summary of each curriculum under consideration, using information from Chapter 2, *General Curriculum Information*.
- Provide a summary of the review process used by health education curriculum review team to analyze a curriculum, using the HECAT.
- Provide a written summary of HECAT scores and the strengths and weaknesses of each curriculum, based on the curriculum review teams' comments. (A curriculum should be made available for public review only after it has undergone HECAT analysis by the curriculum review team.)

- Provide a single copy of each curriculum under consideration.
- Solicit public review and written comments.

## 7. If solicited, review public comments and consider whether the HECAT review team should revise its ranking of the curricula based on the input received.

The HECAT coordinator and members of the review team should examine all public comments, considering the implications of comments for ranking each curriculum.

## 8. Use final ranking and public comments to make curriculum recommendations for selection or improvement.

Use the final ranking to make recommendations for the selection of a packaged curriculum or revisions to a locally-developed curriculum. Assemble these recommendations with a written description of the curriculum, consensus summary of the curriculum's strengths, and additional comments, such as recommendations for use, teacher training, correction of inaccuracies, and plans for supplements to fill gaps.

Submit recommendations and supportive information to appropriate decision makers for final approval.

## 9. Assign curriculum revisions, supplementations, and improvements.

Revisions, supplements, or improvements to a curriculum should be assigned to a writing team made up of review team members or other health educators who have experience and expertise in writing curricula. If content accuracy needs improvement, then a content expert should be included on the writing team.

### The writing team should

1. Examine the review team's written concerns and recommendations.
2. Identify strategies and materials that appropriately address all concerns and recommendations.
3. Develop a plan for integrating the strategies and materials into the curriculum.

The plan and materials should be reviewed and approved by the health education curriculum review team.

## General Instructions

Once the plans, strategies, and materials are approved, the writing team should proceed with revisions. (It might be necessary to seek approval from the publisher if revisions will be made to a commercially-packaged curriculum or if some published lessons will be replaced with locally-developed lessons.)

Once revisions have been made, the health education curriculum review team should have the opportunity to review the revised curriculum before submitting it for approval or use by classroom teachers.

# HECAT: Chapter 2

## General Curriculum Information

This chapter captures general descriptive information that is needed to understand and review any health education curriculum and make a final curriculum selection. One person can complete this curriculum information and provide the results for others. Although most information can be found in the curriculum materials, it might be necessary to contact the publisher, the developer, or a website for information. Skip any items not relevant to the review of a locally-developed curriculum.

### CURRICULUM DESCRIPTION ANALYSIS ITEMS

1. Name of curriculum: \_\_\_\_\_
2. Year published or developed: \_\_\_\_\_ Year revised (if applicable): \_\_\_\_\_
3. Publisher/Developer/Distributor  
 Name: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Website: \_\_\_\_\_ Email: \_\_\_\_\_
4. Summarize the overall goals or focus of the curriculum (e.g., tobacco-use prevention; violence prevention).
5. Who is the intended audience? \_\_\_\_\_  
 General population of students  
 Specific subpopulations (e.g., LGBTQ+ (lesbian, gay, bisexual, transgender, queer/questioning, and other sexual and gender identities) students; students with histories of trauma, abuse, or neglect; BIPOC (black, indigenous, and people of color) students; runaway or homeless students; criminal justice or foster system-involved students; students with intellectual or developmental disabilities or special needs; students who are young parents and caregivers)  
 If checked, identify the subpopulations: \_\_\_\_\_
6. What topics does the curriculum address?  
 (Check all that apply)
 

<input type="checkbox"/> Promoting an alcohol and other drug-free lifestyle (preventing alcohol and other drugs use) <input type="checkbox"/> Promoting healthy eating and nutrition <input type="checkbox"/> Promoting mental and emotional health <input type="checkbox"/> Promoting personal health and wellness <input type="checkbox"/> Promoting physical activity <input type="checkbox"/> Promoting safety and injury prevention	<input type="checkbox"/> Promoting sexual health <input type="checkbox"/> Promoting a tobacco-free lifestyle (preventing tobacco use) <input type="checkbox"/> Preventing violence and intentional injury <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
---	---

General Curriculum Information

7. What grade levels does the curriculum address?

(Check all that apply)

- |   |                                  |                                   |
|---|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9  |
| <input type="checkbox"/> Kindergarten     | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1          | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2          | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 3          | <input type="checkbox"/> Grade 8 |                                   |

8. How many lessons/sessions are in the curriculum? \_\_\_\_\_

9. If appropriate, describe how the lessons are divided by grade level—for example, 10 lessons in Grade 5, 5 lessons in Grade 6—and by health topic, such as 5 lessons on tobacco, 5 lessons on alcohol and other drugs.

- By grade level: \_\_\_\_\_
- By health topic: \_\_\_\_\_

10. Is the curriculum included on a federal registry of programs considered to be exemplary, promising, or effective? (Available at [www.cdc.gov/healthyyouth/adolescenthealth/registries.htm](http://www.cdc.gov/healthyyouth/adolescenthealth/registries.htm).)

- Yes  No

If yes, which list(s)? \_\_\_\_\_

11. Is the curriculum on the state health education curriculum adoption list? (Consult websites or health education personnel in the school district and state to determine if such a list exists in the state and if the curriculum is on that list.)

- Yes  No

12. Was the curriculum developed or adapted with input from youth, adults, or allies of people from backgrounds that have been marginalized (e.g., LGBTQ+, BIPOC)?

- Yes  No  Unsure/Cannot determine

13. According to the developer, does the curriculum match national or state health education standards or frameworks?

- Yes  No

If yes, which standards or frameworks? \_\_\_\_\_

14. Does the developer indicate that the curriculum is based on a specific health behavior theory or theories?

- Yes  No

If yes, which theory or theories? \_\_\_\_\_

If no, does the developer identify another model or framework as a basis for the curriculum?

- Yes  No

If yes, on what model or framework is the content based?

15. If the curriculum is being considered for purchase with federal funds, identify the federal agency funding and if the curriculum is compliant with relevant federal requirements. If not being considered for purchase with federal funds, proceed to #16. (Note: It might not be possible to complete "yes" or "no" responses without a more thorough curriculum review.)

Name of Federal Program \_\_\_\_\_

Does the curriculum meet appropriate federal requirements related to curriculum purchase with these federal funds?

Yes  No

Identify the relevant requirements related to curriculum purchase.

16. Is professional development or training required by the developer to purchase or use curriculum materials?

Yes  No

If yes, what is the required length of training? \_\_\_\_\_ hours. (Note the required training costs in Chapter 4 - Affordability Analysis, item #3).

17. Does professional development or training appear necessary to implement the curriculum effectively?

Yes  No

If yes, who is available to provide this professional development/training?

18. Does the curriculum provide strategies for integrating content from other academic subjects into health education lessons?

Yes  No

If yes, which subjects are integrated into this health education curriculum?

19. Does the curriculum provide guidance about integrating health-related content and skills into other academic subjects (e.g., science or English Language Arts)

Yes  No

If yes, which subjects are listed as appropriate for integrating health-related content and skills from the curriculum?

General Curriculum Information

20. What guidance does the curriculum provide to notify parents, caregivers, and families about the curriculum or content of instruction? (Check all that apply)

- None
- General guidance for teachers
- Specific examples: sample letters outlining curriculum topics and skills, sample text for teacher or school newsletters, webpages, or social media platforms
- Student "opt-in or opt-out" of health education instruction waivers
- Other (describe) \_\_\_\_\_

21. What guidance is provided to help teachers handle potentially sensitive content issues? (Check all that apply)

- None
- Brief and general guidance for school personnel and teachers
- Specific and detailed guidance such as background information, sample text for teacher, additional resources, supplemental materials for students or parents, caregivers, and families
- Other (describe) \_\_\_\_\_

22. What materials, tools, technology, and resources are included as part of the curriculum? (Check all that apply)

What materials are included in the curriculum?	What types of technology are used in the curriculum?	What other supports and services are provided by the publisher/developer as part of the curriculum purchase?
<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Student textbooks</li> <li><input type="checkbox"/> Teaching aids, such as teaching posters or models</li> <li><input type="checkbox"/> Storyboards or bulletin board sets</li> <li><input type="checkbox"/> Sets or individual copies of student worksheets</li> <li><input type="checkbox"/> Reference and research materials</li> <li><input type="checkbox"/> Simulation activities</li> <li><input type="checkbox"/> Student assessment tools</li> <li><input type="checkbox"/> Homework assignments</li> <li><input type="checkbox"/> Learning materials for use by parents, caregivers, and families</li> <li><input type="checkbox"/> Ideas for community service or service-learning experiences</li> <li><input type="checkbox"/> Ideas for field trips</li> <li><input type="checkbox"/> Other (list)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital versions of lesson plans, textbooks, and other teaching materials</li> <li><input type="checkbox"/> Online lessons, activities, or assignments for students</li> <li><input type="checkbox"/> Visuals, such as slides or presentation templates</li> <li><input type="checkbox"/> Videos or audio-recordings</li> <li><input type="checkbox"/> Internet/web/social media platforms (e.g., DVDs/CD-ROMs)</li> <li><input type="checkbox"/> Fitness/health assessment devices, such as heart rate monitors, pedometers, and spirometers</li> <li><input type="checkbox"/> Cameras</li> <li><input type="checkbox"/> Other (list)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum updates for teachers on a website or through newsletters</li> <li><input type="checkbox"/> Professional development available through website</li> <li><input type="checkbox"/> Activities and resources for parents, caregivers, and families available through website</li> <li><input type="checkbox"/> Web page templates to help school districts or schools create their own health education web page</li> <li><input type="checkbox"/> Free/no charge professional development</li> <li><input type="checkbox"/> Free/no charge replacements of consumable items (e.g., student workbooks or instructional materials.)</li> <li><input type="checkbox"/> Other (list)</li> </ul>
<div style="border: 1px solid black; height: 70px; width: 100%;"></div>	<div style="border: 1px solid black; height: 74px; width: 100%;"></div>	<div style="border: 1px solid black; height: 70px; width: 100%;"></div>

## HECAT: Chapter 3

### Overall Summary Forms

---

Chapter 3 includes three forms. The *Individual Curriculum Summary Scores* form (pg. CH3-2) allows HECAT users to consolidate scores across Chapters and modules for a single curriculum. The *Multiple Curriculum Comparison Scores* form (pg. CH3-3) allows HECAT users to compare scores across multiple curriculum or grade spans by consolidating *Individual Curriculum Summary Scores*.

The third *Notes* form (pg. CH3-4) provides space to capture critical comments from throughout the HECAT.

These forms can be used for two purposes: To keep track of progress in completing the HECAT analysis; and as the basis of discussion and decisions by the curriculum review team.

# HECAT: Chapter 3

## OVERALL SUMMARY FORM

### *Individual Curriculum Summary Scores*

**Reviewer's Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use this form to summarize the scores from chapters 4, 5, and 6. As each scoring section in Chapters 4 and 5 and relevant health topic modules in Chapter 6 are completed, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked *Multiple Curriculum Comparison Scores* (page CH3-3) to consolidate scores for more than one curriculum, grade span, or health topic module.

Grade groups	Curriculum Title	Score
<input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		
<b>Chapter 4</b> Preliminary Curriculum Considerations	Accuracy Analysis (pg.CH4-4)	
	Acceptability Analysis (pg. CH4-8)	
	Feasibility Analysis (pg. CH4-9)	
	Affordability Analysis (pg. CH4-14)	
<b>Chapter 5</b> Health Education Curriculum Fundamentals	Curriculum Design (pg. CH5-2)	
	Culturally Responsive and Inclusive Characteristics (pg. CH5-3)	
	Learning Objectives (pg. CH5-4)	
	Teacher Guidance and Preparation (pg. CH5-5)	
	Instructional Strategies and Materials (pg. CH5-6)	
	Skill Teaching Guidance (pg. CH5-7)	
	Student Assessment (pg. CH5-8)	
	Promotion of Norms that Value Positive Health Behaviors (pg. CH5-9)	
	Continuity and Uniformity of CHE Curriculum [CHE-Only] (pg. CH5-10)	
<b>Chapter 6,</b> Health Topic Modules (check all that apply) <input type="checkbox"/> AOD <input type="checkbox"/> FN <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> S <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	<b>Standard 1:</b> Health Information/Concepts (Knowledge Expectations)	
	<b>Standard 2:</b> Analyzing Influences (Skill Expectations)	
	<b>Standard 2:</b> Analyzing Influences (Student Skill Practice)	
	<b>Standard 3:</b> Accessing Valid Information (Skill Expectations)	
	<b>Standard 3:</b> Accessing Valid Information (Student Skill Practice)	
	<b>Standard 4:</b> Communication Skills (Skill Expectations)	
	<b>Standard 4:</b> Communication Skills (Student Skill Practice)	
	<b>Standard 5:</b> Decision Making (Skill Expectations)	
	<b>Standard 5:</b> Decision Making (Student Skill Practice)	
	<b>Standard 6:</b> Goal Setting (Skill Expectations)	
	<b>Standard 6:</b> Goal Setting (Student Skill Practice)	
	<b>Standard 7:</b> Practicing Healthy Behaviors (Skill Expectations)	
	<b>Standard 7:</b> Practicing Healthy Behaviors (Student Skill Practice)	
	<b>Standard 8:</b> Advocating for Health (Skill Expectations)	
<b>Standard 8:</b> Advocating for Health (Student Skill Practice)		

Make additional copies of this form to review other grade spans, curricula, or health topic modules.

# HECAT: Chapter 3

## OVERALL SUMMARY FORM

### *Multiple Curriculum Comparison Scores*

Reviewer's Name \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use this form to compare scores for multiple curricula or grade. List the *Individual Curriculum Summary Scores* for all curricula or grade spans that were reviewed. Make additional copies if necessary.

NOTE: Insert scores for up to three curricula in each score column. \_\_\_\_\_

Grade groups <input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	Curriculum Components	Score	Score	Score
		1	2	3
<b>Chapter 4</b> Preliminary Curriculum Considerations	Accuracy Analysis			
	Acceptability Analysis			
	Feasibility Analysis			
	Affordability Analysis			
<b>Chapter 5</b> Health Education Curriculum Fundamentals	Curriculum Design			
	Culturally Responsive and Inclusive Characteristics			
	Learning Objectives			
	Teacher Guidance and Preparation			
	Instructional Strategies and Materials			
	Skill Teaching Guidance			
	Student Assessment			
	Promotion of Norms that Value Positive Health Behaviors			
	Continuity and Uniformity of CHE Curriculum <b>[CHE-Only]</b>			
<b>Chapter 6,</b> Health Topic Modules (check all that apply) <input type="checkbox"/> AOD <input type="checkbox"/> FN <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> S <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	<b>Standard 1:</b> Health Information/Concepts (Knowledge Expectations)			
	<b>Standard 2:</b> Analyzing Influences (Skill Expectations)			
	<b>Standard 2:</b> Analyzing Influences (Student Skill Practice)			
	<b>Standard 3:</b> Accessing Valid Information (Skill Expectations)			
	<b>Standard 3:</b> Accessing Valid Information (Student Skill Practice)			
	<b>Standard 4:</b> Communication Skills (Skill Expectations)			
	<b>Standard 4:</b> Communication Skills (Student Skill Practice)			
	<b>Standard 5:</b> Decision Making (Skill Expectations)			
	<b>Standard 5:</b> Decision Making (Student Skill Practice)			
	<b>Standard 6:</b> Goal Setting (Skill Expectations)			
	<b>Standard 6:</b> Goal Setting (Student Skill Practice)			
	<b>Standard 7:</b> Practicing Healthy Behaviors (Skill Expectations)			
	<b>Standard 7:</b> Practicing Healthy Behaviors (Student Skill Practice)			
	<b>Standard 8:</b> Advocating for Health (Skill Expectations)			
<b>Standard 8:</b> Advocating for Health (Student Skill Practice)				

**HECAT: Chapter 3**  
**OVERALL SUMMARY FORM**  
*Curriculum Summary Score Notes*

**Notes:**

Summarize critical comments from throughout the HECAT or important information for review team discussions and decisions.

## HECAT: Chapter 4

### Preliminary Curriculum Considerations

---

**Description:** This chapter contains the tools to help analyze and score important general characteristics of any health education curriculum—accuracy, acceptability, feasibility, and affordability. It is useful to consider these characteristics prior to investing more extensive time in reviewing the suitability of curriculum content.

The **Accuracy Analysis** component includes guiding questions, a chart for organizing comments, and a score sheet for rating the accuracy of curriculum content. It should be completed by persons who can assess the accuracy of the health, medical, and scientific information in the curriculum. For example, the analysis team might include health experts, health curriculum specialists, or university researchers who could review the curriculum to ensure that the information is scientifically sound, medically accurate, and current.

The **Acceptability Analysis** component includes guiding questions, a chart for organizing comments, and a score sheet for rating the acceptability of curriculum content. It should be completed by persons who know the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and the health education needs of students. The analysis team could include parents/caregivers, students, school board members, school principals, district health education coordinators, physical

education and health teachers, school counselors, and other persons who work with young people.

The **Feasibility Analysis** component includes an organized set of questions and score sheet for rating the feasibility of curriculum implementation. It should be completed by persons who know if the curriculum can be successfully implemented in the classroom. An analysis team could include teachers, school administrators, a curriculum coordinator, and the health education coordinator of the school district.

The **Affordability Analysis** component includes a set of questions, tables for capturing cost and purchase information, and a scoring sheet for rating the affordability of curriculum materials and curriculum implementation. It should be completed by persons who know how to purchase, implement, and revise a curriculum; can estimate how much it will cost to change the operating procedures of the school; and can identify available resources to cover the costs of the new curriculum. The analysis team could include the curriculum coordinator, district business officer, or school administrator.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing the curricula and to add, delete, or revise them to meet community needs and curriculum requirements.

## Accuracy Analysis

**Directions:** Assess the accuracy of the health, medical, and scientific information in the curriculum. Consider if the information is scientifically sound, medically accurate, and current.

Some questions to consider when analyzing accuracy include

- Does the curriculum use accurate and appropriate terminology?
- Are data, information, and sources of information current?
- Are data medically accurate?
- Are data represented accurately in charts, graphs, and written text?
- Are statements of fact based on data and sound science rather than anecdotal information or subjective opinion?
- Is information about data sources provided so that the accuracy of data and facts can be verified?
- Are facts and information based on appropriate data? For example, are national trends supported with national data rather than state or local data? Are youth trends supported with youth data rather than adult data?
- Do statements of fact or conclusion accurately represent the data? Is the information distorted or exaggerated?
- Are sources of data clear and credible? Are they from a reputable public health or professional source?

If information is unsound, medically inaccurate, subjective, or out of date, complete items A–E on the *Accuracy Analysis Chart* on page CH4-3. Use the directions below to complete the chart.

- A.** In column A, list the page(s) in the curriculum where faulty information appears.
- B.** In column B, briefly describe the errors.
- C.** In column C, indicate how difficult or easy it would be to correct the errors by marking the appropriate checkbox.  
  
For example, inaccurate information in a teacher's guide might be easy to replace with a district-developed teacher supplement. Inaccurate information in a printed textbook might be more difficult to correct, because the developer would have to revise and republish the book.
- D.** In column D, briefly describe what needs to be done to correct the problem.
- E.** In column E, indicate if the corrections would require substantial costs in time or money to complete by marking the appropriate checkbox.

Complete the *Accuracy Analysis Score* on page CH4-4, based on information from the *Accuracy Analysis Chart*.

Transfer the final score to the *Accuracy Analysis* line on the *Overall Summary Form*, Chapter 3.

**Accuracy Analysis Chart**

**Curriculum Name** \_\_\_\_\_

A Page in the curriculum	B Describe the errors	C Indicate the degree of difficulty to correct the errors	D Describe what needs to be done to correct the errors	E Is the correction costly?
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy		<input type="radio"/> Yes <input type="radio"/> No

(Make additional copies of this page if necessary)  
 Proceed to page CH4-4 after completing the Accuracy Analysis Chart

Accuracy Analysis

**Name of Curriculum:** \_\_\_\_\_

**Name of Reviewer(s):** \_\_\_\_\_ Credentials \_\_\_\_\_

**Accuracy Analysis Score:** Using the information from the Accuracy Analysis Chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably completed.

**(Write the score in the Accuracy Analysis Score box below.)**

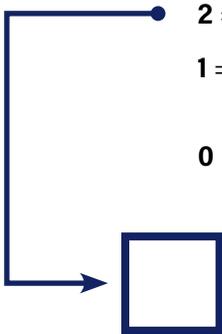
**4** = No corrections are necessary.

**3** = A few minor errors or problems are evident, but they are easy to correct.

**2** = Many minor errors or problems are evident, but they are easy to correct.

**1** = Major errors and problems are evident, and one would be difficult or costly to correct.

**0** = Major errors and problems are evident, and more than one would be difficult or costly to correct.



**Accuracy Analysis Score:** Transfer the score from this box to the Accuracy line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of **"0"** indicates that the curriculum should be eliminated from further consideration.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and to meet the curriculum requirements of the school district.

## Acceptability Analysis

**Directions:** Assess the acceptability of the curriculum based on the expectations of the school and community for health education materials; state and local policies, frameworks, and standards that guide health education; and health education needs of students.

Review the curriculum to determine if the text, pictures, graphics, and other materials:

- Are appropriate for the intended audience. (See Note 1 on page CH4-6)
- Are compatible with community norms.
- Avoid promoting biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, age, ability, or sexual orientation.
- Are consistent with state statutes, state or district policy, codes, and frameworks.

Some questions to consider when analyzing acceptability. Does the curriculum:

- Address the health problems that affect youth, families, and the community?
- Address issues and experiences that are important to improve health-promoting decisions, practices, and behaviors of the students?
- Affirm all students, including groups of students that historically have been marginalized, (e.g., LGBTQ+ students; students with histories of trauma, abuse, or neglect; BIPOC students; runaway or homeless students' criminal justice or foster system-involved students; students with disabilities or special needs; students who are young parents and caregivers), and address their unique experiences, learning, and developmental needs? (See Note 2 on page CH4-6 for information related to the analysis of sexual health curricula.)
- Include language relevant and appropriate for the students and the community?
- Consistently feature individuals with diverse characteristics (e.g., different ethnicities, nationalities, body types)?
- Reflect the diversity of races, cultures, sexes, genders, identities, abilities, perspectives, and beliefs found in families, the school, or the community?
- Include information and learning experiences, such as student-family activities, that reflect the diversity of races, cultures, sexes, genders, identities, abilities perspectives, and beliefs of students and families?
- Acknowledge and support the roles of parents/caregivers, family, and community members in promoting healthy behaviors among youth?
- Omit stigmatizing and fear-based messaging related to health behaviors and experiences?
- Use images, stories, information, or learning experiences that avoid stereotyping people based on race, ethnicity, gender, religion, culture, country of origin, sex, age, sexual orientation, or ability? (See Note 2 on page CH4-6 for information related to the analysis of sexual health curricula.)
- Avoid perpetuating negative stereotypes and beliefs about identities that historically have been marginalized (e.g., assumptions about communities of color to have low educational attainment and/or income) through images, information, stories, or learning experiences?
- Avoid presenting health-related situations and problems as caused exclusively by the individual and instead acknowledge the societal context?
- Address issues required by statute or policy, including the health requirements identified in the health education framework or course of study?
- Include information and material consistent with health education frameworks and other guidance?
- Recognize the validity and integrity of knowledge systems based in communities that historically have been marginalized (e.g., communities of color, collectivist cultures, matriarchal societies, and non-dominant religions)?
- Use information or materials that violate health education requirements, education codes, or mandates?
- Include sponsorship, information, or materials that reflect an inappropriate marketing message that attempts to influence teachers and students, such as
  - » Marketing a particular brand or product?
  - » Advocating a position that might conflict with the school's mission?
  - » Communicating a message that conflicts with health education outcomes and objectives?

## Acceptability Analysis

If text, pictures, graphics, and other materials are unacceptable, complete items A–E on the *Acceptability Analysis Chart* on page CH4-7. Use the following directions to complete the chart.

- A.** In column A, list the page(s) in the curriculum where unacceptable information or depictions appear.
- B.** In column B, briefly describe the piece of information or depiction that is incompatible, biased, or inconsistent with policies, frameworks or standards.
- C.** In column C, indicate the degree to which the information or depiction is inappropriate, incompatible, biased, or inconsistent with policies, frameworks, or standards by marking the appropriate checkbox.
- D.** In column D, briefly describe what needs to be done to correct the problem.
- E.** In column E, indicate how difficult or easy it would be to correct the information or depiction or eliminate it from the curriculum without affecting the quality of the curriculum by marking the appropriate checkbox.

*For example, an unacceptable teaching strategy described in a teacher’s guide might be easy to replace with a district-developed supplemental lesson; whereas, culturally biased information in a printed textbook might be more difficult to correct, because the developer would have to revise and republish the book.*

Complete the *Acceptability Analysis Score* on page CH4-8 based on information from the *Acceptability Analysis Chart*.

### **Note 1:**

Although the HECAT ensures analysis of appropriateness (developmental, racial/ethnic, cultural, age), it does not provide standards or any criterion for determining what is and what is not appropriate. These standards or criteria should be determined at the local school district level and should be applied consistently in the review of all curricula under review or development.

### **Note 2:**

A curriculum that addresses sexual health outcomes and promotes responsible sexual behavior solely from a heterosexual, cisgender perspective might not be relevant to young people who identify as bisexual, gay or lesbian or who engage in same-sex sexual behavior. An inclusive curriculum incorporates information, skills, and learning activities that apply to students regardless of gender identity or expression, and sexual orientation (e.g., gender-neutral or sexual orientation-neutral language). It may be necessary to recommend supplemental curriculum materials to increase relevance of a sexual health curriculum for all students. It may also be necessary to identify other resources, outside of the health education curriculum, to effectively meet the sexual health promotion needs of students who identify as lesbian, gay, bisexual, transgender, queer/questioning (LGBTQ) or who engage in same-sex sexual behaviors.

**Acceptability Analysis Chart** **Curriculum Name**

A Page in the curriculum	B Describe the unacceptable information	C Indicate the degree of unacceptability	D Describe what needs to be done to correct the problems	E Indicate the degree of difficulty to correct the information/depiction
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy
		<input type="radio"/> Serious <input type="radio"/> Minor		<input type="radio"/> Very difficult <input type="radio"/> Difficult <input type="radio"/> Easy <input type="radio"/> Very Easy

(Make additional copies of this page if necessary)  
 Proceed to page CH4-8 after completing the Accuracy Analysis Chart

Acceptability Analysis

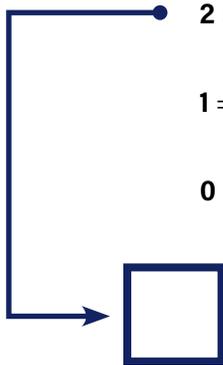
**Name of Curriculum:** \_\_\_\_\_

**Name of Reviewer(s):** \_\_\_\_\_ Credentials \_\_\_\_\_  
\_\_\_\_\_ Credentials \_\_\_\_\_  
\_\_\_\_\_ Credentials \_\_\_\_\_  
\_\_\_\_\_ Credentials \_\_\_\_\_  
\_\_\_\_\_ Credentials \_\_\_\_\_

**Acceptability Analysis Score:** Using the information from the *Acceptability Analysis Chart*, score the curriculum based on its overall acceptability and the extent to which the correction of any errors can be reasonably completed.

**(Write the score in the Acceptability Analysis Score box below.)**

- 4** = All information and materials are acceptable, and no corrections are necessary.
- 3** = A few minor pieces of information or material are unacceptable, but they can be easily corrected or eliminated.
- 2** = Many pieces of information and material are unacceptable, but they can be easily corrected or eliminated.
- 1** = Many pieces of information and material are unacceptable, and one is difficult or costly to correct or eliminate.
- 0** = Many pieces of information and material are unacceptable, and more than one is difficult or costly to correct or eliminate.



**Acceptability Analysis Score:** Transfer the score from this box to the Acceptability line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of **"0"** indicates that the curriculum should be eliminated from further consideration.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and to meet the curriculum requirements of the school district.

## Feasibility Analysis

**Directions:** Assess the feasibility of the curriculum for implementation in the classroom or online. Complete each item below. Record notes and comments to justify scores and inform group discussions and decisions.

**Name of Curriculum:** \_\_\_\_\_

1. **Can the curriculum be reasonably implemented by most health education teachers and others who might use this curriculum? (For example, is there is sufficient background information, clear guidance for skill building, sufficient instructional guidance to complement most teachers' knowledge and abilities?)**

Yes     No

**Notes:**

2. **Can the curriculum be implemented within the available classroom or instructional time?**

Yes     No but time can be adjusted to accommodate     No, it is far too long

**Notes:**

**Feasibility Analysis Score:** Using the information from above, provide a score that indicates the feasibility of implementing the curriculum. **(Write the score in the Feasibility Analysis Score box below.)**

4 = Feasible

3 = Probably feasible

2 = Possibly feasible

1 = Probably not feasible

0 = Not feasible



**Feasibility Analysis Score:** Transfer the score from this box to the Feasibility line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of "0" indicates that the curriculum should be eliminated from further consideration.

## Affordability Analysis

**Directions:** Assess the affordability of the initial curriculum material costs, implementation costs, and the costs required to sustain the curriculum. Complete each item below. Record notes to justify scores and inform group discussions and decisions.

**Name of Curriculum:** \_\_\_\_\_

### 3. What is the initial cost of curriculum materials?

Items	Unit Cost	Number of Units Needed	Total Cost (Unit cost X number of units needed)
Core curriculum (a breakdown of separate grade-specific or topic-specific materials might be necessary.)	\$		\$
Necessary instructional materials that are not included as part of the core curriculum, such as teacher's guides, videos, CD's, digital materials.	\$		\$
Required consumable student materials.	\$		\$
Other:	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$		\$
Optional supplemental materials, including suggested, but not required, consumable materials.	\$		\$
<b>Total Initial Curriculum Material Costs</b>	\$		\$

**Notes:**

#### 4. What is the cost of sustaining the curriculum materials annually?

Items	Unit Cost	Number of Units Needed	Total Cost (Unit cost X number of units needed)
Core curriculum (a breakdown of separate grade-specific or topic-specific materials might be necessary.)	\$		\$
Necessary instructional materials that are not included as part of the core curriculum, such as teacher's guides, videos, CD's, digital materials.	\$		\$
Required consumable student materials.	\$		\$
Other:	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$		\$
Optional supplemental materials, including suggested, but not required, consumable materials.	\$		\$
<b>Total Initial Curriculum Material Costs</b>	\$		\$

#### Notes:

**5. What are the additional financial costs related to curriculum implementation?**

Items	Initial Cost	Annual Cost
Additional staff	\$	\$
Professional development costs and training fees	\$	\$
Paying substitutes to cover classes	\$	\$
Other:	\$	\$
Other:	\$	\$
<b>Total Additional Costs</b>	<b>\$</b>	<b>\$</b>

**Notes:**

**6. What funds are available for curriculum purchase and implementation?**

Source	Available Immediately	Available Annually
	\$	\$
	\$	\$
	\$	\$
	\$	\$
	\$	\$
<b>Total Additional Costs</b>	<b>\$</b>	<b>\$</b>

**Notes:**

**7. Funding Summary**

<b>Funding</b>	<b>Funding Costs</b>	<b>Annual Cost</b>
<b>Costs of materials</b>	Initial Cost: (Amount from #1)	Annual Cost: (Amount from #2)
<b>Additional costs for implementation</b>	Initial Cost: (Amount from #3)	Annual Cost: (Amount from #3)
<b>Funds available for purchase and implementation</b>	Immediately: (Amount from #4)	Annual Cost: (Amount from #4)

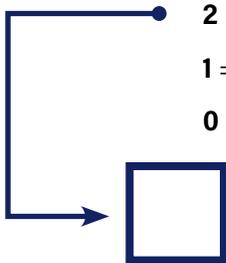
**Notes:****8. Identify and describe the changes needed in staffing, facilities, and schedules to make sure lessons can be implemented as written. Briefly note any that require a cost in dollars, time, or effort.****Notes:**

9. Consider any costs that would be involved in revising the curriculum to ensure that the materials and lessons are accurate and acceptable. See notes on the Accuracy Analysis Chart (pg. CH4-3) and on the Acceptability Analysis Chart (pg. CH4-7).

Notes:

**Affordability Analysis Score:** Using the information in items 1-7, score the affordability of implementing the curriculum. **(Write the score in the Affordability Analysis Score box below.)**

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Definitely not affordable



**Affordability Analysis Score:** Transfer the score from this box to the Affordability line on the *OVERALL SUMMARY FORM* (Chapter 3). A score of "0" indicates that the curriculum should be eliminated from further consideration.

# HECAT: Chapter 5

## Curriculum Fundamentals

---

**Description:** This chapter contains the tools to help analyze and score important characteristics that are fundamental to the review of any curriculum; they are applied here to health education curricula. These include the curriculum design, culturally responsive and inclusive characteristics, learning objectives, teacher guidance and preparation, instructional strategies and materials, and student assessment. Because teaching health skills and promoting healthy personal and social norms are fundamental to health education, this chapter also contains questions to guide the assessment of these curriculum characteristics. The curriculum fundamentals analysis should be completed by persons who understand curriculum design, instruction, assessment, and health education content (e.g., health education coordinators, teachers, curriculum specialists, school principals, assessment specialists, and persons who work with young people.)

The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to revise or replace items to reflect community needs and to meet the curriculum requirements of the school district.

**Directions:** Assess a curriculum guided by the criteria asked in 8 fundamental areas:

1. Curriculum Design
2. Culturally Responsive and Inclusive Characteristics
3. Learning Objectives
4. Teacher Guidance and Preparation
5. Instructional Strategies and Materials
6. Teaching Health Skills
7. Student Assessment
8. Promoting Healthy Norms.

For each fundamental area, check each criterion that applies to the health education curriculum under review.

When reviewing a comprehensive health education curriculum (CHE),<sup>1</sup> assess the criteria in all 8 fundamental areas to determine if each is met for most or all of the topics and grade spans. Complete the additional fundamental analysis, Continuity and Uniformity of CHE Curriculum.

Add up the total number of checks to arrive at a summary score for each fundamental area. Record notes and comments to justify scores and to inform group discussions and decisions.

Transfer scores to the appropriate Curriculum Fundamental line on the Chapter 3, *Overall Summary Form*.

---

<sup>1</sup> A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; focuses on more than one grade level; and includes a wide range of learning activities to address multiple health outcomes.

Name of the Curriculum: _____			
Grade spans addressed by the curriculum (Check any that apply)			
Pre-K-2	3-5	6-8	9-12

Complete the **Curriculum Design** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

**Curriculum Design—Check the box if:**

**Criteria Met**

1. The design, colors, graphics, and language are engaging, appropriate, and current.
2. Most or all of the necessary support materials, such as student texts, teacher guidance, audiovisuals, and teaching aids, are provided to achieve the learning objectives.
3. Most or all of the time a progressive sequence has been established so that each lesson plan reinforces content and skills covered in the one before it and sets the stage for the next one.
4. Most or all learning experiences reinforce adopting and maintaining specific health-enhancing behaviors.

**Curriculum Design Score**

(Total number of checks)



Transfer this score to the *Curriculum Design* line on the *Overall Summary Form* (Chapter 3).

**Notes:**

Name of the Curriculum: \_\_\_\_\_

Grade spans addressed by the curriculum (Check any that apply)

Pre-K–2

3–5

6–8

9–12

Complete the **Culturally Responsive and Inclusive (CR&I) Characteristics**<sup>1</sup> score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

## CR&I Characteristics—Check the box if:

## Criteria Met

1. Tailors health content and skills to specific student demographics (e.g., race, ethnicity, sex, age, grade), identities, health behaviors, and lived experiences.
2. Consistently incorporates diverse identities, cultures, narratives, and beliefs throughout curriculum lessons, activities, and assessments.
3. Considers the social determinants of individual and community health from diverse social, cultural, political, and historical contexts across health topic areas.
4. Provides opportunities for students to think critically about individual (e.g., implicit bias) and systemic (e.g., institutionalized racism) factors that perpetuate health disparities and serve as barriers to health equity.
5. Incorporates strategies to help students navigate or combat stressors (e.g., discrimination, harassment, stereotypes) and systems of oppression<sup>2</sup> that negatively impact health.
6. Features data, scenarios, and examples that communicate a positive framing of health and human development; representing people of diverse races, classes, sexes, genders, abilities, and sexual orientations through strengths, achievements, and assets rather than perceived deficits.

### CR&I Characteristics Score

(Total number of checks)




Transfer this score to the *Culturally Responsive and Inclusive Characteristics* line on the *Overall Summary Form* (Chapter 3).

### Notes:

<sup>1</sup> Adapted from: J. Bryan-Gooden, M. Hester, & L. Q. Peoples (2019). *Culturally Responsive Curriculum Scorecard*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University

<sup>2</sup> Any system designed to hinder a group of individuals (usually a minority) from accessing resources and privileges available to another.

Name of the Curriculum: _____			
Grade spans addressed by the curriculum (Check any that apply)			
Pre-K-2	3-5	6-8	9-12

Complete the **Learning Objectives** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

Learning Objectives—Check the box if:

Criteria Met

1. The learning objectives address cognitive, affective, and skills domains.
2. Most or all of the learning objectives are written clearly and measurable.
3. Most or all of the learning objectives address important concepts and skills that support healthy behavior outcomes. *(See page 1 of each relevant Chapter 6 health topic module for a list of applicable Healthy Behavior Outcomes)*
4. Most or all of the learning objectives are consistent with health education standards or course of study.

**Learning Objectives Score**

(Total number of checks)



Transfer this score to the *Learning Objectives* line on the *Overall Summary Form* (Chapter 3).

**Notes:**

Name of the Curriculum: \_\_\_\_\_

Grade spans addressed by the curriculum (Check any that apply)

Pre-K-2

3-5

6-8

9-12

Complete the **Teacher Guidance and Preparation** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

## Teacher Guidance and Preparation—Check the box if: Criteria Met

1. Background information is provided to ensure the teacher has sufficient knowledge about the health topic.
2. Clear, step-by-step procedures are provided to implement the curriculum.
3. Essential learning materials, handouts, assessment strategies and other instructional tools are provided to reduce teacher preparation time.
4. Guidance is provided to help the teacher adapt materials or differentiate instruction based on students' learning needs.
5. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.
6. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment, and resources.
7. Guidance is provided to help engage students' parents, caregivers, and families to enhance health lessons.

### Teacher Guidance and Preparation Score

(Total number of checks)

Transfer this score to the *Teacher Guidance and Preparation* line on the *Overall Summary Form* (Chapter 3).

### Notes:

Name of the Curriculum: _____			
Grade spans addressed by the curriculum (Check any that apply)			
Pre-K-2	3-5	6-8	9-12

Complete the **Instructional Strategies and Materials** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

**Instructional Strategies and Materials—Check the box if:** **Criteria Met**

1. Most or all of the instructional strategies use interactive, experiential methods that actively engage students in learning and help them personalize the information (e.g., cooperative learning, group discussions, problem solving, role playing, and skill practice).
2. Most or all of the instructional strategies, materials, and learning experiences are culturally responsive to and inclusive of the students being served.
3. Most or all of the instructional strategies, materials, and learning experiences are developmentally appropriate to meet the different learning needs of the students to be served.
4. Instructional strategies or activities are provided to expand learning opportunities outside of the classroom, such as take-home activities, investigative assignments, and field trips.

**Instructional Strategies and Materials Score** 

(Total number of checks)

Transfer this score to the *Instructional Strategies and Materials* line on the *Overall Summary Form* (Chapter 3).

**Notes:**

Name of the Curriculum: \_\_\_\_\_

Grade spans addressed by the curriculum (Check any that apply)

Pre-K-2

3-5

6-8

9-12

Complete the **Teaching Health Skills**<sup>3</sup> score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

## Teaching Health Skills—Check the box if:

## Criteria Met

1. Guidance is provided for the teacher to model or demonstrate the health skills to students most or all of the time.
2. Directions are provided to help the teacher guide students' in-class skills practice most or all of the time.
3. Teaching strategies or coaching tips are provided to help the teacher guide students' independent practice of skills most or all of the time.
4. Clear criteria (in the form of rubrics, checklists, or other instruments) are provided, to help the teacher assess and provide feedback to students on their performance of health skills, most or all of the time.

**Teaching Health Skills Score** \_\_\_\_\_ →

(Total number of checks)

Transfer this score to the *Teaching Health Skills* line on the *Overall Summary Form* (Chapter 3).

### Notes:

<sup>3</sup> Teaching should focus on skills that enable students to build personal confidence, deal with social pressures, and avoid or reduce risk behaviors. These skills include, analyzing influences, assessing accuracy of information and services, communication, refusal, negotiation, planning and goal-setting effective decision-making, self-management and practice, and advocacy.

Name of the Curriculum: _____			
Grade spans addressed by the curriculum (Check any that apply)			
Pre-K-2	3-5	6-8	9-12

Complete the **Student Assessment** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

**Student Assessment—Check the box if:**

**Criteria Met**

1. A variety of student assessments, such as multiple choice, short answer, and essay tests, and performance events, tasks, and portfolios are provided to measure students' knowledge acquisition and skill performance.
2. Most or all student assessments are age- and developmentally appropriate.
3. More or all student assessments are culturally responsive and inclusive.
4. Scoring criteria, such as rubrics or scoring guides, are provided to help assess most or all of student work.
5. Opportunities for students to assess their own skill progress and concept understanding, such as personal checklists, are provided most or all of the time.

**Student Assessment Score**

(Total number of checks)



Transfer this score to the *Student Assessment* line on the *Overall Summary Form* (Chapter 3).

**Notes:**

Name of the Curriculum: \_\_\_\_\_

Grade spans addressed by the curriculum (Check any that apply)

Pre-K-2

3-5

6-8

9-12

Complete the **Promoting Healthy Norms** score by checking the box for each criterion that applies to the curriculum under review and summing the checks. When reviewing a comprehensive health curriculum (CHE), check only when the criteria is met for most or all of the topic areas and grade spans.

## Promoting Healthy Norms—Check the box if:

## Criteria Met

1. Opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching are provided.
2. Activities designed to influence the behavior of other students and family members are included, such as school-wide media campaigns and activities that encourage parents, guardians, or caregivers to practice healthy behaviors.
3. Activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors are provided. For example, activities are included that use youth behavior data to point out how few young people engage in an unhealthy behavior or how many engage in a healthy behavior.
4. Strategies to actively engage parents and caregivers in promoting healthy values and behaviors are included, such as student-family homework assignments that allow parents and caregivers to express their values and beliefs that support healthy behaviors and discourage risky behaviors.
5. Opportunities for students to assess their own skill progress and concept understanding, such as personal checklists, are provided most or all of the time.

### Promoting Healthy Norms Score

(Total number of checks)




Transfer this score to the *Promoting Healthy Norms* line on the *Overall Summary Form* (Chapter 3).

### Notes:

Name of the Curriculum: _____			
Grade spans addressed by the curriculum (Check any that apply)			
Pre-K-2	3-5	6-8	9-12

**Assess this fundamental only as it applies to the review of a comprehensive health education curriculum (CHE).**

*A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; focuses on more than one grade span; and includes a wide range of learning activities to address multiple health outcomes.*

Complete the **Continuity and Uniformity of CHE Curriculum** score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Continuity and Uniformity of CHE Curriculum—Check the box if:      Criteria Met

1. The curriculum includes an intentional sequence and reinforcement of concepts from one grade span to the next.
2. The curriculum includes an intentional sequence and reinforcement of skills from one grade span to the next.
3. The curriculum includes multiple health topics across multiple grade spans.
4. The curriculum has consistent elements (e.g. units and lessons) and structure (e.g. format and layout).

**Continuity and Uniformity of CHE Curriculum Score** →

(Total number of checks)

Transfer this score to the *Continuity and Uniformity of CHE Curriculum* line on the *Overall Summary Form* (Chapter 3).

**Notes:**

# HECAT: Chapter 6

## Overview of Modules

Chapter 6 contains modules to address specific health-topic curricula and comprehensive health education curricula. Each module contains a description of the health topic to be addressed, including the Healthy Behavior Outcomes (HBOs) relevant for a curriculum in that topic area.

**The following is a list of Chapter 6 modules:**

1. **AOD:** Alcohol and Other Drugs
2. **FN:** Food and Nutrition
3. **MEH:** Mental and Emotional Health
4. **PHW:** Personal Health and Wellness
5. **PA:** Physical Activity
6. **S:** Safety
7. **SH:** Sexual Health
8. **T:** Tobacco
9. **V:** Violence Prevention
10. **CHE:** Comprehensive Health Education

Each Chapter 6 module is intended to be completed by a curriculum review team. See Chapter 1, Figure 2 for team assignments.

All modules use the *National Health Education Standards*<sup>1</sup> as the framework for analysis. This framework helps determine the extent to which the curriculum is likely to enable students' mastery of the essential knowledge (Standard 1) and skills (Standards 2–8) that promote healthy behaviors.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the HBOs, knowledge expectations, and skill expectations before using any module to analyze a curriculum. Users should add, delete, or revise items to meet community needs and curriculum requirements.

## Selecting the Appropriate Topic Module

If a curriculum clearly focuses on a single topic, such as tobacco, use the module that addresses that topic (e.g., Module T). If a curriculum focuses on Healthy Behavior Outcomes related to only two or three topics and it is clear that the curriculum is intentionally limited only to those topics (e.g., only nutrition and physical activity; or only sexual health and violence prevention), use the two or three topic-specific Chapter 6 modules that address these topics (e.g., Modules FN and PA; Modules SH and V).

If a curriculum is determined to be a comprehensive health education curriculum, use the CHE module. A curriculum should be considered a comprehensive health education curriculum if it

- focuses on numerous and diverse health topics and issues.
- integrates a wide range of knowledge expectations and skill expectations across multiple topics and grades.

- incorporates uniform instructional methodology and assessment strategies across topics and grades.
- intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills within and across grade groups.

The CHE module should not be used to analyze a single topic curriculum (even if the curriculum under review addresses all grades pre-K–12). Using the CHE module for analyzing a single topic curriculum will be cumbersome, confusing, and an inefficient use of the review team's time.

Likewise, multiple single-topic modules should not be used to analyze a comprehensive curriculum. Sifting through multiple modules would be an arduous task. But, more importantly, there are important internal aspects of a comprehensive curriculum that would be missed.

<sup>1</sup> The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence* (2nd Edition). Atlanta, GA: American Cancer Society; 2007.

## Selecting the Appropriate Topic Module

The analysis of a comprehensive curriculum should examine the extent to which a curriculum

1. addresses priority knowledge expectations in multiple health topics, within a single grade level and across grade spans.
2. addresses specific skills (and skill expectations) in particular health topics and at particular grade spans (e.g., explaining how to locate school health helpers who can help reduce or avoid violence, in Violence, grade pre-K–2; or demonstrating effective peer resistance skills to avoid or reduce sexual risk behaviors, in Sexual Health, grade 6–8).
3. provides sufficient opportunities for students to practice essential skills across the curriculum. (Even though every skill is not practical for every topic within each grade span, multiple opportunities to practice all essential skills should be provided somewhere in the curriculum.)

These aspects of the CHE analysis components are not found in single-topic modules.

The analysis of a comprehensive health education curriculum, using the CHE modules, requires significant time and attention. There are more knowledge and skill expectations to be analyzed in a comprehensive curriculum than in a single topic curriculum. A comprehensive health education curriculum requires a greater depth of analysis of multiple topics compared to a single topic curriculum. It also requires an additional breadth of analysis across topics and grade groups not necessary in the analysis of a single topic curriculum.

A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; focuses on more than one grade level; and includes a wide range of learning activities to address multiple health outcomes.



# HECAT: Module AOD

## ALCOHOL- AND OTHER DRUG-USE PREVENTION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote an alcohol- and other drug-free lifestyle. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K–12 alcohol- and other drug-free curriculum should enable students to...

- HBO 1.** Use prescription and over-the-counter medications correctly.
- HBO 2.** Avoid misuse and abuse of over-the-counter and prescription drugs.
- HBO 3.** Avoid the use of alcohol.
- HBO 4.** Avoid the use of illegal drugs.
- HBO 5.** Avoid driving while under the influence of alcohol and other drugs.
- HBO 6.** Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- HBO 7.** Quit using alcohol and other drugs if already using.
- HBO 8.** Support others to be alcohol- and other drug-free.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which a curriculum is likely to enable students to master essential knowledge and skills that promote an alcohol- and other drug-free lifestyle.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain an alcohol- and drug-free lifestyle. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged

to review the HECAT analysis items before reviewing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of alcohol- and other drug-use prevention curricula. If a curriculum focuses on additional topics, such as mental and emotional health or safety, use these modules as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum being reviewed.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which a curriculum addresses knowledge required to achieve the selected alcohol- and other drug-free Healthy Behavior Outcomes (HBOs, page AOD-1). The HECAT lists essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page AOD-3. The relationship between each knowledge expectation and HBO is noted in parentheses next to each knowledge expectation.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents the topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, AOD1.5.1 would represent Alcohol and Other Drugs, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages AOD-3 through AOD-9).
2. Decide if any knowledge expectations need to be deleted or modified, or if any additional expectations should be added to meet the needs of the community or to conform to curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of knowledge expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page AOD-10.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- AOD1.2.1** Identify how household products are harmful if intentionally inhaled or absorbed. (HBO 1)
- AOD1.2.2** Differentiate between candy or other household substances (e.g., laundry pods) and other medications. (HBO 1)
- AOD1.2.3** Describe how to use medications correctly. (HBO 1 & 2)
- AOD1.2.4** Describe the importance of adult supervision of medication use. (HBO 1 & 2)
- AOD1.2.5** Explain the harmful effects of medications when used incorrectly. (HBO 1 & 2)
- AOD1.2.6** Describe the potential risks associated with use of over-the-counter medications. (HBO 1 & 2)
- AOD1.2.7** Differentiate between helpful medications (e.g., acetaminophen, antibiotics) and harmful drugs (e.g., alcohol, nicotine). (HBO 1, 3 & 4)
- AOD1.2.8** Identify school rules about use of medications. (HBO 1 & 2)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD1.5.1** Explain why household products are harmful if intentionally inhaled or absorbed. (HBO 1)
- AOD1.5.2** Define over-the-counter medication (e.g., something you can buy off the store shelf) and prescription medication. (HBO 1 & 2)
- AOD1.5.3** Explain the benefits of medications when used correctly. (HBO 1 & 2)
- AOD1.5.4** Explain how to use medications correctly. (HBO 1 & 2)
- AOD1.5.5** Describe potential risks associated with inappropriate use of over-the-counter medications. (HBO 1 & 2)
- AOD1.5.6** Describe potentials risks associated with inappropriate use of prescription medications. (HBO 1 & 2)
- AOD1.5.7** Describe the importance of not sharing medications. (HBO 1 & 2)
- AOD1.5.8** Explain the difference between medications and illicit drugs. (HBO 2 & 4)
- AOD1.5.9** Identify the risks associated with alcohol and marijuana use. (HBO 3 & 4)
- AOD1.5.10** Identify short- and long-term effects of illicit drug use, misuse of prescription or over-the-counter medications, and inappropriate use of alcohol or marijuana. (HBO 1, 2, 3 & 4)
- AOD1.5.11** Identify family and school rules about alcohol- and other drug-use. (HBO 3, 4 & 8)

## Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD1.8.1** Define and differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)
- AOD1.8.2** Distinguish between proper use and abuse of over-the-counter medications. (HBO 1 & 2)
- AOD1.8.3** Distinguish between proper use and abuse of prescription medications. (HBO 1 & 2)
- AOD1.8.4** Describe how to read and interpret directions for over-the-counter and prescription medications. (HBO 1 & 2)
- AOD1.8.5** Describe why it is important to use over-the-counter and prescription medications as directed. (HBO 1 & 2)
- AOD1.8.6** Explain the dangers of sharing medications. (HBO 1 & 2)
- AOD1.8.7** Describe how to safely store medications. (HBO 1)
- AOD1.8.8** Summarize the physical and mental effects of using alcohol, marijuana, and illicit drugs. (HBO 2, 3 & 4)
- AOD1.8.9** Determine the immediate and long-term impacts of alcohol- and other drug-use on the brain, including impacts on decision-making. (HBO 3, 4, 5 & 6)
- AOD1.8.10** Explain the potential effects of mixing any type of medication or drug with another (sometimes called poly-drug use). (HBO 2, 3 & 4)
- AOD1.8.11** Determine reasons why people choose to abstain from or misuse alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3 & 4)
- AOD1.8.12** Explain why using alcohol and other drugs is an unhealthy way to manage stress. (HBO 2, 3 & 4)
- AOD1.8.13** Determine the benefits of being drug-free. (HBO 2, 3, 4 & 8)
- AOD1.8.14** Describe positive alternatives to using alcohol and other drugs. (HBO 2, 3, 4 & 8)
- AOD1.8.15** Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)
- AOD1.8.16** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)
- AOD1.8.17** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 5 & 6)
- AOD1.8.18** Explain school policies and community laws about alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3, 4 & 8)

**Alcohol and Other Drugs, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

### Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD1.12.1** Differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)
- AOD1.12.2** Differentiate between proper use and abuse of over-the-counter medications. (HBO 1 & 2)
- AOD1.12.3** Differentiate between proper use and abuse of prescription medications. (HBO 1 & 2)
- AOD1.12.4** Describe how to read and interpret prescription and over-the-counter medication labels. (HBO 1 & 2)
- AOD1.12.5** Describe how to store medications safely. (HBO 1)
- AOD1.12.6** Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use). (HBO 2, 3 & 4)
- AOD1.12.7** Describe the harmful effects of binge drinking. (HBO 3 & 4)
- AOD1.12.8** Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications. (HBO 2, 3 & 4)
- AOD1.12.9** Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships. (HBO 2, 3 & 4)
- AOD1.12.10** Explain the effects of alcohol- and other drug-use during pregnancy. (HBO 2, 3 & 4)
- AOD1.12.11** Evaluate situations that could lead to the use of alcohol and other drugs. (HBO 2, 3 & 4)
- AOD1.12.12** Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress. (HBO 2, 3 & 4)
- AOD1.12.13** Analyze why individuals choose to use or not to use alcohol and other drugs. (HBO 2, 3 & 4)
- AOD1.12.14** Analyze short- and long-term benefits of remaining alcohol- and drug-free. (HBO 2, 3, 4 & 8)
- AOD1.12.15** Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HBO 2, 3, 4, 5, 6 & 8)
- AOD1.12.16** Analyze the relationship between alcohol- and other drug-use and the major causes of death and disease in the United States. (HBO 2, 3, 4, 5 & 6)
- AOD1.12.17** Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)
- AOD1.12.18** Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)

**Alcohol and Other Drugs, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining an alcohol- and drug-free lifestyle.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD1.12.19** Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HBO 3 & 7)
- AOD1.12.20** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 5 & 6)
- AOD1.12.21** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 5 & 6)
- AOD1.12.22** Analyze how addiction to alcohol and other drugs can be treated. (HBO 7 & 8)
- AOD1.12.23** Analyze how alcohol and drug cessation programs can be successful. (HBO 7 & 8)
- AOD1.12.24** Summarize family rules, school rules, and community laws about alcohol- and other drug-use. (HBO 2, 3, 4, 5, 6 & 8)

## Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**

—————→

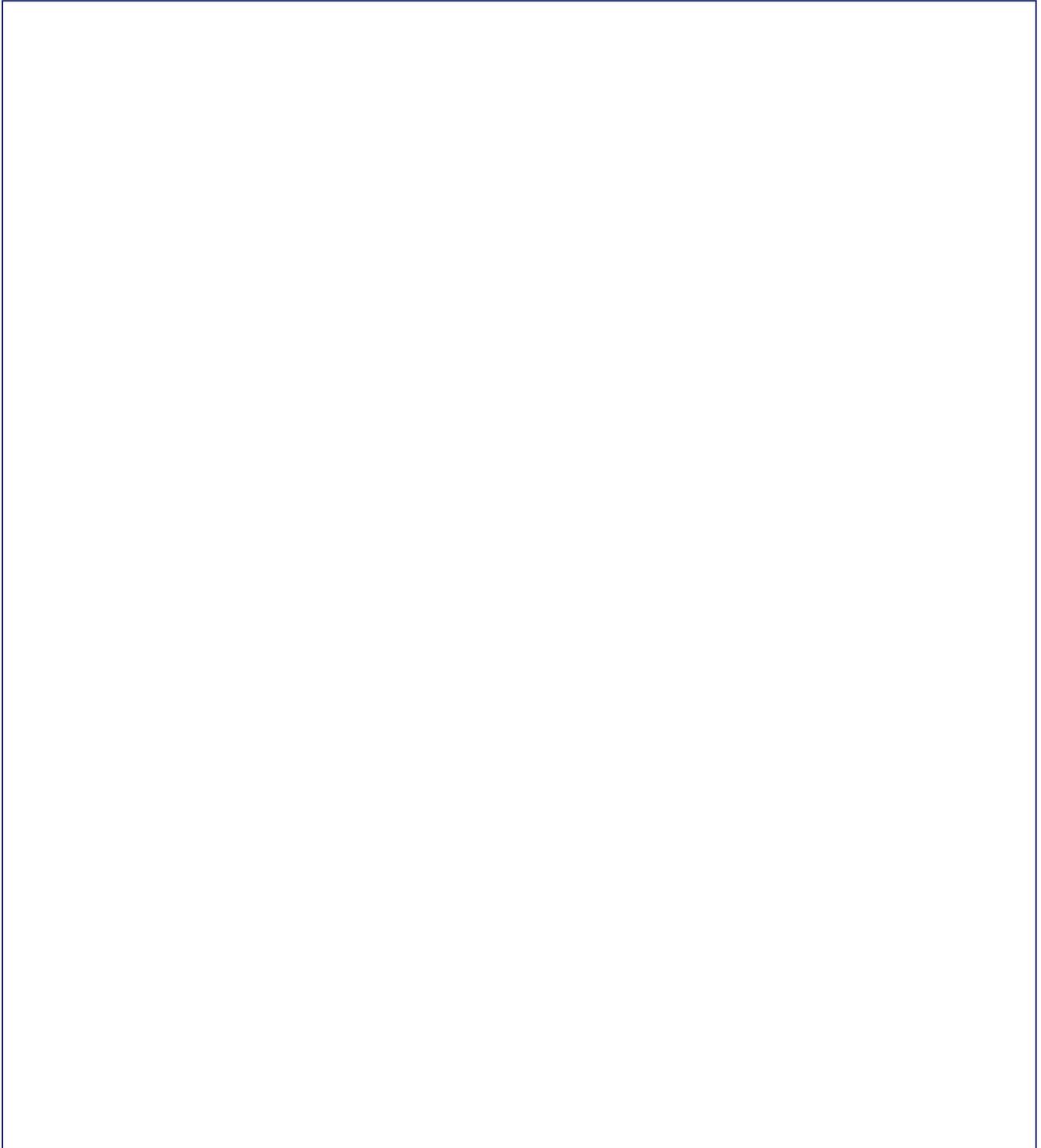
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for students to write their notes. It occupies the majority of the page's vertical space.

## Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected alcohol- and other drug-free Healthy Behavior Outcomes (HBOs, page AOD-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the alcohol- and other drug-specific skill expectations for each grade span. The alcohol- and other drug-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8. There are some grade spans for which alcohol- and other drug-related skill expectations are not applicable. These include the statement “NA - Skill expectations are not identified for this grade span.”

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to Appendix 4 for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, AOD3.5.1 would represent Alcohol and Other Drugs, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2-8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- AOD2.2.1** Identify how family influences medication safety and adherence (i.e., taking medicine as prescribed by a healthcare provider).
- AOD2.2.2** Identify how school personnel can influence medication safety and adherence.
- AOD2.2.3** Identify how media and technology can influence medication safety and adherence.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD2.5.1** Identify how culture influences practices and behaviors related to alcohol use.
- AOD2.5.2** Identify how peers influence practices and behaviors related to alcohol use.
- AOD2.5.3** Identify how community influences practices and behaviors related to alcohol use.
- AOD2.5.4** Describe how family and culture influence practices and behaviors related to alcohol use.
- AOD2.5.5** Describe how school and community settings influence practices and behaviors related to alcohol use.
- AOD2.5.6** Describe how media and technology influence practices and behaviors related to alcohol use.
- AOD2.5.7** Describe how peers influence practices and behaviors related to alcohol use.

## Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., legal drinking age) influence alcohol- and other drug-related practices and behaviors.
- AOD2.8.2** Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.3** Explain how social expectations influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.4** Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.5** Describe how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).
- AOD2.8.6** Analyze how family and culture influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.7** Analyze how school and community settings influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.8** Analyze how media and technology influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.9** Analyze how peers influence alcohol- and other drug-use practices and behaviors.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD2.12.1** Explain how public health policies influence alcohol- and other drug-use practices and behaviors.
- AOD2.12.2** Analyze how culture supports and challenges alcohol- and other drug-use beliefs, practices, and behaviors.
- AOD2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.
- AOD2.12.4** Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol- and other drug-use behaviors.
- AOD2.12.5** Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).
- AOD2.12.6** Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug use.
- AOD2.12.7** Analyze how school and community settings influence practices and behaviors related to alcohol- and other drug-use.
- AOD2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to alcohol- and other drug-use.
- AOD2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on practices and behaviors related to alcohol- and other drug-use.
- AOD2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support prevention or cessation of alcohol and other drugs for oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE **STANDARD 2:**  
**ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)**  
LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3).**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on alcohol- and other drug-use related behaviors.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- AOD3.2.1** Identify trusted adults at home who can help with taking prescription and over-the-counter medications.
- AOD3.2.2** Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescription and over-the-counter medications.
- AOD3.2.3** Explain how to locate school or community health helpers who can help with information about prescription and over-the-counter medications.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD3.5.1** Describe characteristics of valid information for over-the-counter and prescription medications.
- AOD3.5.2** Demonstrate how to locate sources of valid information for over-the-counter and prescription medications.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD3.8.1** Analyze the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- AOD3.8.2** Analyze the validity of information for alcohol- and other drug-use prevention.
- AOD3.8.3** Describe situations that call for professional alcohol- and other drug-use treatment services.
- AOD3.8.4** Determine the availability of valid alcohol- and other drug-use cessation products.
- AOD3.8.5** Access valid alcohol- and other drug-use prevention information from home, school, or community.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**Skill EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD3.12.1** Evaluate the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- AOD3.12.2** Evaluate the validity of information for alcohol- and other drug-use prevention.
- AOD3.12.3** Evaluate the validity of alcohol- and other drug-use prevention and cessation products.
- AOD3.12.4** Evaluate the validity of alcohol- and other drug-use treatment services.
- AOD3.12.5** Determine the accessibility of valid alcohol- and other drug-use prevention and cessation products.
- AOD3.12.6** Determine the accessibility of valid alcohol- and other drug-use treatment services.
- AOD3.12.7** Determine when professional alcohol- and other drug-use cessation services may be required.
- AOD3.12.8** Use resources that provide valid alcohol- and other drug-use prevention information.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- AOD4.2.1** Demonstrate effective refusal skills, including firmly saying “no” and moving away, when offered medications or other drugs by someone other than a trusted adult.
- AOD4.2.2** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medications other drugs by someone other than a trusted adult.

### Additional Skill Expectations


**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid taking someone else's prescription medication.
- AOD4.5.2** Demonstrate effective verbal and nonverbal communication skills to avoid alcohol- and other drug-use.
- AOD4.5.3** Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.5.4** Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol- or other drug-use.
- AOD4.5.5** Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or drugs.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD4.8.1** Demonstrate the use of effective verbal and nonverbal communication to avoid taking someone else's prescription medication.
- AOD4.8.2** Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol- and other drug-use.
- AOD4.8.3** Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.8.4** Demonstrate effective peer resistance skills to avoid or reduce alcohol- and other drug-use.
- AOD4.8.5** Demonstrate effective negotiation skills to avoid or reduce exposure to alcohol- and other drug-use.
- AOD4.8.6** Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.8.7** Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol- or other drug-use.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD4.12.1** Demonstrate effective communication skills to avoid taking someone else's prescription medication.
- AOD4.12.2** Demonstrate effective communication skills to be alcohol- and other drug-free.
- AOD4.12.3** Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.12.4** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol- and other drug-use.
- AOD4.12.5** Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.12.6** Demonstrate how to offer assistance to help others quit alcohol- or other drug-use.

### Additional Skill Expectations


**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit alcohol- and other drug-use.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- AOD5.2.1** Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medications in unsafe ways.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD5.5.1** Identify situations that need a decision related to alcohol- and other drug-use prevention.
- AOD5.5.2** Decide when help is needed and when it is not needed to make a decision to not use alcohol or other drugs.
- AOD5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to alcohol- and other drug-use.
- AOD5.5.4** Identify options and their potential outcomes when making a decision related to alcohol- and other drug-use.
- AOD5.5.5** Choose a healthy option when making a decision about alcohol and other drug prevention.
- AOD5.5.6** Describe the final outcome of a decision related to alcohol- and other drug-use.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD5.8.1** Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.
- AOD5.8.2** Determine when situations related to alcohol- and other drug-use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).
- AOD5.8.3** Distinguish when decisions related to alcohol- and other drug-use should be made individually or with the help of others.
- AOD5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.
- AOD5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to alcohol- and other drug-use.
- AOD5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol- and other drug-use.
- AOD5.8.7** Choose a healthy alternative when making a decision related to alcohol- and other drug-use.
- AOD5.8.8** Analyze the effectiveness of a final outcome of a decision related to alcohol- and other drug-use.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades 6-8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD5.12.1** Examine barriers to making a decision to be alcohol- and other drug-free.
- AOD5.12.2** Determine the value of applying thoughtful decision making related to alcohol- and other drug-use.
- AOD5.12.3** Justify when an individual or collaborative decision related to alcohol- and other drug-use is appropriate.
- AOD5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.
- AOD5.12.5** Generate alternatives when making a decision related to alcohol- and other drug-use.
- AOD5.12.6** Predict the potential short-term and long-term consequences of alternatives when making a decision related to alcohol- and other drug-use.
- AOD5.12.7** Choose a healthy alternative when making a decision related to alcohol- and other drug-use.
- AOD5.12.8** Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using alcohol or other drugs.
- AOD5.12.9** Evaluate the effectiveness of decisions related to alcohol- and other drug-use.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit alcohol- and other drug-use.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** No alcohol- and other drug-related skill expectations are identified for this standard at this grade span. Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO THE STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD6.5.1** Set a realistic goal to be alcohol- and drug-free.
- AOD6.5.2** Track progress toward achieving a personal goal to be alcohol- and drug-free.
- AOD6.5.3** Identify resources that can help achieve a personal goal to be alcohol- and drug-free.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD6.8.1** Assess personal practices related to alcohol- and other drug-use.
- AOD6.8.2** Set a realistic personal goal to be alcohol- and other drug-free.
- AOD6.8.3** Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and other drug- free.
- AOD6.8.5** Use strategies and skills to achieve a personal goal to be alcohol- and other drug-free.
- AOD6.8.6** Set a realistic personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.7** Assess the barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.8** Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.9** Use strategies and skills to achieve a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

## Additional Skill Expectations



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD6.12.1** Assess personal practices and behaviors related to alcohol- and other drug-use.
- AOD6.12.2** Set a realistic goal to remain alcohol- and other drug-free, to quit using alcohol or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.12.3** Assess the barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.4** Develop a plan to attain a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.6** Use strategies to overcome barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.7** Formulate an effective long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.

## Additional Skill Expectations



---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be alcohol- and other drug-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades Pre-K-2 Student Skill Expectations:** No alcohol- and other drug-related skill expectations are identified for this standard at this grade span. Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 3–5 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD7.5.1** Describe practices and behaviors to prevent alcohol use, avoid taking others' prescription medications, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.5.2** Demonstrate healthy alcohol- and other drug-use prevention practices and behaviors.
- AOD7.5.3** Commit to practicing healthy alcohol- and other drug-use prevention behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 6–8 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD7.8.1** Explain the importance of being responsible for being alcohol- and other drug-free.
- AOD7.8.2** Analyze personal practices and behaviors that reduce or prevent alcohol- and other drug-use.
- AOD7.8.3** Demonstrate alcohol- and other drug-use prevention practices and behaviors to improve the health of oneself and others.
- AOD7.8.4** Commit to practicing healthy alcohol- and other drug-use prevention behaviors.
- AOD7.8.5** Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 9–12 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD7.12.1** Analyze the role of individual responsibility for being alcohol- and other drug-free.
- AOD7.12.2** Evaluate personal practices and behaviors that reduce or prevent alcohol- and other drug-use.
- AOD7.12.3** Demonstrate alcohol-use prevention behaviors and practices to improve the health of oneself and others.
- AOD7.12.4** Commit to being alcohol- and other drug-free.
- AOD7.12.5** Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.12.6** Commit to not driving a motor vehicle while under the influence of alcohol or other drugs.

### Additional Skill Expectations


**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain an alcohol- and other drug-free lifestyle.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- AOD8.2.1** Make requests to others (e.g., family members) to avoid harmful household products, medications, or drugs.

### Additional Skill Expectations



---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades 3–5 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- AOD8.5.1** Give factual information about the benefits of being alcohol- and other drug-free.
- AOD8.5.2** State personal beliefs about the dangers related to alcohol- and other drug-use.
- AOD8.5.3** Demonstrate how to persuade others to be alcohol- and other drug-free.
- AOD8.5.4** Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.5.5** Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades 6–8 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- AOD8.8.1** State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
- AOD8.8.2** Persuade others to be alcohol- and other drug-free.
- AOD8.8.3** Persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.8.4** Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.8.5** Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
- AOD8.8.6** Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades 9–12 Student Skill Expectations:** Check the box next to any added alcohol- and other drug-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- AOD8.12.1** State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
- AOD8.12.2** Persuade others to be alcohol- and other drug-free.
- AOD8.12.3** Persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.12.4** Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.12.5** Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
- AOD8.12.6** Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to alcohol- and other drug-use.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to alcohol and other drugs. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module FN

## FOOD AND NUTRITION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote healthy eating patterns. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 food and nutrition curriculum should enable students to...

- HBO 1.** Follow a healthy eating pattern that meets individual preferences and needs for growth and development.
- HBO 2.** Choose a variety of options within each food group.
- HBO 3.** Eat lots of fruits and vegetables.
- HBO 4.** Choose to eat whole grain products.
- HBO 5.** Choose to eat or drink fat-free or low-fat dairy or fortified dairy alternatives.
- HBO 6.** Drink lots of water.
- HBO 7.** Avoid sugary drinks.
- HBO 8.** Limit foods high in added sugars, saturated fats, trans fats, and sodium.
- HBO 9.** Choose to eat or drink nutrient-dense foods and beverages when dining.
- HBO 10.** Prepare good-tasting, nutrient-dense foods for yourself and others.
- HBO 11.** Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget.
- HBO 12.** Support healthy eating patterns for others.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master essential knowledge and skills that promote healthy eating patterns.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain healthy eating patterns. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the HECAT analysis items before reviewing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of food and nutrition curricula. If a curriculum focuses on additional topics, such as physical activity, use these modules as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes for food and nutrition (HBOs, page FN-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page FN-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and expectation item number. For example, FN1.5.1 would represent Food and Nutrition, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages FN-3 through FN-9).
2. Decide if any of the knowledge expectations need to be deleted or modified, or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some others might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page FN-11.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN1.2.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.2.2** Discuss the importance of people trying food several times before deciding if they like it. (HBO 1, 2, 3, 4, 5, 9, 11 & 12)
- FN1.2.3** Explain the importance of choosing nutrient-dense foods and beverages that help people feel good. (HBO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11)
- FN1.2.4** Explain the importance of eating different foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.2.5** Identify a variety of healthy, good-tasting, nutrient-dense snacks. (HBO 2, 3, 4, 5, 8 & 11)
- FN1.2.6** Identify the benefits of drinking water. (HBO 6 & 7)
- FN1.2.7** Describe the types of foods and beverages that should be limited (e.g., sugary drinks). (HBO 1, 6, 7, 8 & 9)
- FN1.2.8** Describe the benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.2.9** Describe how to keep food safe from harmful germs. (HBO 10)
- FN1.2.10** Describe what it feels like to be hungry and full. (HBO 1, 11 & 12)
- FN1.2.11** Identify healthy eating patterns that provide energy and help the body grow and develop. (HBO 1, 2 & 12)
- FN1.2.12** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

## Additional Knowledge Expectations

---



---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67-99%)**
- 2 = some of the knowledge expectations. (34-66%)**
- 1 = a few of the knowledge expectations. (1-33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN1.5.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.5.2** Name the food groups and a variety of nutritious food and beverage choices for each food group. (HBO 1, 2, 3, 4 & 5)
- FN1.5.3** Describe the components of a healthy meal. (HBO 1, 2, 3, 4 & 5)
- FN1.5.4** Describe the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)
- FN1.5.5** Explain the importance of eating a variety of foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.5.6** Describe the benefits of consuming enough water. (HBO 6 & 7)
- FN1.5.7** Identify sugary drinks. (HBO 7 & 9)
- FN1.5.8** Identify foods that are high in added sugars, sodium, and saturated or trans fat. (HBO 1, 8 & 9)
- FN1.5.9** Identify sources of healthy fats (e.g., unsaturated fats and oils). (HBO 8)
- FN1.5.10** Describe the health benefits of limiting the consumption of saturated or trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.5.11** Describe how to make or choose good-tasting, nutrient-dense snacks. (HBO 10 & 11)
- FN1.5.12** Explain why breakfast should be eaten every day. (HBO 1 & 12)
- FN1.5.13** Describe methods to keep food safe from germs. (HBO 10)
- FN1.5.14** Explain the concept of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.5.15** Describe the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.5.16** Describe what it feels like to be hungry and full. (HBO 1 & 12)
- FN1.5.17** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

**Food and Nutrition, Grades 3–5 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.

**Grades 3-5 Knowledge Expectations (continued):** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

### Additional Knowledge Expectations

\_\_\_\_\_  
 \_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN1.8.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.8.2** Describe the importance of eating a variety of foods to meet daily nutrient and energy needs. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.3** Describe the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.8.4** Summarize a variety of nutrient-dense food choices for each food group. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.5** Explain why individuals may have different nutritional needs. (HBO 1, 11 & 12)
- FN1.8.6** Summarize the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)
- FN1.8.7** Explain the similarities and differences in nutritional value and food sources for protein, fats, and carbohydrates. (HBO 1, 2, 3, 4 & 5)
- FN1.8.8** Identify foods that provide key nutrients including fiber, iron, calcium, potassium, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.8.9** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 3, 4 & 8)
- FN1.8.10** Identify examples of whole grain foods. (HBO 4)
- FN1.8.11** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10 & 11)
- FN1.8.12** Summarize the benefits of consuming enough water. (HBO 6 & 7)
- FN1.8.13** Identify sugary drinks. (HBO 7 & 9)
- FN1.8.14** Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.8.15** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.8.16** Describe the importance of eating breakfast every day. (HBO 1 & 12)
- FN1.8.17** Explain the relationship between access to healthy foods and personal food choices. (HBO 9, 10, 11 & 12)

**Food and Nutrition, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.**

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN1.8.18** Explain how to select nutrient-dense foods when dining out. (HBO 7, 8, 9, 11 & 12)
- FN1.8.19** Describe major chronic diseases and their relationship to eating and physical activity patterns. (HBO 1 & 12)
- FN1.8.20** Analyze the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.8.21** Identify healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.8.22** Describe the benefits of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.8.23** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.8.24** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN1.12.1** Describe the recommendations of the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.2** Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.3** Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy eating pattern. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.4** Identify food sources that provide key nutrients including fiber, calcium, potassium, iron, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.12.5** Describe the importance of choosing a variety of foods and beverages to meet daily nutrient and energy needs. (HBO 1, 2 & 12)
- FN1.12.6** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.12.7** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 2, 4 & 8)
- FN1.12.8** Describe a balanced vegetarian eating pattern. (HBO 1, 3, 4, 10 & 12)
- FN1.12.9** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.12.10** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10)
- FN1.12.11** Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.12.12** Summarize how to identify nutrient-dense food selections when dining out. (HBO 8, 9 & 11)
- FN1.12.13** Describe the benefits of avoiding energy drinks. (HBO 6 & 7)
- FN1.12.14** Summarize the relationship between access to food and personal food choices. (HBO 7, 8, 9, 10 & 11)
- FN1.12.15** Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10)
- FN1.12.16** Describe the relationship between nutrition and overall health. (HBO 1, 11 & 12)
- FN1.12.17** Identify characteristics of a "fad diet." (HBO 1, 2 & 12)

**Food and Nutrition, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a healthy eating pattern.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each food- and nutrition-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN1.12.18** Analyze healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.12.19** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.12.20** Explain the effects of eating disorders on healthy growth and development. (HBO 1 & 12)
- FN1.12.21** Identify signs of eating disorders. (HBO 12)
- FN1.12.22** Analyze the benefits of healthy eating patterns. (HBO 1 & 12)
- FN1.12.23** Describe the benefits of eating meals with family and friends. (HBO 11 & 12)

### Additional Knowledge Expectations


**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the majority of the page's vertical space.

## Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes for food and nutrition (HBO, page FN-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards 2–8* describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the healthy eating-specific skill expectations for each grade group. The healthy eating-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations in Appendix 4 for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, FN3.5.1 would represent Food and Nutrition, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN2.2.1** Identify how family can influence food choices and other eating practices and behaviors.
- FN2.2.2** Identify how school personnel can influence food choices and other eating practices and behaviors.
- FN2.2.3** Identify how media and technology can influence food choices and other eating practices and behaviors.
- FN2.2.4** Explain that the purpose of food advertisements (e.g., commercials, billboards, sponsored content, and product placement) is to make people want to eat more of certain foods.
- FN2.2.5** Describe positive influences on food choices and other eating practices and behaviors.
- FN2.2.6** Describe negative influences on food choices and other eating practices and behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN2.5.1** Identify how culture influences food choices and other eating practices and behaviors.
- FN2.5.2** Identify how peers influence food choices and other eating practices and behaviors.
- FN2.5.3** Identify how community influences food choices and other eating practices and behaviors.
- FN2.5.4** Describe how family and culture influence food choices and other eating practices and behaviors.
- FN2.5.5** Describe how school and community settings influence food choices and other eating practices and behaviors.
- FN2.5.6** Describe how media and technology influence food choices and other eating practices and behaviors.
- FN2.5.7** Explain that the purpose of food advertisements (e.g., product placement, commercials, billboards, sponsored content) is to make people want to eat more of that food.
- FN2.5.8** Describe how peers influence food choices and other eating practices and behaviors.

## Additional Skill Expectations

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., food safety guidelines) influence food choices and other eating practices and behaviors.
- FN2.8.2** Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.3** Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.4** Explain how personal values and beliefs influence food choices and other eating practices and behaviors.
- FN2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
- FN2.8.6** Analyze how family and culture influence food choices and other eating practices and behaviors.
- FN2.8.7** Analyze how school and community influence food choices and other eating practices and behaviors.
- FN2.8.8** Analyze how media and technology influence food choices and other eating practices and behaviors.
- FN2.8.9** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.8.10** Analyze how peers influence food choices and other eating practices and behaviors.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

→

TRANSFER THIS SCORE TO THE STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN2.12.1** Explain how public health policies and guidelines influence food choices and other eating practices and behaviors.
- FN2.12.2** Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.
- FN2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.12.4** Analyze how personal attitudes, values, and beliefs influence food choices and other eating practices and behaviors.
- FN2.12.5** Analyze how laws, rules, and regulations influence food choices and other eating practices and behaviors.
- FN2.12.6** Analyze how school and community influence food choices and other eating practices and behaviors.
- FN2.12.7** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.12.8** Analyze how media and technology influence personal, family, and community food choices and other eating practices and behaviors.
- FN2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on food choices and other eating practices and behaviors.
- FN2.12.10** Analyze the factors that influence safe, accessible, equitable, and affordable opportunities for healthy eating practices and behaviors for oneself and others.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on establishing and maintaining a healthy eating pattern.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN3.2.1** Identify trusted adults at home who can help promote healthy eating practices and behaviors.
- FN3.2.2** Identify trusted adults and professionals in school (e.g., classroom teacher, school nurse) who can help promote healthy eating practices and behaviors.
- FN3.2.3** Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating practices and behaviors.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN3.5.1** Describe characteristics of valid nutrition information.
- FN3.5.2** Describe characteristics of food advertising.
- FN3.5.3** Demonstrate how to locate sources of valid nutrition information.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN3.8.1** Analyze the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.8.2** Analyze the validity of nutrition products (e.g., dietary supplements, cleanses, detox).
- FN3.8.3** Describe situations that call for professional nutrition services.
- FN3.8.4** Access valid nutrition information from home, school, or community.
- FN3.8.5** Identify false or misleading claims on food packaging and promotions.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN3.12.1** Evaluate the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.12.2** Evaluate the validity of nutrition products (e.g., dietary supplements, cleanses, detox).
- FN3.12.3** Evaluate the validity of nutrition services (e.g., credentialed professionals, food assistance programs).
- FN3.12.4** Determine the accessibility of valid nutrition products.
- FN3.12.5** Determine when professional nutrition services may be required.
- FN3.12.6** Determine the accessibility of valid nutrition services.
- FN3.12.7** Use resources that provide valid nutrition information.
- FN3.12.8** Use valid nutrition products when needed or appropriate.
- FN3.12.9** Use valid nutrition services when needed or appropriate.
- FN3.12.10** Identify false or misleading claims on food packaging and promotions.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a healthy eating pattern.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN4.2.1** Demonstrate effective refusal skills to avoid unhealthy food choices and promote a healthy eating pattern.
- FN4.2.2** Demonstrate how to ask for food in response to internal hunger signals.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN4.5.1** Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.
- FN4.5.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.5.3** Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices.
- FN4.5.4** Demonstrate how to effectively ask for help to improve personal food choices.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN4.8.1** Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.
- FN4.8.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.8.3** Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
- FN4.8.4** Demonstrate effective negotiation skills to avoid or reduce exposure to unhealthy food choices.
- FN4.8.5** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.8.6** Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN4.12.1** Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.
- FN4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce unhealthy food choices.
- FN4.12.3** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.12.4** Demonstrate how to effectively support others in improving food choices and eating behaviors.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain a healthy eating pattern.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN5.2.1** Identify situations that need a food- and nutrition-related decision.
- FN5.2.2** Identify how family, peers, culture, technology, or media influence a food- and nutrition-related decision.
- FN5.2.3** Explain the potential positive and negative outcomes from a food- and nutrition-related decision.
- FN5.2.4** Describe when help is needed and when it is not needed to make a food- and nutrition-related decision.

### Additional Skill Expectations

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN5.5.1** Identify situations that need a decision related to food and nutrition (e.g., when a peer offers a soft drink).
- FN5.5.2** Decide when help is needed and when it is not needed to make a decision related to food and nutrition.
- FN5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to food and nutrition.
- FN5.5.4** Identify options and their potential outcomes when choosing foods and beverages.
- FN5.5.5** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.5.6** Describe the final outcome of a decision related to food and nutrition.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN5.8.1** Identify circumstances that help or hinder making choices that support a healthy eating pattern.
- FN5.8.2** Determine when situations require a decision related to a healthy eating pattern.
- FN5.8.3** Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
- FN5.8.4** Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to food and nutrition.
- FN5.8.5** Distinguish between healthier and less healthy alternatives of a decision related to eating behaviors.
- FN5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to food and nutrition.
- FN5.8.7** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.8.8** Analyze the effectiveness of a final outcome of a decision related to food and nutrition.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN5.12.1** Examine barriers to making a decision related to food and nutrition.
- FN5.12.2** Justify when individual or collaborative decision making related to health eating behaviors is appropriate.
- FN5.12.3** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to food and nutrition.
- FN5.12.4** Generate alternatives when making a decision related to eating behaviors.
- FN5.12.5** Predict the potential short- and long-term consequences of alternatives to decisions related to food and nutrition.
- FN5.12.6** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.12.7** Evaluate the effectiveness of decisions related to food and nutrition.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote healthy eating patterns.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN6.2.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.2.2** Take steps to achieve a personal goal to improve eating patterns.
- FN6.2.3** Identify people who can help achieve a personal goal to improve eating patterns.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN6.5.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.5.2** Track progress toward achieving a personal goal to improve eating patterns.
- FN6.5.3** Identify resources that can help achieve a personal goal to improve eating patterns.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN6.8.1** Assess personal eating practices.
- FN6.8.2** Set a realistic personal goal to improve eating patterns.
- FN6.8.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.8.4** Apply strategies to overcome barriers to achieving a personal goal to improve eating patterns.
- FN6.8.5** Use strategies and skills to achieve a personal goal to improve eating patterns.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN6.12.1** Assess personal eating practices and behaviors.
- FN6.12.2** Set a realistic personal goal related to improve eating patterns.
- FN6.12.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.12.4** Develop a plan to attain a personal goal to improve eating patterns.
- FN6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to improve eating patterns.
- FN6.12.6** Use strategies to overcome barriers to achieving a personal goal to improve eating patterns.
- FN6.12.7** Formulate an effective long-term plan to achieve a health goal to improve eating patterns.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to food and nutrition, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN7.2.1** Identify practices that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.2.2** Demonstrate healthy eating patterns and behaviors.
- FN7.2.3** Commit to practicing healthy eating patterns and behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN7.5.1** Describe practices that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.5.2** Demonstrate healthy eating patterns and behaviors.
- FN7.5.3** Commit to practicing healthy eating patterns and behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN7.8.1** Explain the importance of being responsible for the personal eating behaviors that are within one’s control.
- FN7.8.2** Analyze eating patterns and behaviors that reduce or prevent health risks.
- FN7.8.3** Demonstrate eating patterns and behaviors to improve the health of oneself and others.
- FN7.8.4** Commit to practicing healthy eating patterns and behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN7.12.1** Analyze the role of individual responsibility in enhancing eating patterns and behaviors.
- FN7.12.2** Evaluate personal healthy eating patterns and behaviors that reduce or prevent health risks.
- FN7.12.3** Demonstrate healthy eating patterns and behaviors to improve the health of oneself and others.
- FN7.12.4** Commit to practicing healthy eating patterns and behaviors.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- FN8.2.1** Make requests to others (e.g., family members) about preferences for healthy eating patterns.
- FN8.2.2** Demonstrate how to encourage peers to make healthy food and beverage choices.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- FN8.5.1** Give factual information to improve the food and beverage selections of others.
- FN8.5.2** State personal beliefs to improve the food and beverage selections of others.
- FN8.5.3** Demonstrate how to persuade others to make healthy food and beverage choices.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- FN8.8.1** State a food and nutrition position, supported with accurate information, to improve the health of others.
- FN8.8.2** Persuade and support others to make positive food and beverage choices that are within their control and influence.
- FN8.8.3** Collaborate with others to advocate for healthy food and nutrition at home, in school, or in the community.
- FN8.8.4** Demonstrate how to adapt food and nutrition messages for different audiences.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each food- and nutrition-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- FN8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating patterns and behaviors.
- FN8.12.2** Use knowledge of available, valid services and health risks of disordered eating to seek professional support for oneself or help peers.
- FN8.12.3** Persuade and support others to make positive choices related to food and nutrition.
- FN8.12.4** Collaborate with others to advocate for improving personal, family, and community food and nutrition.
- FN8.12.5** Encourage school and community environments to promote healthy eating patterns and behaviors.
- FN8.12.6** Adapt food and nutrition messages and communication techniques to reach a specific target audience.
- FN8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.

**Additional Skill Expectations**

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to food and nutrition. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module MEH

## MENTAL AND EMOTIONAL HEALTH CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote mental and emotional health. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 mental and emotional health curriculum should enable students to...

- HBO 1.** Express feelings in a healthy way.
- HBO 2.** Engage in activities that are mentally and emotionally healthy.
- HBO 3.** Manage interpersonal conflict in healthy ways.
- HBO 4.** Prevent and manage emotional stress and anxiety in healthy ways.
- HBO 5.** Use self-control and impulse-control strategies to promote health.
- HBO 6.** Get help for troublesome thoughts, feelings, or actions for oneself and others.
- HBO 7.** Show acceptance of difference in others.
- HBO 8.** Establish and maintain healthy relationships.
- HBO 9.** Practice habits that promote mental and emotional wellbeing.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote mental and emotional health.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that promote mental and emotional health. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of mental and emotional health curricula. If a curriculum focuses on additional topics, such as sexual health or violence prevention, use these modules as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes for mental and emotional health (HBOs, page MEH-1). The HECAT lists essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page MEH-3. The relationship between each knowledge expectation and HBO is noted in the parentheses next to each knowledge expectation.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, MEH1.5.1 would represent Mental and Emotional Health, standard 1, grade span 3-5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages MEH-3 through MEH-11).
2. Decide if any knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page MEH-12.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH1.2.1** Identify different emotions. (HBO 1)
- MEH1.2.2** Describe how different situations can influence feelings. (HBO 1, 2, 3, 4 & 9)
- MEH1.2.3** Describe the relationship between feelings, emotions, and behavior. (HBO 1, 2, 3 & 4)
- MEH1.2.4** Identify appropriate ways to express needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.2.5** Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 4 & 6)
- MEH1.2.6** Identify a trusted parent, caregiver, or adult to talk with about feelings. (HBO 1, 2, 4 & 6)
- MEH1.2.7** Identify characteristics that make people unique or special. (HBO 7)
- MEH1.2.8** Describe what it means to be a good friend. (HBO 7 & 8)
- MEH1.2.9** Identify healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.2.10** Identify relationships in family, school, and community that are caring. (HBO 8)
- MEH1.2.11** Describe self-control. (HBO 5)
- MEH1.2.12** Explain the importance of respecting the personal space and boundaries of others. (HBO 2, 3, 5 & 8)
- MEH1.2.13** Describe the difference between bullying and teasing. (HBO 7 & 8)
- MEH1.2.14** Explain why it is wrong to tease or bully others. (HBO 7 & 8)

## Additional Knowledge Expectations

---



---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67-99%)**
- 2 = some of the knowledge expectations. (34-66%)**
- 1 = a few of the knowledge expectations. (1-33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH1.5.1** Identify internal and external signs that one is experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.5.2** Describe how emotions can change throughout the day. (HBO 1, 3 & 4)
- MEH1.5.3** Identify common patterns among people, activities, and situations that affect emotions and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.5.4** Describe the relationship between feelings, emotions, and behavior. (HBO 1, 2, 3 & 4)
- MEH1.5.5** Identify appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)
- MEH1.5.6** Describe how the expression of emotions or feelings can help or hurt oneself or others. (HBO 5, 6, 7, 8 & 9)
- MEH1.5.7** Describe how mental and emotional health can affect health-related behaviors. (HBO 2, 3, 4 & 9)
- MEH1.5.8** Identify characteristics of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.5.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.5.10** Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.5.11** Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.5.12** Identify causes and effects of stress. (HBO 3 & 4)
- MEH1.5.13** Identify feelings and emotions associated with loss and grief. (HBO 1 & 4)
- MEH1.5.14** Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)
- MEH1.5.15** Describe resilience and how it impacts mental and emotional health. (HBO 1 & 4)
- MEH1.5.16** Describe self-control and how it can benefit mental and emotional health. (HBO 3, 4 & 5)
- MEH1.5.17** Identify a parent, caregiver, or trusted adult to talk with about feelings. (HBO 1, 2, 4 & 6)
- MEH1.5.18** Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2, 4, 6 & 9)
- MEH1.5.19** Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.5.20** Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)
- MEH1.5.21** Identify strategies for effectively communicating feelings to family members, trusted adults, and peers. (HBO 8 & 9)
- MEH1.5.22** Identify healthy strategies to manage difficult relationships with family members and peers. (HBO 3, 8 & 9)
- MEH1.5.23** Describe examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration). (HBO 2, 7, 8 & 9)

**Promoting Mental and Emotional Health, Grades 3–5 continued on next page.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 3–5 Knowledge Expectations (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH1.5.24** Describe what empathy is and why it is important. (HBO 1, 2, 3, 7 & 8)
- MEH1.5.25** Describe the characteristics of a diverse society. (HBO 7)
- MEH1.5.26** Identify characteristics that make people unique or special. (HBO 7, 8 & 9)
- MEH1.5.27** Describe intolerance. (HBO 7)
- MEH1.5.28** Describe different types of bullying (e.g., physical, verbal, social, cyber) and how bullying is different than teasing. (HBO 7 & 8)
- MEH1.5.29** Explain why it is wrong to tease or bully others. (HBO 7 & 8)
- MEH1.5.30** Describe healthy ways to respond if one experiences or witnesses bullying or teasing. (HBO 7 & 8)
- MEH1.5.31** Identify the warning signs when a person may be at risk for harming themselves and when to seek help. (HBO 1, 4 & 6)

## Additional Knowledge Expectations

---



---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH1.8.1** Describe signs and symptoms that one may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.8.2** Describe how brain development and emotions change during adolescence. (HBO 4)
- MEH1.8.3** Describe how emotions can change throughout the day and over time. (HBO 1, 3 & 4)
- MEH1.8.4** Identify situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.5** Describe the importance of being aware of one’s own feelings and emotions and how this can influence behavior. (HBO 1, 2, 3, 4, 5 & 9)
- MEH1.8.6** Explain appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)
- MEH1.8.7** Discuss how the expression of emotions or feelings can help or hurt oneself and others. (HBO 5, 6, 7, 8 & 9)
- MEH1.8.8** Describe characteristics and behaviors of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.8.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.8.10** Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.8.11** Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.8.12** Identify personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.8.13** Describe ways the body can react to stressful situations and ways to reduce these impacts. (HBO 4 & 9)
- MEH1.8.14** Explain the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.8.15** Identify feelings and emotions associated with loss, sadness, and grief. (HBO 1 & 4)
- MEH1.8.16** Describe how mental and emotional health can affect health behaviors. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.17** Describe self-control. (HBO 5)
- MEH1.8.18** Explain the benefits of practicing self-control in different situations. (HBO 3, 4, 5, 8 & 9)
- MEH1.8.19** Identify situations where people have demonstrated resilience. (HBO 1 & 4)
- MEH1.8.20** Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)
- MEH1.8.21** Describe healthy and unhealthy ways to manage challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)
- MEH1.8.22** Identify warning signs when a person may be at risk for harming themselves or others and may need help. (HBO 1, 4 & 6)
- MEH1.8.23** Describe characteristics of healthy and unhealthy relationships. (HBO 8)

**Promoting Mental and Emotional Health, Grades 6–8 continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH1.8.24** Describe the benefits of healthy family and peer relationships. (HBO 8)
- MEH1.8.25** Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.8.26** Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.8.27** Identify qualities of healthy dating or romantic relationships. (HBO 8)
- MEH1.8.28** Identify relationships in the family, school, and community that are caring. (HBO 8)
- MEH1.8.29** Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them. (HBO 1, 2, 4, 6, 8 & 9)
- MEH1.8.30** Summarize the benefits of talking with a trusted parent or adult about feelings. (HBO 1, 2, 8 & 9)
- MEH1.8.31** Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)
- MEH1.8.32** Describe healthy strategies to manage difficult relationships with family, peers, or partners. (HBO 3, 8 & 9)
- MEH1.8.33** Identify strategies to resolve conflict in a group. (HBO 3, 8 & 9)
- MEH1.8.34** Describe strategies for managing interpersonal conflicts nonviolently. (HBO 3, 5, 8 & 9)
- MEH1.8.35** Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.8.36** Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 3, 5 & 8)
- MEH1.8.37** Describe different ways to show empathy towards self and others. (HBO 1, 2, 5, 7 & 8)
- MEH1.8.38** Describe characteristics that make people unique or special. (HBO 7, 8 & 9)
- MEH1.8.39** Explain the benefits of living in a diverse society. (HBO 7)
- MEH1.8.40** Explain how intolerance can affect others. (HBO 7)
- MEH1.8.41** Describe how stereotyping, bullying, harassment, bias, prejudice, and discrimination can impact mental and emotional health. (HBO 3, 4, 5 & 7)
- MEH1.8.42** Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 7 & 8)
- MEH1.8.43** Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 6, 7, 8 & 9)
- MEH1.8.44** Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)

**Promoting Mental and Emotional Health, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH1.12.1** Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.12.2** Discuss how brain development and emotions change during adolescence. (HBO 4)
- MEH1.12.3** Discuss how automatic thoughts can influence feelings. (HBO 1, 2, 3 & 4)
- MEH1.12.4** Analyze how feelings can influence behavior. (HBO 1, 2, 3 & 4)
- MEH1.12.5** Describe situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)
- MEH1.12.6** Explain potential positive and negative consequences of the influence of feelings and emotions on behavior, including health behavior. (HBO 1, 2, 3, 4 & 5)
- MEH1.12.7** Explain how person and context may influence appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5 & 7)
- MEH1.12.8** Analyze characteristics and practices of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.12.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7, 8 & 9)
- MEH1.12.10** Analyze the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.12.11** Discuss how self-efficacy, self-respect, and self-awareness influence behavior. (HBO 2 & 9)
- MEH1.12.12** Summarize personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.12.13** Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact. (HBO 2, 3, 4, 5 & 9)
- MEH1.12.14** Analyze the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.12.15** Summarize strategies for coping with sadness, loss, and grief. (HBO 1 & 4)
- MEH1.12.16** Discuss how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)
- MEH1.12.17** Summarize characteristics of someone who demonstrates self-respect and self-control. (HBO 2 & 5)
- MEH1.12.18** Discuss situations where people have demonstrated resilience. (HBO 1 & 4)
- MEH1.12.19** Summarize impulsive behaviors and strategies for controlling them. (HBO 5)
- MEH1.12.20** Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)
- MEH1.12.21** Determine when to seek help for mental and emotional health problems. (HBO 2, 6 & 9)
- MEH1.12.22** Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them. (HBO 1, 2, 4, 6, 8 & 9)

**Promoting Mental and Emotional Health, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH1.12.23** Summarize the benefits of talking with parents or other trusted adults about feelings. (HBO 1, 2, 8 & 9)
- MEH1.12.24** Differentiate characteristics of healthy and unhealthy relationships. (HBO 8)
- MEH1.12.25** Summarize qualities of healthy dating or sexual relationships. (HBO 8)
- MEH1.12.26** Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)
- MEH1.12.27** Describe the benefits of healthy family and peer relationships. (HBO 8)
- MEH1.12.28** Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.12.29** Summarize healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.12.30** Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)
- MEH1.12.31** Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, or dating or sexual partners. (HBO 3, 8 & 9)
- MEH1.12.32** Identify strategies to resolve conflict in a group. (HBO 3, 7, 8 & 9)
- MEH1.12.33** Analyze strategies for managing interpersonal conflicts. (HBO 2, 3, 5, 8 & 9)
- MEH1.12.34** Analyze how differences in power and control in a relationship can contribute to aggression and violence. (HBO 3, 5 & 8)
- MEH1.12.35** Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.12.36** Analyze how empathy can influence behavior. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.12.37** Describe characteristics that make people unique or special. (HBO 2 & 9)
- MEH1.12.38** Summarize the benefits of living in a diverse society. (HBO 7)
- MEH1.12.39** Summarize how intolerance can affect self, others, and society. (HBO 7)
- MEH1.12.40** Discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, and explain their impact on self, others, and society. (HBO 3, 4, 5 & 7)
- MEH1.12.41** Recognize bullying, harassment, bias, prejudice, and discrimination in self, others, organizations, and institutions. (HBO 3, 4, 5, 7 & 9)
- MEH1.12.42** Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 7 & 9)
- MEH1.12.43** Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)

**Promoting Mental and Emotional Health, Grades 9–12 continued on next page.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining behaviors that promote mental and emotional health.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

### Additional Knowledge Expectations


**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



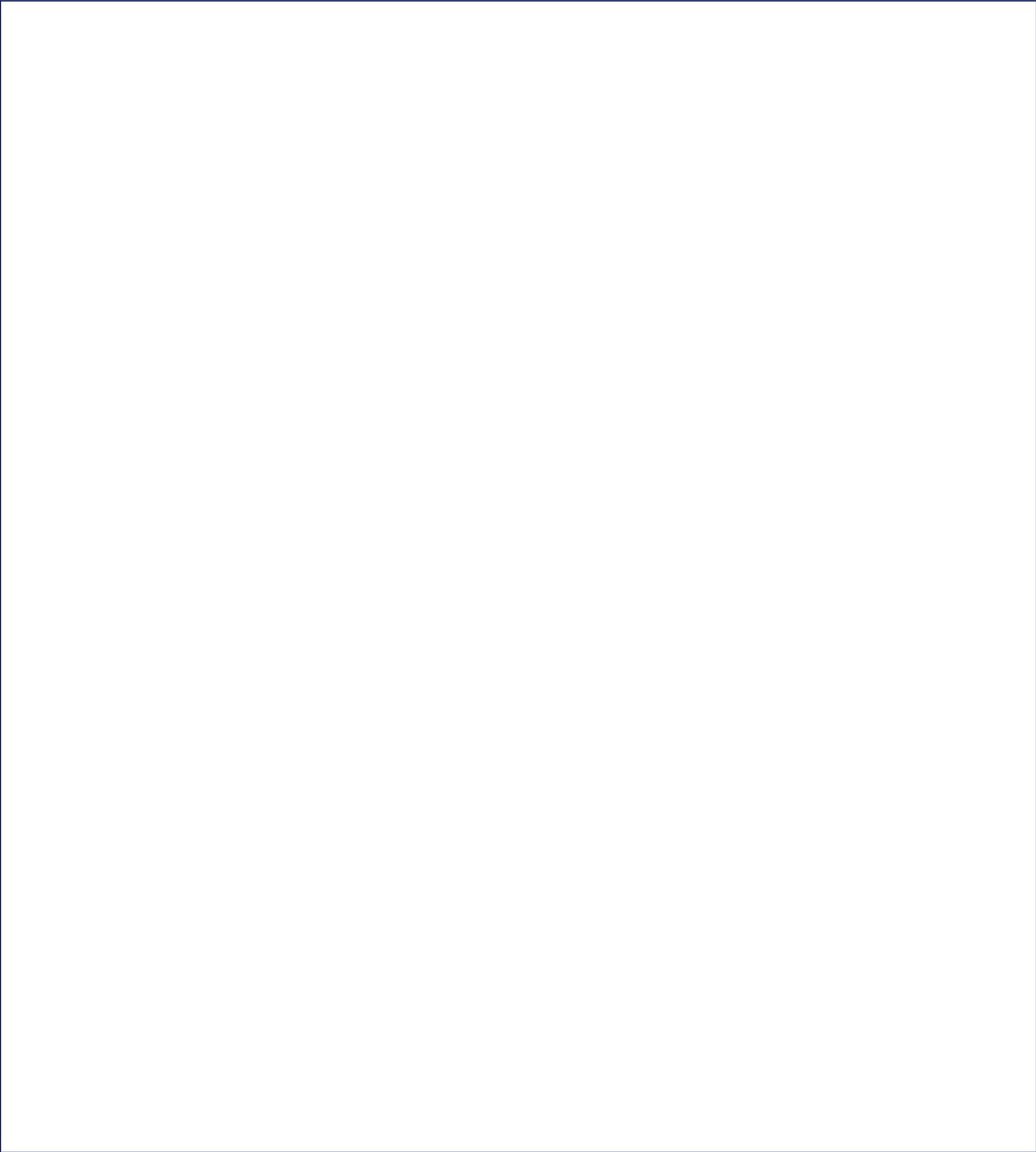
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the central portion of the page.

## Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes for mental and emotional health (HBO, page MEH-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the mental and emotional health-specific skill expectations for each grade span. The mental and emotional health-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. However, refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and expectation item number. For example, MEH3.5.1 would represent Mental and Emotional Health, standard 3, grade span 3-5, skill expectation item 1.

### Directions for Standards 2-8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for those that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to any added mental and emotional health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- MEH2.2.1** Identify how family can influence mental and emotional health practices and behaviors.
- MEH2.2.2** Identify how school can influence mental and emotional health practices and behaviors.
- MEH2.2.3** Identify how media and technology can influence mental and emotional health practices and behaviors.
- MEH2.2.4** Describe positive influences on mental and emotional health practices and behaviors.
- MEH2.2.5** Describe negative influences on mental and emotional health practices and behaviors.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades 3–5 Student Skill Expectations:** Check the box next to any added mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH2.5.1** Identify how culture influences mental and emotional health practices and behaviors.
- MEH2.5.2** Identify how peers influence mental emotional health practices and behaviors.
- MEH2.5.3** Identify how community influences mental and emotional health practices and behaviors.
- MEH2.5.4** Describe how family and culture influence mental and emotional health practices and behaviors.
- MEH2.5.5** Describe how school and community settings influence mental and emotional health practices and behaviors.
- MEH2.5.6** Describe how media and technology influence mental and emotional health practices and behaviors.
- MEH2.5.7** Describe how peers influence mental and emotional health practices and behaviors.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to any added mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., norms around therapy, counseling) influence mental and emotional health practices and behaviors.
- MEH2.8.2** Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
- MEH2.8.3** Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.8.4** Explain how personal values and beliefs influence mental and emotional health practices and behaviors.
- MEH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- MEH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increases the risk of suicide and self-injury).
- MEH2.8.7** Analyze how family and culture influence mental and emotional health practices and behaviors.
- MEH2.8.8** Analyze how school and community influence mental and emotional health practices and behaviors.
- MEH2.8.9** Analyze how media and technology influence mental and emotional health practices and behaviors.
- MEH2.8.10** Analyze how peers influence mental and emotional health practices and behaviors.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE **STANDARD 2:**  
*ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to any added mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH2.12.1** Explain how public health policies influence mental and emotional health practices and behaviors.
- MEH2.12.2** Analyze how culture supports and challenges mental and emotional health beliefs, practices, and behaviors.
- MEH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health practices and behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.12.6** Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
- MEH2.12.7** Analyze how school and community settings influence mental and emotional health practices and behaviors.
- MEH2.12.8** Analyze how media and technology influence personal, family, and community mental and emotional health.
- MEH2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors including self-concept and body image.
- MEH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH3.2.1** Identify trusted adults at home who can help promote mental and emotional health.
- MEH3.2.2** Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, counselor, classroom teacher).
- MEH3.2.3** Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
- MEH3.2.4** Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, counselor, classroom teacher).

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH3.5.1** Describe characteristics of valid mental and emotional health information.
- MEH3.5.2** Describe characteristics of valid mental and emotional health services.
- MEH3.5.3** Demonstrate how to locate sources of valid mental and emotional health information.

### Additional Skill Expectations

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH3.8.1** Analyze the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- MEH3.8.2** Analyze the validity of mental and emotional health products.
- MEH3.8.3** Describe situations that call for professional mental and emotional health services.
- MEH3.8.4** Access valid mental and emotional health information from home, school, or community.
- MEH3.8.5** Locate valid and reliable mental and emotional health services when needed or appropriate.

**Additional Skill Expectations**

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH3.12.1** Evaluate the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- MEH3.12.2** Evaluate the validity of mental and emotional health products.
- MEH3.12.3** Evaluate the validity of mental and emotional health services.
- MEH3.12.4** Determine the accessibility of valid mental and emotional health products.
- MEH3.12.5** Determine when professional mental and emotional health services may be required.
- MEH3.12.6** Determine the accessibility of valid mental and emotional health services.
- MEH3.12.7** Use resources that provide valid mental and emotional health information.
- MEH3.12.8** Use valid mental and emotional health products when needed or appropriate.
- MEH3.12.9** Use valid mental and emotional health services when needed or appropriate.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote mental and emotional health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- MEH4.2.2** Demonstrate effective active listening skills including paying attention and verbal and nonverbal feedback.
- MEH4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in emotionally unhealthy behaviors.
- MEH4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- MEH4.2.5** Describe how to effectively communicate care and concern for others.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH4.5.1** Demonstrate effective verbal and nonverbal communication skills.
- MEH4.5.2** Explain how to be empathetic and compassionate toward others.
- MEH4.5.3** Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
- MEH4.5.4** Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.5.5** Demonstrate how to effectively ask for help to improve personal mental and emotional health.
- MEH4.5.6** Demonstrate how to effectively communicate support for others.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.
- MEH4.8.2** Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
- MEH4.8.3** Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risks.
- MEH4.8.4** Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.8.5** Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.8.6** Demonstrate how to effectively communicate empathy and support for others.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH4.12.1** Demonstrate effective communication skills to enhance mental and emotional health.
- MEH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.
- MEH4.12.3** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- MEH4.12.4** Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.12.5** Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.

### Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance mental and emotional health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH5.2.1** Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.2** Describe how family, peers, culture, technology, or media influence a decision related to mental and emotional health.
- MEH5.2.3** Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.4** Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE STANDARD 5:  
DECISION MAKING (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH5.5.1** Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.2** Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
- MEH5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to mental and emotional health.
- MEH5.5.4** Identify options and their potential outcomes when making a decision related to mental and emotional health.
- MEH5.5.5** Choose a healthy option when making a decision related to mental and emotional health.
- MEH5.5.6** Describe the final outcome of a decision related to mental and emotional health.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH5.8.1** Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
- MEH5.8.2** Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.8.3** Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
- MEH5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
- MEH5.8.5** Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
- MEH5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).
- MEH5.8.7** Choose a healthy alternative when making a decision related to mental and emotional health.
- MEH5.8.8** Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH5.12.1** Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.2** Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.
- MEH5.12.3** Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.
- MEH5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.5** Generate alternatives when making a mental and emotional health-related decision.
- MEH5.12.6** Predict potential short- and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help).
- MEH5.12.7** Choose a healthy alternative when making a mental and emotional health-related decision.
- MEH5.12.8** Evaluate the effectiveness of mental and emotional health-related decisions.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH6.2.1** Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
- MEH6.2.2** Take steps to achieve the goal to improve or maintain positive mental and emotional health.
- MEH6.2.3** Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH6.5.1** Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.5.2** Track progress to achieving the goal to improve or maintain positive mental and emotional health.
- MEH6.5.3** Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH6.8.1** Assess personal mental and emotional health practices.
- MEH6.8.2** Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.8.3** Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.4** Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.5** Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.

**Grades 9–12 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- MEH6.12.1** Assess personal mental and emotional health practices and behaviors.
- MEH6.12.2** Set a realistic personal goal to improve or maintain positive emotional health.
- MEH6.12.3** Assess the barriers to achieve a goal to improve or maintain positive emotional health.
- MEH6.12.4** Develop a plan to achieving a goal to improve or maintain positive emotional health.
- MEH6.12.5** Implement strategies, including self-monitoring, to achieve a personal mental and emotional health goal.
- MEH6.12.6** Use strategies to overcome barriers to achieve a goal to improve or maintain positive mental and emotional health.
- MEH6.12.7** Formulate an effective long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH7.2.1** Identify mental and emotional health practices that reduce or prevent health risks.
- MEH7.2.2** Demonstrate healthy mental and emotional health practices.
- MEH7.2.3** Commit to practicing healthy mental and emotional health behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH7.5.1** Describe mental and emotional health practices and behaviors that reduce or prevent health risks.
- MEH7.5.2** Demonstrate healthy mental and emotional health practices and behaviors.
- MEH7.5.3** Commit to practicing healthy mental and emotional health behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH7.8.1** Explain the importance of being responsible for personal mental and emotional health behaviors.
- MEH7.8.2** Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.
- MEH7.8.3** Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.8.4** Commit to practicing healthy mental and emotional health behaviors.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH7.12.1** Analyze the role of individual responsibility in enhancing personal mental and emotional health.
- MEH7.12.2** Evaluate personal mental and emotional health practices that reduce or prevent health risks.
- MEH7.12.3** Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.12.4** Make a commitment to practice healthy mental and emotional health behaviors.

## Additional Skill Expectations

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- MEH8.2.1** Make requests to others to promote personal mental and emotional health practices.
- MEH8.2.2** Demonstrate how to encourage peers to make healthy mental and emotional health choices.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- MEH8.5.1** Give factual information to improve the mental and emotional health of others.
- MEH8.5.2** State personal beliefs to improve the mental and emotional health of others.
- MEH8.5.3** Demonstrate how to persuade others to make positive mental and emotional health choices.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- MEH8.8.1** State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.
- MEH8.8.2** Persuade others to make positive mental and emotional health choices.
- MEH8.8.3** Collaborate with others to advocate for improving mental and emotional health of individuals, families, schools, and communities.
- MEH8.8.4** Demonstrate how to adapt a positive mental and emotional health message for different audiences.

### Additional Skill Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each mental and emotional health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- MEH8.12.1** Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.
- MEH8.12.2** Persuade and support others to make positive mental and emotional health choices.
- MEH8.12.3** Collaborate with others to advocate for improving mental and emotional health of individuals, families, schools, and communities.
- MEH8.12.4** Encourage school and community environments to promote the mental and emotional health of others.
- MEH8.12.5** Adapt mental and emotional health messages and communication techniques for a specific target audience.
- MEH8.12.6** Persuade community leaders about the importance of ensuring safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO **STANDARD 8:**  
*ADVOCACY (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve mental and emotional health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to mental and emotional health. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module PHW

## PERSONAL HEALTH AND WELLNESS CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote personal health and wellness. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 personal health and wellness curriculum should enable students to...

- HBO 1.** Practice appropriate hygiene habits.
- HBO 2.** Get an appropriate amount of sleep and rest.
- HBO 3.** Prevent vision and hearing loss.
- HBO 4.** Prevent damage from the sun.
- HBO 5.** Practice behaviors that prevent infectious diseases.
- HBO 6.** Practice behaviors that prevent chronic diseases.
- HBO 7.** Practice behaviors that promote mental and emotional wellbeing.
- HBO 8.** Practice behaviors that prevent foodborne and waterborne illnesses.
- HBO 9.** Prevent serious health problems that result from common chronic diseases and conditions, such as allergies, asthma, diabetes, and epilepsy.
- HBO 10.** Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.
- HBO 11.** Seek out healthcare professionals for appropriate screenings and examinations.
- HBO 12.** Prevent health problems that result from fads or trends.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote personal health and wellness.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that promote personal health and wellness. Appendix 6 also

includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of personal health and wellness curricula. If a curriculum focuses on additional topics, such as safety, food and nutrition, or physical activity, use these modules as well.

### Overall Instructions

1. Determine the desired HBO(s), (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum being reviewed.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes for personal health and wellness (HBOs, page PHW-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page PHW-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, PHW1.5.1 would represent Personal Health and Wellness, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages PHW-3 through PHW-10).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page PHW-12.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW1.2.1** Identify the proper steps for brushing and flossing teeth daily. (HBO 1)
- PHW1.2.2** Explain why hygiene is important for good health. (HBO 1)
- PHW1.2.3** Identify the benefits of personal health care practices such as washing hair and bathing regularly. (HBO 1)
- PHW1.2.4** Explain the importance and steps of proper hand washing. (HBO 1 & 5)
- PHW1.2.5** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.2.6** Explain how hearing can be damaged by loud noise. (HBO 3)
- PHW1.2.7** Identify ways to protect vision or hearing. (HBO 3)
- PHW1.2.8** List ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.2.9** Identify different ways that disease-causing germs are transmitted. (HBO 5 & 8)
- PHW1.2.10** Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 5, 8 & 10)
- PHW1.2.11** Identify food and non-food triggers that are common causes of allergic reactions. (HBO 5, 6 & 9)
- PHW1.2.12** Explain that food and water can contain germs that can cause illness. (HBO 5 & 8)
- PHW1.2.13** Identify food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.2.14** Identify proper steps for treating a wound to reduce chances of infection. (HBO 5 & 9)
- PHW1.2.15** Identify ways to stay safe around chemicals used for cleaning and disinfection, including alcohol-based hand rubs and sanitizers. (HBO 1, 5 & 8)

**Personal Health and Wellness, Grades Pre-K-2 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.

**Grades Pre-K-2 Knowledge Expectations (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

--

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW1.5.1** Describe the benefits of personal care practices such as brushing and flossing teeth daily, washing hair, and bathing regularly. (HBO 1)
- PHW1.5.2** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.5.3** Explain how hearing can be damaged by loud sounds. (HBO 3)
- PHW1.5.4** Describe how vision can be damaged. (HBO 3)
- PHW1.5.5** Describe ways to prevent vision or hearing damage. (HBO 3)
- PHW1.5.6** Explain benefits of proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.5.7** Describe ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.5.8** Explain the difference between infectious diseases and non-infectious diseases. (HBO 5 & 6)
- PHW1.5.9** Describe ways that common infectious diseases are transmitted. (HBO 5)
- PHW1.5.10** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 5 & 8)
- PHW1.5.11** Describe symptoms that occur when a person sick. (HBO 5 & 6)
- PHW1.5.12** Identify health problems associated with common childhood chronic conditions (e.g., asthma, allergies, diabetes, and epilepsy). (HBO 6)
- PHW1.5.13** Describe the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.5.14** Describe the importance of seeking help and treatment for common infectious diseases. (HBO 10)
- PHW1.5.15** Describe how foodborne and waterborne illnesses can spread at school or in the community. (HBO 5 & 8)
- PHW1.5.16** Describe how germs can spread from direct and indirect person-to-person contact. (HBO 5 & 8)
- PHW1.5.17** Describe how to keep food and water safe from harmful germs. (HBO 5 & 8)
- PHW1.5.18** Explain how hand washing removes germs and chemicals from hands to protect the health of oneself and others. (HBO 1, 5 & 8)
- PHW1.5.19** Explain how alcohol-based hand rubs and sanitizers work and when and how to properly and safely use them. (HBO 1, 5 & 8)
- PHW1.5.20** Explain the difference between cleaning and disinfecting. (HBO 1, 5 & 8)

**Personal Health and Wellness, Grades 3–5 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.

**Grades 3-5 Knowledge Expectations (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

### Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW1.8.1** Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 1)
- PHW1.8.2** Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 2)
- PHW1.8.3** Identify common causes of noise-induced hearing loss. (HBO 3)
- PHW1.8.4** Describe appropriate ways to protect vision and hearing. (HBO 3)
- PHW1.8.5** Describe proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.8.6** Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 4)
- PHW1.8.7** Explain the difference between infectious, noninfectious, and chronic diseases. (HBO 5, 6 & 8)
- PHW1.8.8** Summarize the symptoms of someone who is sick or getting sick. (HBO 5 & 6)
- PHW1.8.9** Summarize the symptoms of someone who is seriously ill and needs immediate medical attention, including attention for mental health. (HBO 10)
- PHW1.8.10** Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 7, 9 & 10)
- PHW1.8.11** Summarize ways that common infectious diseases are transmitted. (HBO 5 & 8)
- PHW1.8.12** Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.8.13** Describe food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.8.14** Identify appropriate situations for using different hand hygiene approaches (e.g., hand washing, alcohol-based hand rubs and sanitizers). (HBO 1, 5 & 8)
- PHW1.8.15** Explain when surfaces or objects should be cleaned, disinfected, or both; which cleaning agents are appropriate; and how to safely apply them. (HBO 1, 5 & 8)
- PHW1.8.16** Explain ways to prevent the spread of germs that cause infectious diseases by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 1, 5 & 12)
- PHW1.8.17** Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses. (HBO 6, 7 & 9)
- PHW1.8.18** Describe how a sedentary lifestyle contributes to chronic disease. (HBO 6)
- PHW1.8.19** Describe the potential health and social consequences of popular fads or trends. (HBO 12)

**Personal Health and Wellness, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW1.12.1** Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HBO 2)
- PHW1.12.2** Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HBO 3)
- PHW1.12.3** Summarize personal strategies for avoiding vision damage. (HBO 3)
- PHW1.12.4** Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene. (HBO 1 & 3)
- PHW1.12.5** Summarize personal strategies for minimizing potential harm from sun exposure. (HBO 4)
- PHW1.12.6** Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HBO 5 & 8)
- PHW1.12.7** Analyze how common foodborne and waterborne diseases are transmitted. (HBO 5 & 8)
- PHW1.12.8** Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease. (HBO 1, 5 & 8)
- PHW1.12.9** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 5 & 12)
- PHW1.12.10** Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 5 & 12)
- PHW1.12.11** Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness. (HBO 6, 7 & 9)
- PHW1.12.12** Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.12.13** Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 9 & 10)
- PHW1.12.14** Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health. (HBO 10 & 11)
- PHW1.12.15** Summarize the potential health and social consequences of popular fads or trends. (HBO 12)

**Personal Health and Wellness, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



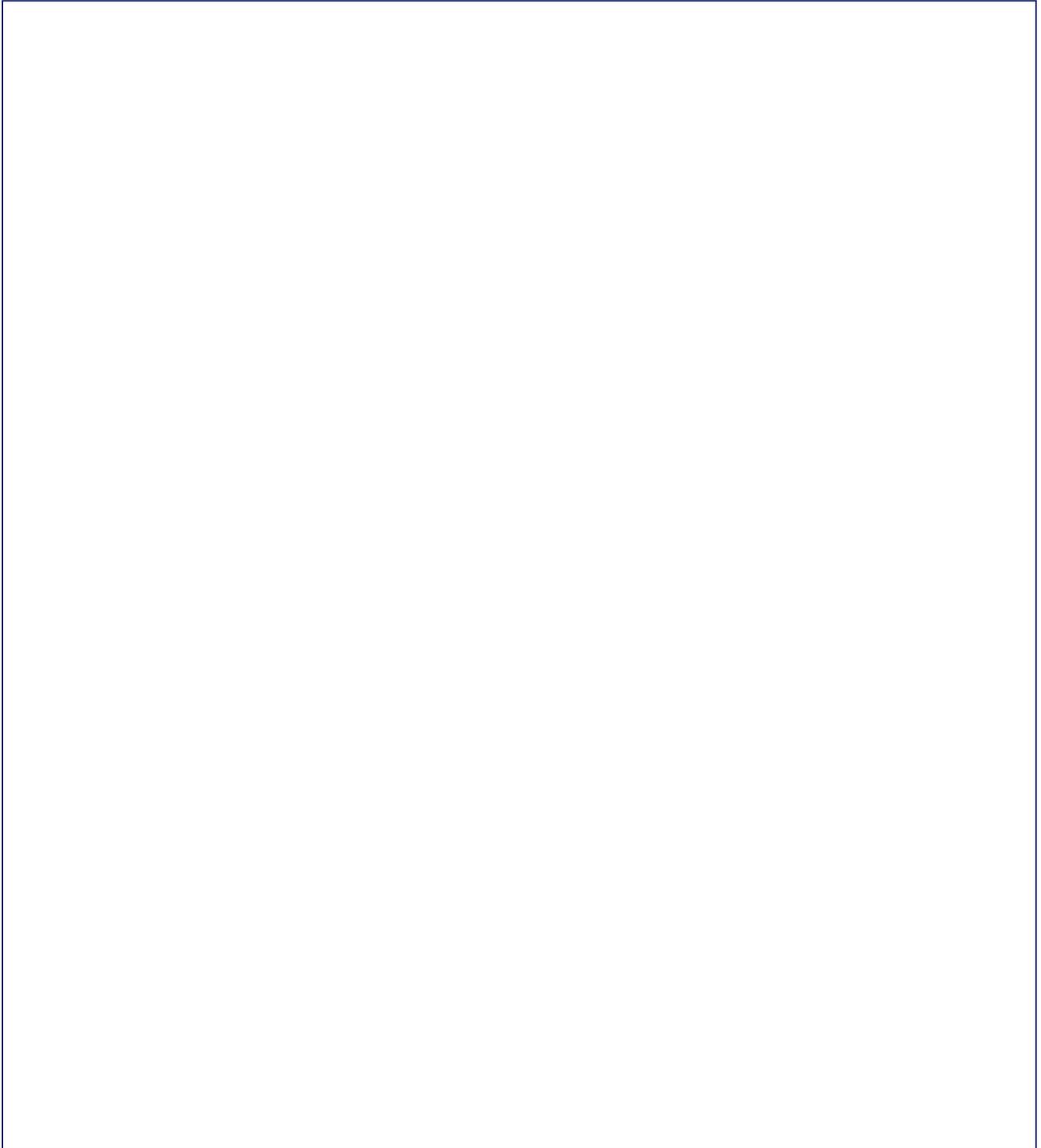
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the central portion of the page.

## Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes for personal health and wellness (HBO, page PHW-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the personal health and wellness-specific skill expectations for each grade span. The personal health and wellness-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

The phrase “personal health and wellness practices and behaviors” is used for the skill expectations in place of the specific behaviors (e.g., hand washing, hearing protection, brushing teeth) identified in Standard 1. School districts should determine the specific personal health and wellness behaviors on which to focus in order to meet Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to Appendix 4 for guidance when considering additions, deletions, or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to the skill expectations for this topic

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, PHW3.5.1 would represent Personal Health and Wellness, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for those that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW2.2.1** Identify how family can influence personal health and wellness practices and behaviors.
- PHW2.2.2** Identify how school can influence personal health and wellness practices and behaviors.
- PHW2.2.3** Identify how media and technology can influence personal health and wellness practices and behaviors.
- PHW2.2.4** Describe positive influences on personal health and wellness practices and behaviors.
- PHW2.2.5** Describe negative influences on personal health and wellness practices and behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- PHW2.5.1** Identify how culture influences personal health and wellness-related practices and behaviors.
- PHW2.5.2** Identify how peers influence personal health and wellness-related practices and behaviors.
- PHW2.5.3** Identify how community influences personal health and wellness-related practices and behaviors.
- PHW2.5.4** Describe how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.5.5** Describe how school and community settings influence personal health and wellness-related practices and behaviors.
- PHW2.5.6** Describe how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.5.7** Describe how peers influence personal health and wellness-related practices and behaviors.

### Additional Skill Expectations


---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., hand hygiene policies) influence personal health and wellness-related practices and behaviors.
- PHW2.8.2** Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.3** Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.4** Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
- PHW2.8.5** Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.8.6** Analyze how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.8.7** Analyze how school and community influence personal health and wellness-related practices and behaviors.
- PHW2.8.8** Analyze how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.8.9** Analyze how peers influence personal health and wellness-related practices and behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW2.12.1** Explain how public health policies influence personal health and wellness-related practices and behaviors.
- PHW2.12.2** Analyze how culture supports and challenges personal health and wellness-related beliefs, practices, and behaviors.
- PHW2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.12.6** Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- PHW2.12.7** Analyze how school and community settings influence personal health and wellness-related practices and behaviors.
- PHW2.12.8** Analyze how media and technology influence personal, family, and community health and wellness.
- PHW2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
- PHW2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

→

TRANSFER THIS SCORE TO THE *STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW3.2.1** Identify trusted adults at home who can help promote personal health and wellness.
- PHW3.2.2** Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.3** Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, social workers, police officer, religious leaders, mentors).
- PHW3.2.4** Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.5** Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, police officer, firefighter, paramedic, counselor).

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW3.5.1** Describe characteristics of valid personal health and wellness information.
- PHW3.5.2** Describe characteristics of valid personal health and wellness products.
- PHW3.5.3** Describe characteristics of valid personal health and wellness services.
- PHW3.5.4** Demonstrate how to locate sources of valid personal health and wellness information.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

→

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW3.8.1** Analyze the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.8.2** Analyze the validity of personal health and wellness products.
- PHW3.8.3** Describe situations that call for professional personal health and wellness services.
- PHW3.8.4** Determine the availability of valid personal health and wellness products.
- PHW3.8.5** Access valid personal health and wellness information from home, school, or community.
- PHW3.8.6** Locate valid personal health and wellness products when needed or appropriate.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW3.12.1** Evaluate the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.12.2** Evaluate the validity of personal health and wellness products.
- PHW3.12.3** Evaluate the validity of personal health and wellness services.
- PHW3.12.4** Determine the accessibility of valid personal health and wellness products.
- PHW3.12.5** Determine when professional personal health and wellness services may be required.
- PHW3.12.6** Determine the accessibility of valid personal health and wellness services.
- PHW3.12.7** Use resources that provide valid personal health and wellness information.
- PHW3.12.8** Use valid personal health and wellness products when needed or appropriate.
- PHW3.12.9** Use valid personal health and wellness services when needed or appropriate.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
- PHW4.2.2** Demonstrate effective active listening skills, including paying attention and verbal and nonverbal feedback, to enhance personal health and wellness.
- PHW4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in behaviors that negatively affect personal health and wellness.
- PHW4.2.4** Demonstrate how to communicate care and concern for others.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW4.5.1** Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.5.2** Explain how to be empathetic and compassionate toward others.
- PHW4.5.3** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.4** Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.5** Demonstrate how to effectively ask for help to improve personal health and wellness.
- PHW4.5.6** Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.8.2** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.3** Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.4** Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
- PHW4.8.5** Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW4.12.1** Demonstrate effective communication skills to enhance personal health and wellness.
- PHW4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
- PHW4.12.3** Demonstrate how to effectively ask for assistance to improve personal health and wellness.
- PHW4.12.4** Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.

### Additional Skill Expectations


**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW5.2.1** Identify situations that need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
- PHW5.2.2** Identify how family, peers, culture, technology, or media influence a personal health and wellness-related decision.
- PHW5.2.3** Explain the potential positive and negative outcomes from personal health and wellness-related decisions.
- PHW5.2.4** Describe when help is needed and when it is not needed to make a personal health and wellness-related decision.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW5.5.1** Identify situations that need a decision related to personal health and wellness.
- PHW5.5.2** Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.
- PHW5.5.3** Explain how family, culture, peers, technology, or media influence a personal health and wellness-related decision.
- PHW5.5.4** Identify options and their potential outcomes when making a personal health and wellness-related decision.
- PHW5.5.5** Choose a healthy option when making a personal health and wellness-related decision.
- PHW5.5.6** Describe the final outcome of a personal health and wellness-related decision.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW5.8.1** Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
- PHW5.8.2** Determine when personal health and wellness situations require a decision.
- PHW5.8.3** Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
- PHW5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.8.5** Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.8.8** Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades 6-8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW5.12.1** Examine barriers that can hinder choosing healthy alternatives when making a personal health and wellness-related decision.
- PHW5.12.2** Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.
- PHW5.12.3** Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.
- PHW5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.12.5** Generate alternatives when making a decision related to personal health and wellness.
- PHW5.12.6** Predict potential short- and long-term consequences of alternatives to a personal health and wellness-related decision.
- PHW5.12.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.12.8** Evaluate the effectiveness of personal health and wellness-related decisions.

## Additional Skill Expectations


**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE **STANDARD 5:**  
**DECISION MAKING (SKILL EXPECTATIONS COVERAGE)**  
 LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW6.2.1** Identify a realistic short-term goal to improve a personal health and wellness-related practice.
- PHW6.2.2** Take steps to achieve a goal to improve personal health and wellness.
- PHW6.2.3** Identify people who can help achieve a personal health and wellness-related goal.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW6.5.1** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.5.2** Track progress toward achieving a personal health and wellness-related goal.
- PHW6.5.3** Identify resources that can help achieve a personal health and wellness-related goal.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW6.8.1** Assess personal health and wellness-related practices.
- PHW6.8.2** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.8.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.8.4** Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.8.5** Use strategies and skills to achieve a personal health and wellness-related goal.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

By grade 12, students will be able to:

- PHW6.12.1** Assess personal health and wellness-related practices and behaviors.
- PHW6.12.2** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.12.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.12.4** Develop a plan to attain a personal health and wellness-related goal.
- PHW6.12.5** Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.
- PHW6.12.6** Use strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.12.7** Formulate an effective long-term plan to achieve a personal health and wellness-related goal.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW7.2.1** Identify personal health and wellness-related practices that reduce or prevent health risks.
- PHW7.2.2** Demonstrate positive personal health and wellness-related practices.
- PHW7.2.3** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW7.5.1** Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
- PHW7.5.2** Demonstrate positive personal health and wellness-related practices and behaviors.
- PHW7.5.3** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW7.8.1** Explain the importance of being responsible for personal health and wellness-related behaviors.
- PHW7.8.2** Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.8.3** Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
- PHW7.8.4** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW7.12.1** Analyze the role of individual responsibility in enhancing personal health and wellness.
- PHW7.12.2** Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.12.3** Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
- PHW7.12.4** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations



---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PHW8.2.1** Make requests to others to promote positive personal health and wellness-related practices.
- PHW8.2.2** Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PHW8.5.1** Give factual information to improve the personal health and wellness of others.
- PHW8.5.2** State personal beliefs to improve the personal health and wellness of others.
- PHW8.5.3** Demonstrate how to persuade others to make positive personal health and wellness-related choices.

### Additional Skill Expectations

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades 3-5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PHW8.8.1** State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
- PHW8.8.2** Persuade others to make positive personal health and wellness-related choices.
- PHW8.8.3** Collaborate with others to advocate for individuals, families, and schools to be healthy.
- PHW8.8.4** Demonstrate how to adapt a personal health and wellness-related message for different audiences.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades 6-8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each personal health and wellness-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PHW8.12.1** Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
- PHW8.12.2** Persuade and support others to make positive choices related to personal health and wellness.
- PHW8.12.3** Collaborate with others to advocate for improving personal, family, and community health and wellness.
- PHW8.12.4** Encourage school and community environments to promote the health and wellness of others.
- PHW8.12.5** Adapt personal health and wellness messages and communication techniques for a specific target audience.
- PHW8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

→

TRANSFER THIS SCORE TO *STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to personal health and wellness. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module PA

## PHYSICAL ACTIVITY CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote physical activity. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K–12 physical activity curriculum should enable students to...

- HBO 1.** Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- HBO 2.** Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
- HBO 3.** Engage in warm-up and cool-down activities before and after structured exercise.
- HBO 4.** Drink plenty of water before, during, and after physical activity.
- HBO 5.** Follow a physical activity plan for healthy growth and development.
- HBO 6.** Avoid injury during physical activity.
- HBO 7.** Support others to be physically active.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote physical activity.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain a physically active lifestyle. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3–5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of physical activity curricula. If a curriculum focuses on additional topics, such as healthy eating, personal health and wellness, or safety, use the chapters that address these topics as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes for physical activity (HBOs, page PA-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page PA-3. The relationship between each knowledge expectation and HBO is noted in parentheses next to each knowledge expectation.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, PA1.5.1 would represent Physical Activity, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages PA-3 through PA-8).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some relevant knowledge expectations might be reflected in the skill expectations 2–8, and some might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of knowledge expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page PA–9.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a physically active lifestyle.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA1.2.1** Identify the recommended amount of physical activity for children. (HBO 1)
- PA1.2.2** Explain ways to be active every day, regardless of ability. (HBO 1)
- PA1.2.3** Describe behaviors that are physically active and physically inactive. (HBO 1 & 2)
- PA1.2.4** Describe how being physically active can help a person feel better and the importance of selecting appropriate, enjoyable activities. (HBO 1, 2, 5, 6 & 7)
- PA1.2.5** Describe the benefits of being physically active, including the physical, social, emotional, academic, and mental health benefits. (HBO 1, 2, 5 & 7)
- PA1.2.6** Describe the benefits of drinking plenty of water before, during, and after physical activity. (HBO 4)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a physically active lifestyle.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA1.5.1** Describe the recommended amount of physical activity for children. (HBO 1)
- PA1.5.2** Identify ways to increase daily physical activity. (HBO 1)
- PA1.5.3** Identify different types of physical activities. (HBO 1 & 2)
- PA1.5.4** Describe the importance of choosing a variety of ways to be physically active. (HBO 1, 2 & 5)
- PA1.5.5** Explain positive outcomes for being physically active and the importance of selecting appropriate, enjoyable activities. (HBO 1, 2, 5, 6 & 7)
- PA1.5.6** Identify short- and long-term benefits of moderate and vigorous physical activity such as improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 2, 5 & 7)
- PA1.5.7** Identify warm up activities to help prevent injury during physical activity. (HBO 3 & 6)
- PA1.5.8** Describe the benefits of drinking water before, during, and after physical activity. (HBO 4)
- PA1.5.9** Identify safety precautions for participating in various physical activities in different kinds of weather and climates. (HBO 3, 4 & 6)
- PA1.5.10** Identify equipment needed for protection in sports and recreational activities such as mouthpieces, pads, and helmets. (HBO 6)

## Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a physically active lifestyle.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA1.8.1** Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1 & 2)
- PA1.8.2** Explain how physical activity can be incorporated into daily life without special exercise equipment. (HBO 1, 5 & 7)
- PA1.8.3** Describe ways to increase daily physical activity and decrease inactivity. (HBO 1, 5 & 7)
- PA1.8.4** Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)
- PA1.8.5** Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (HBO 2)
- PA1.8.6** Describe physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 2 & 5)
- PA1.8.7** Explain the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)
- PA1.8.8** Explain how an inactive lifestyle contributes to chronic disease. (HBO 2 & 7)
- PA1.8.9** Explain the importance of warming up and cooling down after physical activity. (HBO 3 & 6)
- PA1.8.10** Describe climate-related physical activity conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 3, 4 & 6)
- PA1.8.11** Summarize the benefits of drinking water before, during, and after physical activity. (HBO 4, 6 & 7)
- PA1.8.12** Describe the use of safety equipment for specific physical activities. (HBO 6 & 7)
- PA1.8.13** Describe ways to reduce risks of injuries from participation in sports and other physical activities. (HBO 6 & 7)

**Physical Activity, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a physically active lifestyle.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a physically active lifestyle.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA1.12.1** Analyze how an inactive lifestyle contributes to chronic disease. (HBO 1 & 2)
- PA1.12.2** Analyze ways to increase physical activity and decrease inactivity. (HBO 1 & 5)
- PA1.12.3** Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)
- PA1.12.4** Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1, 2, 5, 6 & 7)
- PA1.12.5** Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment. (HBO 1, 5 & 7)
- PA1.12.6** Differentiate between various sports and physical activities in terms of health and skill-related fitness. (HBO 2)
- PA1.12.7** Evaluate the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)
- PA1.12.8** Summarize physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 1, 2, 5 & 7)
- PA1.12.9** Describe methods for avoiding and responding to climate-related physical conditions during physical activity. (HBO 3 & 4)
- PA1.12.10** Summarize the importance of warming up before and cooling down after physical activity. (HBO 3 & 6)
- PA1.12.11** Explain ways to reduce the risk of injuries from participation in sports and other physical activities. (HBO 3, 6 & 7)
- PA1.12.12** Describe the effects of hydration and dehydration on physical performance. (HBO 4)
- PA1.12.13** Determine the necessary protective gear for wheel sports and activities including biking, inline skating, riding a scooter, and skateboarding. (HBO 6)
- PA1.12.14** Describe the use of safety equipment for specific physical activities. (HBO 6)

**Physical Activity, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a physically active lifestyle.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



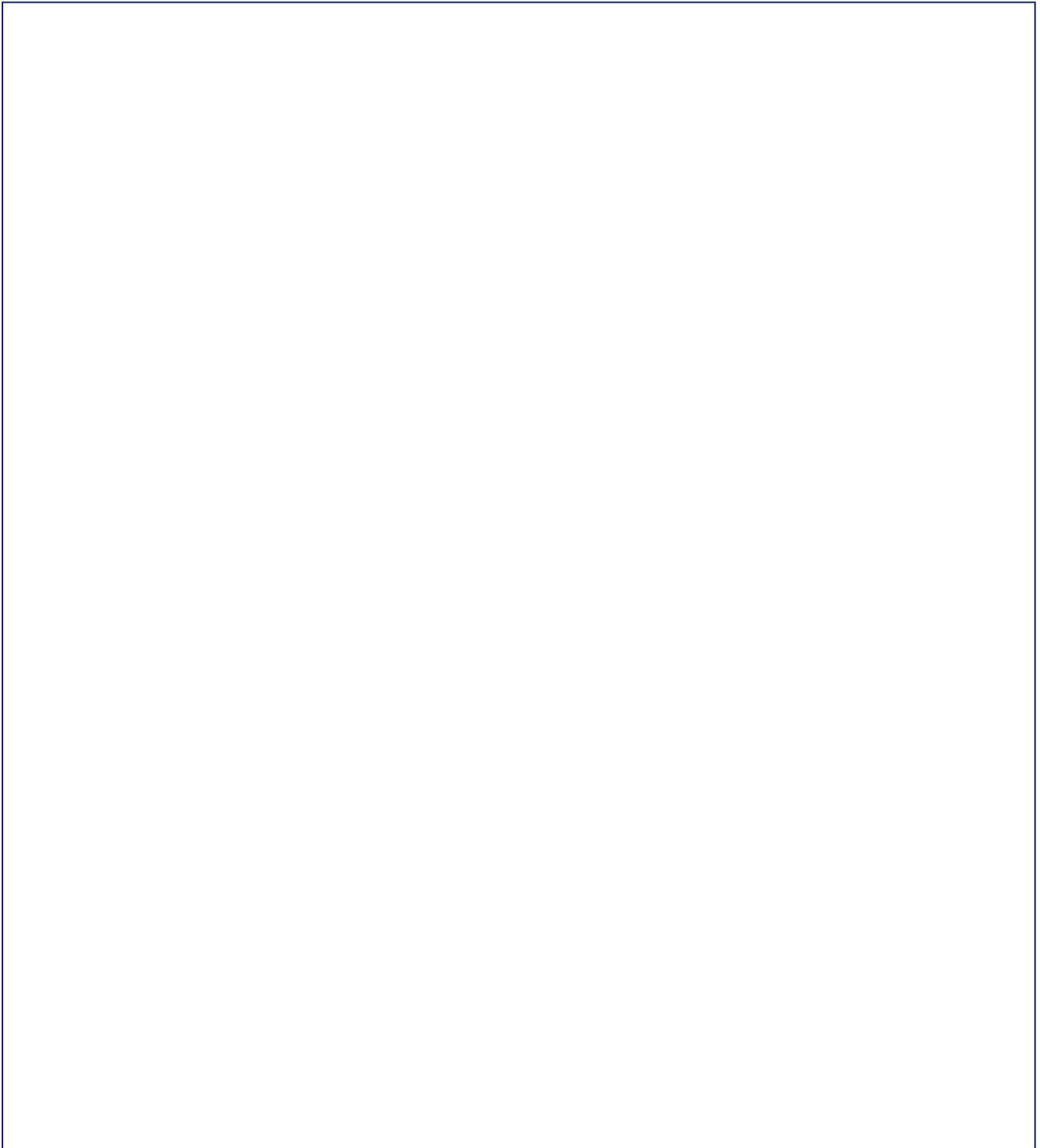
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the central portion of the page.

## Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected safety-related Healthy Behavior Outcomes (HBO, page PA-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the physical activity skill expectations for each grade span. The physical activity-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in grade span), and skill expectation item number. For example, PA3.5.1 would represent Physical Activity, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2-8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum

**By grade 2, students will be able to:**

- PA2.2.1** Identify how family can influence physical activity practices and behaviors.
- PA2.2.2** Identify how school can influence physical activity practices and behaviors.
- PA2.2.3** Identify how media and technology can influence physical activity practices and behaviors.
- PA2.2.4** Describe positive influences on physical activity practices and behaviors.
- PA2.2.5** Describe negative influences on physical activity practices and behaviors.

### Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA2.5.1** Identify how culture influences physical activity practices and behaviors.
- PA2.5.2** Identify how peers influence physical activity practices and behaviors.
- PA2.5.3** Identify how community influences physical activity practices and behaviors.
- PA2.5.4** Describe how family and culture influence physical activity practices and behaviors.
- PA2.5.5** Describe how school and community settings influence physical activity practices and behaviors.
- PA2.5.6** Describe how media and technology influence physical activity practices and behaviors.
- PA2.5.7** Describe how peers influence physical activity practices and behaviors.

### Additional Skill Expectations


---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard (*Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.*)
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. (*Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.*)
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum

**By grade 8, students will be able to:**

- PA2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory PE, bicycling riding laws) influence physical activity practices and behaviors.
- PA2.8.2** Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.3** Explain how social expectations influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.4** Explain how personal values and beliefs influence physical activity practices and behaviors.
- PA2.8.5** Describe how some health risk behaviors (e.g., personal health and wellness) influence the likelihood of engaging in physical activity practices and behaviors.
- PA2.8.6** Analyze how family and culture influence physical activity practices and behaviors.
- PA2.8.7** Analyze how school and community influence physical activity practices and behaviors.
- PA2.8.8** Analyze how media and technology influence physical activity practices and behaviors.
- PA2.8.9** Analyze how peers influence physical activity practices and behaviors.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum

**By grade 12, students will be able to:**

- PA2.12.1** Explain how public health policies influence physical activity practices and behaviors.
- PA2.12.2** Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors.
- PA2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy physical activity practices and behaviors.
- PA2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity practices and behaviors.
- PA2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in physical activity practices and behaviors (e.g., personal health and wellness).
- PA2.12.6** Analyze how laws, rules, and regulations (e.g., transportation) influence physical activity practices and behaviors.
- PA2.12.7** Analyze how school and community settings influence physical activity practices and behaviors.
- PA2.12.8** Analyze how media and technology influence personal, family, and community physical activity practices and behaviors.
- PA2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors.
- PA2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support physical activity practices and behaviors for oneself and others.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE **STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)**  
LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3)**.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on physical activity.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard (*Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.*)
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. (*Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.*)
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA3.2.1** Identify trusted adults at home who can help promote physical activity.
- PA3.2.2** Identify trusted adults and professionals in school (e.g., physical education teacher, coach) who can help promote physical activity.
- PA3.2.3** Identify trusted adults and professionals in the community (e.g., recreation leader) who can help promote physical activity.
- PA3.2.4** Explain how to locate school or community health helpers to enhance physical activity.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA3.5.1** Describe characteristics of valid physical activity information.
- PA3.5.2** Describe characteristics of valid physical activity products.
- PA3.5.3** Demonstrate how to locate sources of valid physical activity information.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA3.8.1** Analyze the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PA3.8.2** Analyze the validity of physical activity products (e.g., sports performance supplements, sports drinks, fitness trackers).
- PA3.8.3** Analyze the validity of physical activity services (e.g., physical activity classes, personal trainers).
- PA3.8.4** Determine the availability of valid physical activity products.
- PA3.8.5** Access valid physical activity information from home, school, or community.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA3.12.1** Evaluate the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PA3.12.2** Evaluate the validity of physical activity products (e.g., sports performance supplements).
- PA3.12.3** Evaluate the validity of physical activity services.
- PA3.12.4** Determine the accessibility of valid physical activity products.
- PA3.12.5** Determine when professional physical activity services may be required.
- PA3.12.6** Determine the accessibility of valid physical activity services.
- PA3.12.7** Use resources that provide valid physical activity information.
- PA3.12.8** Use valid physical activity products when needed or appropriate.
- PA3.12.9** Use valid physical activity services when needed or appropriate.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a physically active lifestyle.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA4.2.1** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid engaging in unsafe physical activities.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid engaging in unsafe physical activities.
- PA4.5.2** Explain how to be empathetic and compassionate toward others who are trying to maintain or increase physical activity.
- PA4.5.3** Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.
- PA4.5.4** Demonstrate how to effectively ask for help to improve personal physical activity.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to promote physical activity.
- PA4.8.2** Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.
- PA4.8.3** Demonstrate effective negotiation skills to avoid or reduce participation in unsafe physical activities.
- PA4.8.4** Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.
- PA4.8.5** Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.8.6** Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.

## Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA4.12.1** Demonstrate effective communication skills to enhance physical activity.
- PA4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being sedentary.
- PA4.12.3** Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.12.4** Demonstrate how to effectively ask for assistance to safely use physical activity equipment (e.g., weightlifting equipment).
- PA4.12.5** Demonstrate how to effectively offer assistance or improve the physical activity of others.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

### SKILL EXPECTATIONS COVERAGE SCORE

→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce physical inactivity and increase safe physical activity.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA5.2.1** Identify situations that need a decision related to physical activity.
- PA5.2.2** Describe how family, peers, culture, technology, or media influence a decision related to physical activity.
- PA5.2.3** Explain how family, peers, or media influence a decision to use proper equipment when engaging in physical activities.
- PA5.2.4** Explain the potential positive and negative outcomes from decisions related to physical activity.
- PA5.2.5** Describe when help is needed and when it is not needed to make a healthy decision related to physical activity.

## Additional Skill Expectations


---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA5.5.1** Identify situations that need a decision related to physical activity.
- PA5.5.2** Decide when help is needed and when it is not needed to make a decision related to physical activity.
- PA5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to physical activity.
- PA5.5.4** Identify options and their potential outcomes when making a decision related to physical activity.
- PA5.5.5** Choose a healthy option when making a decision related to physical activity.
- PA5.5.6** Describe the final outcome of a decision related to physical activity.

### Additional Skill Expectations


---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA5.8.1** Identify circumstances that help or hinder making a decision to be physically active.
- PA5.8.2** Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet).
- PA5.8.3** Distinguish when decisions related to physical activity can be made individually or with the help of others.
- PA5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.8.5** Distinguish between healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.6** Predict the potential healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.7** Choose a healthy alternative when making a decision related to physical activity.
- PA5.8.8** Analyze the effectiveness of a final outcome of a decision related to physical activity.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA5.12.1** Examine barriers to making a decision to be physically active.
- PA5.12.2** Determine the value of applying thoughtful decision making to a situation related to physical activity.
- PA5.12.3** Justify when individual or collaborative decision making is appropriate regarding a situation related to physical activity.
- PA5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.12.5** Generate alternatives when making a decision related to physical activity.
- PA5.12.6** Predict the potential short- and long-term consequences of alternatives to decisions related to physical activity.
- PA5.12.7** Choose a healthy alternative when making a decision related to physical activity.
- PA5.12.8** Evaluate the effectiveness of decisions related to physical activity.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce physical inactivity and increase physical activity.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA6.2.1** Identify a realistic personal short-term goal to be physically active.
- PA6.2.2** Take steps to achieve the personal goal to be physically active.
- PA6.2.3** Identify people who can help achieve a personal goal to be physically active.

### Additional Skill Expectations



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA6.5.1** Set a realistic personal goal to be physically active.
- PA6.5.2** Track progress toward achieving a personal goal to be physically active.
- PA6.5.3** Identify resources that can help to achieve a personal goal to be physically active.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA6.8.1** Assess personal physical activity practices.
- PA6.8.2** Set a realistic personal goal to be physically active.
- PA6.8.3** Assess the barriers to achieving a personal goal to be physically active.
- PA6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be physically active.
- PA6.8.5** Use strategies and skills to achieve a personal goal to be physically active.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA6.12.1** Assess personal physical activity practices and behaviors.
- PA6.12.2** Set a realistic personal goal to be physically active.
- PA6.12.3** Assess the barriers to achieving a personal goal to be physically active.
- PA6.12.4** Develop a plan to attain a personal goal of being physically active.
- PA6.12.5** Implement strategies, including self-monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active.
- PA6.12.6** Use strategies to overcome barriers to achieving a personal goal to be physically active.
- PA6.12.7** Formulate an effective long-term personal health plan to achieve a personal goal to be physically active.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be physically active, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA7.2.1** Identify practices that reduce inactivity and unsafe physical activity.
- PA7.2.2** Demonstrate healthy and safe physical activity practices and behaviors.
- PA7.2.3** Commit to being physically active.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA7.5.1** Describe physical activity practices and behaviors that reduce or prevent health risks.
- PA7.5.2** Demonstrate healthy physical activity practices and behaviors.
- PA7.5.3** Commit to being physically active.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA7.8.1** Explain the importance of being responsible for being physically active.
- PA7.8.2** Analyze personal practices and behaviors that reduce or prevent sedentary behavior.
- PA7.8.3** Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.8.4** Commit to being physically active.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA7.12.1** Analyze the role of individual responsibility for being physically active.
- PA7.12.2** Evaluate personal practices and behaviors that reduce or prevent sedentary behavior.
- PA7.12.3** Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.12.4** Commit to being physically active.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a physically active lifestyle.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

—————→

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- PA8.2.1** Make requests to others to promote being physically active.
- PA8.2.2** Demonstrate how to encourage peers to be physically active.

### Additional Skill Expectations


**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- PA8.5.1** Give factual information to improve the physical activity of others.
- PA8.5.2** State personal beliefs to improve the physical activity of others.
- PA8.5.3** Demonstrate how to persuade others to make healthy physical activity choices.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- PA8.8.1** State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.
- PA8.8.2** Persuade others to make healthy and safe physical activity choices.
- PA8.8.3** Collaborate with others to advocate for individuals, families, and schools to be physically active.
- PA8.8.4** Demonstrate how to adapt a positive physical activity messages for different audiences.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades 6-8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each physical activity-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- PA8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity.
- PA8.12.2** Persuade and support others to make healthy and safe physical activity choices.
- PA8.12.3** Collaborate with others to advocate for improving personal, family, and community physical activity.
- PA8.12.4** Encourage school and community environments to promote the physical activity of others.
- PA8.12.5** Adapt physical activity health messages and communication techniques for a specific target audience.
- PA8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.

### Additional Skill Expectations



---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to physical activity.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



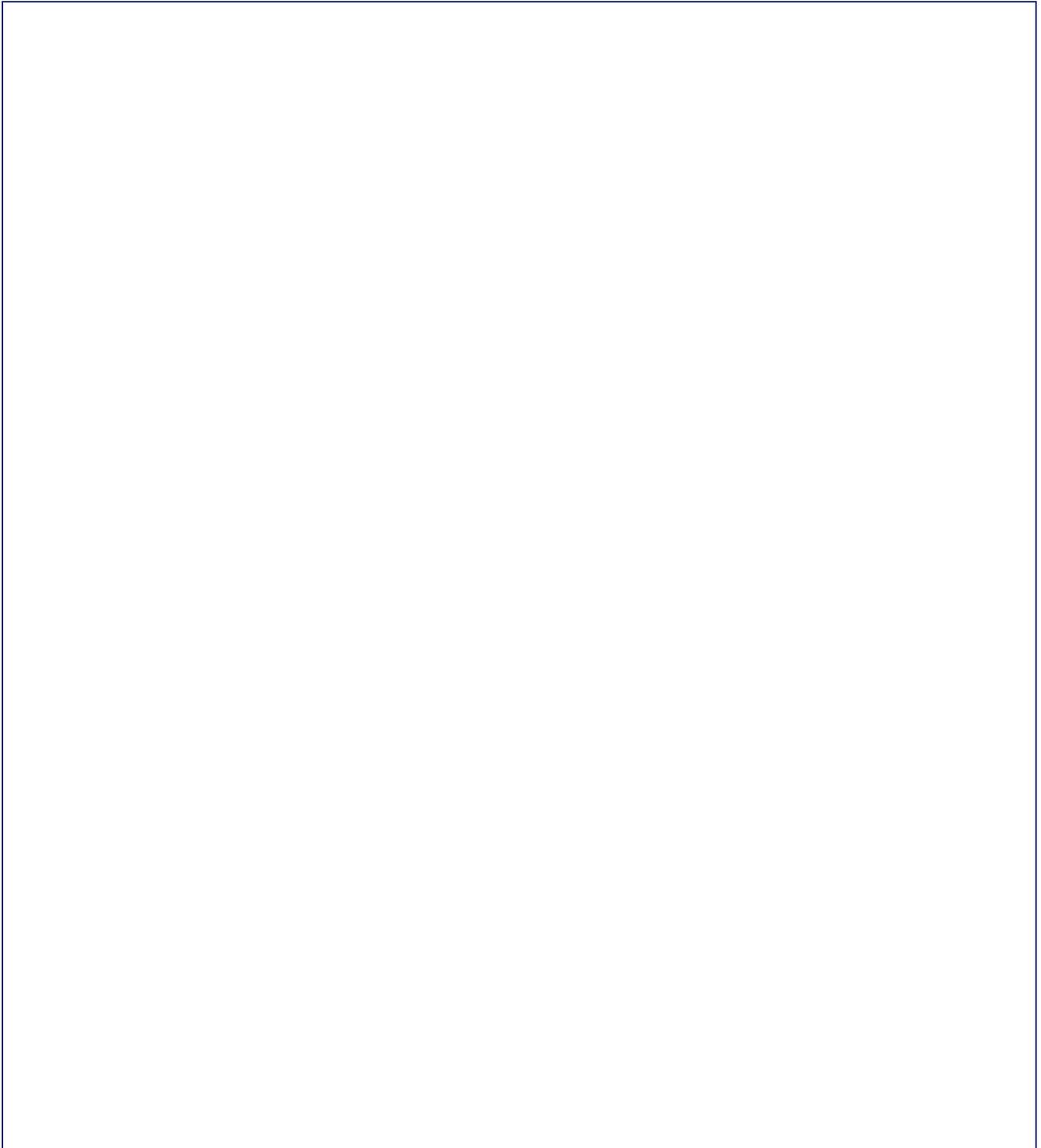
TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to physical activity. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**

A large, empty rectangular box with a thin black border, intended for writing additional notes. The box is currently blank.



# HECAT: Module S

## SAFETY CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote safety and prevent unintentional injury. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 safety curriculum should enable students to...

- HBO 1.** Follow appropriate safety rules when riding in or on a motor vehicle.
- HBO 2.** Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.
- HBO 3.** Use safety equipment appropriately and correctly.
- HBO 4.** Apply safety rules and procedures to avoid risky behaviors and injury.
- HBO 5.** Avoid safety hazards in the home and community.
- HBO 6.** Recognize and avoid dangerous surroundings.
- HBO 7.** Get help for oneself or others when injured or suddenly ill.
- HBO 8.** Support others to avoid risky behaviors and be safe.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote safety and reduce unintentional injury.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that promote safety. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3–5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of safety and injury prevention curricula.

If a curriculum focuses on additional topics, such as personal health and wellness, physical activity, or violence prevention, use the chapters that address these topics as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected safety-related Healthy Behavior Outcomes (HBO, page S-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page S-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, S1.5.1 would represent Safety, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages S-3 through S-7).
  2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1.
- Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2-8, might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
  4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
  5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
  6. Record notes to justify scores and to inform group discussions and curriculum decisions.
  7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
  8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2-8 are provided on page S-9.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

By grade 2, students will be able to:

- SI.2.1** State the benefits of riding in the back seat when a passenger is in a motor vehicle. (HBO 1)
- SI.2.2** Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. (HBO 1 & 3)
- SI.2.3** Identify safe behaviors when getting on and off a bus and while riding on a bus. (HBO 1, 5 & 6)
- SI.2.4** Identify safety rules for playing on the playground, swimming, and playing sports. (HBO 4 & 5)
- SI.2.5** Identify all situations in which it is important to wear a helmet. (HBO 1 & 3)
- SI.2.6** Describe how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- SI.2.7** Identify safety rules for being around fire. (HBO 4 & 5)
- SI.2.8** Describe how to be a safe pedestrian. (HBO 4, 5 & 6)
- SI.2.9** Identify safety hazards in the home. (HBO 4 & 5)
- SI.2.10** Identify how household products are harmful if ingested or inhaled. (HBO 5)
- SI.2.11** Identify safety hazards in the community. (HBO 5)
- SI.2.12** Identify people who can help when someone is injured or suddenly ill. (HBO 7)
- SI.2.13** Identify ways to encourage others to stay safe. (HBO 8)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- SI.5.1** Explain how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- SI.5.2** List examples of dangerous or risky behaviors. (HBO 1, 2 & 4)
- SI.5.3** Identify ways to reduce risk of injuries while riding in a motor vehicle. (HBO 1, 2, 3 & 4)
- SI.5.4** Describe how to safely ride a bike, skateboard, scooter, and/or use inline skates. (HBO 3 & 4)
- SI.5.5** Identify when it is important to wear a helmet and/or other appropriate protective gear when participating in sports or other physical activity. (HBO 1 & 3)
- SI.5.6** Identify ways to reduce injuries in case of a fire. (HBO 3, 4, 5, 6 & 7)
- SI.5.7** Identify ways to reduce risk of injuries around water. (HBO 3, 4, 5, 6 & 7)
- SI.5.8** Identify ways to reduce injury from falls. (HBO 3, 4, 5 & 6)
- SI.5.9** Identify ways to protect vision or hearing from injury. (HBO 3, 4, 5 & 6)
- SI.5.10** Identify ways to reduce injuries from firearms. (HBO 4, 5 & 6)
- SI.5.11** Identify ways to reduce injuries as a pedestrian. (HBO 4, 5 & 6)
- SI.5.12** Identify safety precautions for playing and working outdoors in different kinds of weather and climates. (HBO 3, 4, 5 & 6)
- SI.5.13** Identify ways to reduce risk of injuries from animal and insect bites and stings. (HBO 4, 5 & 6)
- SI.5.14** List ways to prevent injuries at home. (HBO 3, 4, 5 & 6)
- SI.5.15** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5 & 6)
- SI.5.16** Explain why household products are harmful if ingested or inhaled. (HBO 4, 5, 6 & 8)
- SI.5.17** List ways to prevent injuries in the community. (HBO 3, 4, 5 & 6)
- SI.5.18** List ways to prevent injuries at school. (HBO 4 & 6)
- SI.5.19** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- SI.5.20** Explain what to do if someone is poisoned or injured and needs help. (HBO 7)
- SI.5.21** Identify ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

**Safety, Grades 3–5 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.**

**Grades 3-5 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SI.8.1** Describe ways to reduce risk of injuries while riding in or on a motor vehicle. (HBO 1, 2, 3 & 4)
- SI.8.2** Describe how to reduce risk of injuries when riding an all-terrain vehicle (ATV) (e.g., snowmobile, quad/4-wheeler). (HBO 1, 2, 3 & 4)
- SI.8.3** Identify protective equipment needed for sports and recreational activities. (HBO 3 & 4)
- SI.8.4** Explain the importance helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. (HBO 3 & 4)
- SI.8.5** Summarize the necessary protective gear for riding ATVs, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1, 3 & 4)
- SI.8.6** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 2)
- SI.8.7** Describe the relationship between using alcohol or other drugs and injuries. (HBO 2, 4 & 8)
- SI.8.8** Identify actions to take to prevent injuries during severe weather. (HBO 3, 4, 5 & 6)
- SI.8.9** Describe ways to reduce risk of injuries from falls. (HBO 3, 4, 5 & 6)
- SI.8.10** Describe ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)
- SI.8.11** Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 6)
- SI.8.12** Describe ways to reduce risk of injuries when playing sports. (HBO 3, 4, 5 & 6)
- SI.8.13** Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 4, 5 & 6)
- SI.8.14** Describe ways to reduce risk of injuries as a pedestrian. (HBO 4, 5, 6 & 8)
- SI.8.15** Describe ways to reduce risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- SI.8.16** Describe actions to change unsafe situations at home. (HBO 4, 5, 6 & 8)
- SI.8.17** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5, 6 & 8)
- SI.8.18** Describe why household products are harmful if ingested or inhaled. (HBO 5 & 8)
- SI.8.19** Describe potential risks associated with over-the-counter medications. (HBO 5 & 8)
- SI.8.20** Describe actions to change unsafe situations at school. (HBO 4, 5, 6 & 8)
- SI.8.21** Describe actions to change unsafe situations in the community. (HBO 4, 5, 6, 7 & 8)

**Safety, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S1.8.22** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat rooms, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- S1.8.23** Describe first response procedures needed to treat injuries and other emergencies. (HBO 7)
- S1.8.24** Determine the benefits of reducing the risk of injuries. (HBO 8)
- S1.8.25** Describe ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SI.12.1** Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (HBO 1, 2 & 3)
- SI.12.2** Summarize the necessary protective gear for riding an ATV, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1 & 3)
- SI.12.3** Explain ways to reduce the risk of injuries when using tools or machinery. (HBO 3, 4, 5 & 6)
- SI.12.4** Explain ways to reduce the risk of work-related injuries. (HBO 1, 3, 4, 5, 6 & 8)
- SI.12.5** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 2)
- SI.12.6** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 2)
- SI.12.7** Analyze the relationship between unintentional injuries and using alcohol or other drugs. (HBO 2, 4 & 8)
- SI.12.8** Explain ways to reduce the risk of injuries due to alcohol and other drug use. (HBO 2, 4, 5, 6, 7 & 8)
- SI.12.9** Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 8)
- SI.12.10** Explain ways to reduce the risk of injuries around water. (HBO 3, 4, 5 & 6)
- SI.12.11** Summarize ways to reduce injuries when playing sports. (HBO 3, 4, 5 & 6)
- SI.12.12** Summarize ways to reduce the risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- SI.12.13** Summarize ways to reduce safety hazards in the home. (HBO 4, 5, 6 & 8)
- SI.12.14** Summarize ways to reduce safety hazards at school. (HBO 4, 5, 6 & 8)
- SI.12.15** Summarize ways to reduce safety hazards in the community. (HBO 4, 5, 6 & 8)
- SI.12.16** Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. (HBO 4, 6 & 8)
- SI.12.17** Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)
- SI.12.18** Analyze the benefits of reducing the risk of injuries. (HBO 8)
- SI.12.19** Summarize ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

**Safety, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining safety and preventing unintentional injury.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each safety-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations



**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for students to write their notes. It occupies the majority of the page's vertical space.

## Standards 2–8

---

The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected safety-related Healthy Behavior Outcomes (HBO, page S-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the safety-specific skill expectations for each grade span. The safety-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in grade span), and skill expectation item number. For example, S3.5.1 would represent Safety, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2-8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the Student Skill Practice Score to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- S2.2.1** Identify how family can influence safety and injury prevention practices and behaviors.
- S2.2.2** Identify how school can influence safety and injury prevention practices and behaviors.
- S2.2.3** Identify how media and technology can influence on safety and injury prevention practices and behaviors.
- S2.2.4** Describe positive influences on safety and injury prevention practices and behaviors.
- S2.2.5** Describe negative influences on safety and injury prevention practices and behaviors.

### Additional Skill Expectations

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S2.5.1** Identify how culture influences safety and injury prevention practices and behaviors.
- S2.5.2** Identify how peers influence safety and injury prevention practices and behaviors.
- S2.5.3** Identify how community influences safety and injury prevention practices and behaviors.
- S2.5.4** Describe how family and culture influence safety and injury prevention practices and behaviors.
- S2.5.5** Describe how school and community settings influence safety and injury prevention practices and behaviors.
- S2.5.6** Describe how media and technology influence safety and injury prevention practices and behaviors.
- S2.5.7** Describe how peers influence safety and injury prevention practices and behaviors.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory seat belt laws) influence safety and injury prevention practices and behaviors.
- S2.8.2** Explain how perceptions of norms influence and injury prevention practices and behaviors.
- S2.8.3** Explain how social expectations influence safety and injury prevention practices and behaviors.
- S2.8.4** Explain how personal values and beliefs influence safety and injury prevention practices and behaviors.
- S2.8.5** Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol and other drug use increases the risk of unintentional injury).
- S2.8.6** Analyze how family and culture influence safety and injury prevention practices and behaviors.
- S2.8.7** Analyze how school and community influence safety and injury prevention practices and behaviors.
- S2.8.8** Analyze how media and technology influence safety and injury prevention practices and behaviors.
- S2.8.9** Analyze how peers influence safety and injury prevention practices.

## Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S2.12.1** Explain how public health policies influence safety and injury prevention practices and behaviors.
- S2.12.2** Analyze how culture supports and challenges safety and injury prevention beliefs, practices, and behaviors.
- S2.12.3** Analyze how peers and perceptions of norms influence safety and injury prevention practices and behaviors.
- S2.12.4** Analyze how personal attitudes, values, and beliefs influence safety and injury prevention practices and behaviors.
- S2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors (e.g., how alcohol and other drug use increases the risk of a motor vehicle crash).
- S2.12.6** Analyze how laws, rules, and regulations influence safety and injury prevention practices and behaviors.
- S2.12.7** Analyze how school and community settings influence safety and injury prevention practices and behaviors.
- S2.12.8** Analyze how media and technology influence personal, family, and community safety and injury prevention practices and behaviors.
- S2.12.9** Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.
- S2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on safety-related behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- S3.2.1** Identify trusted adults at home who can help promote safety and injury prevention.
- S3.2.2** Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).
- S3.2.3** Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor, 911 dispatcher).
- S3.2.4** Explain how to locate school health helpers who can help promote safety and injury prevention (e.g., school nurse, facility and maintenance staff).
- S3.2.5** Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).
- S3.2.6** Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., locate principal's office, find "safe-zone" at school, call 911 dispatcher).

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S3.5.1** Describe characteristics of valid safety and injury prevention information.
- S3.5.2** Describe characteristics of valid safety and injury prevention products.
- S3.5.3** Describe characteristics of valid safety and injury prevention services.
- S3.5.4** Demonstrate how to locate sources of valid safety and injury prevention information.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S3.8.1** Analyze the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.8.2** Analyze the validity of safety and injury prevention products.
- S3.8.3** Analyze the validity of safety and injury prevention services.
- S3.8.4** Describe situations that call for professional safety and injury prevention services.
- S3.8.5** Determine the availability of valid safety and injury prevention products.
- S3.8.6** Access valid safety and injury prevention information from home, school, or community.
- S3.8.7** Locate valid safety and injury prevention products when needed or appropriate.
- S3.8.8** Locate valid safety and injury prevention services when needed or appropriate.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S3.12.1** Evaluate the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.12.2** Evaluate the validity of safety and injury prevention products.
- S3.12.3** Evaluate the validity of safety and injury prevention services.
- S3.12.4** Determine the accessibility of valid safety and injury prevention products.
- S3.12.5** Determine when professional safety and injury prevention services may be required.
- S3.12.6** Determine the accessibility of valid safety and injury prevention services.
- S3.12.7** Use resources that provide valid safety and injury prevention information.
- S3.12.8** Use valid safety and injury prevention products when needed or appropriate.
- S3.12.9** Use valid safety and injury prevention services when needed or appropriate.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain safety and prevent unintentional injury.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- S4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
- S4.2.2** Demonstrate effective active listening skills including paying attention and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
- S4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or reduce injury.
- S4.5.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S4.5.1** Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
- S4.5.2** Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.5.3** Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.5.4** Demonstrate how to effectively ask for help to avoid or reduce personal injury.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.
- S4.8.2** Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.8.3** Demonstrate effective negotiation skills to avoid or reduce injury.
- S4.8.4** Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.8.5** Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S4.12.1** Demonstrate effective communication skills to enhance safety and injury prevention.
- S4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries.
- S4.12.3** Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.
- S4.12.4** Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- S5.2.1** Identify situations that need a decision related to safety and injury prevention.
- S5.2.2** Identify how family, peers, culture, technology, or media influence a decision related to safety and injury prevention.
- S5.2.3** Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
- S5.2.4** Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S5.5.1** Identify situations that need a decision related to safety and injury prevention.
- S5.5.2** Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
- S5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to safety and Injury prevention.
- S5.5.4** Identify options and their potential outcomes when making a decision related to safety and injury prevention.
- S5.5.5** Choose a healthy option when making a decision related to safety and injury prevention.
- S5.5.6** Describe the final outcome of a decision related to safety and injury prevention.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S5.8.1** Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.
- S5.8.2** Determine when situations require a decision related to safety and injury prevention.
- S5.8.3** Distinguish when safety and injury prevention decisions should be made individually or with the help of others.
- S5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.8.5** Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.
- S5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.
- S5.8.7** Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.8.8** Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.

**Additional Skill Expectations**

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S5.12.1** Examine barriers to making a decision related to safety and injury prevention.
- S5.12.2** Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.
- S5.12.3** Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention.
- S5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.12.5** Generate alternatives when making a decision related to safety and injury prevention.
- S5.12.6** Predict potential short- and long-term consequences of alternatives to decisions related to safety and injury prevention.
- S5.12.7** Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.12.8** Evaluate the effectiveness of decisions related to safety and injury prevention.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to establish and maintain safety and reduce or avoid unintentional injury.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- S6.2.1** Identify a realistic personal short-term goal to avoid or reduce injury.
- S6.2.2** Take steps to achieve a personal goal to avoid or reduce injury.
- S6.2.3** Identify people who can help achieve a personal goal to avoid or reduce injury.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S6.5.1** Set a realistic personal goal to avoid or reduce injury.
- S6.5.2** Track progress toward achieving a personal goal to avoid or reduce injury.
- S6.5.3** Identify resources that can help achieve a personal goal to avoid or reduce injury.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S6.8.1** Assess personal safety and injury prevention practices.
- S6.8.2** Set a realistic personal goal to avoid or reduce injury.
- S6.8.3** Assess the barriers to achieving a personal goal to avoid or reduce injury.
- S6.8.4** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
- S6.8.5** Use strategies and skills to achieve a personal goal to avoid or reduce injuries.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S6.12.1** Assess personal safety and injury prevention practices and behaviors.
- S6.12.2** Set a realistic personal goal to avoid or reduce injury.
- S6.12.3** Assess the barriers to achieving a personal goal to avoid or reduce injury.
- S6.12.4** Develop a plan to attain a personal goal to avoid or reduce injuries.
- S6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.
- S6.12.6** Use strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
- S6.12.7** Formulate an effective long-term personal health plan to achieve a goal to avoid or reduce injuries.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be safe and injury-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- S7.2.1** Identify practices that promote safety and reduce or prevent injuries.
- S7.2.2** Demonstrate safety and injury prevention practices.
- S7.2.3** Commit to practicing safety and injury prevention behaviors.

### Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S7.5.1** Describe practices and behaviors that reduce or prevent injury.
- S7.5.2** Demonstrate safety and injury prevention practices and behaviors.
- S7.5.3** Commit to practicing safety and injury prevention.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S7.8.1** Explain the importance of being responsible for promoting safety and avoiding or reducing injury.
- S7.8.2** Analyze practices and behaviors that reduce or prevent injuries.
- S7.8.3** Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.
- S7.8.4** Commit to practicing safety and injury prevention.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S7.12.1** Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.
- S7.12.2** Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries.
- S7.12.3** Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
- S7.12.4** Commit to practicing safety and injury prevention.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain safety and prevent unintentional injury.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- S8.2.1** Make requests to others to promote safety and avoid or reduce injury.
- S8.2.2** Demonstrate how to encourage peers to be safe and avoid or reduce injury.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- S8.5.1** Give factual information to improve the safety and injury prevention of others.
- S8.5.2** State personal beliefs to improve safety and injury prevention of others.
- S8.5.3** Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

### Additional Skill Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY*  
(*SKILL EXPECTATIONS COVERAGE*) LINE OF THE  
*OVERALL SUMMARY FORM* (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE)* LINE OF *THE OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- S8.8.1** State a health enhancing position, supported with accurate information, to improve the safety of others.
- S8.8.2** Persuade others to make positive safety and injury prevention choices.
- S8.8.3** Collaborate with others to advocate for individual, family, and community safety and injury prevention.
- S8.8.4** Demonstrate how to adapt safety and injury prevention messages for different audiences.

### Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each safety-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- S8.12.1** Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.
- S8.12.2** Persuade and support others to prevent injuries.
- S8.12.3** Collaborate with others to advocate for improving personal, family, and community safety and injury prevention.
- S8.12.4** Encourage school and community environments to promote safety and injury prevention.
- S8.12.5** Adapt safety and injury prevention messages and communication techniques for a specific target audience.
- S8.12.6** Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable safety and injury prevention opportunities, products, and services to improve the health of oneself and others.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to safety and preventing unintentional injury.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to safety. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module SH

## SEXUAL HEALTH CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote sexual health and prevent sexual risk-related health problems, including teen pregnancy, Human Immunodeficiency Virus (HIV) infection, and other sexually transmitted infections (STIs), regardless of sexual orientation. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 sexual health curriculum should enable students to...

- HBO 1.** Recognize developmental changes experienced by self and others during childhood and adolescence.
- HBO 2.** Establish and maintain healthy relationships.
- HBO 3.** Treat all people with dignity and respect with regard to their gender identity and sexual orientation.
- HBO 4.** Give and receive consent in all situations.
- HBO 5.** Be sexually abstinent.
- HBO 6.** Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.
- HBO 7.** Engage in behaviors that prevent or reduce unintended pregnancy.
- HBO 8.** Support others to avoid or reduce sexual risk behaviors.
- HBO 9.** Avoid pressuring others to engage in sexual behaviors.
- HBO 10.** Use appropriate health services to promote sexual and reproductive health.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills to promote these sexual health behavior outcomes.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that promote

sexual health. Appendix 6 also includes relevant knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of sexual health curricula. If a curriculum focuses on additional topics, such as mental and emotional health or violence prevention, use these modules as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes related to sexual health (HBOs, page SH-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page SH-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, SH1.5.1 would represent Sexual Health, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages SH-3 through SH-13).
  2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of knowledge expectations for this topic.
- For example, if a curriculum speaks to broader sexual health issues including outcomes such as expressing feelings in a healthy way, maintaining healthy relationships, getting help to stop or prevent sexual violence or abuse, and preventing spread of infectious disease, include the knowledge expectations that address these outcomes in the mental and emotional health, personal health and wellness, and violence prevention modules.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
  4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
  5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
  6. Record notes to justify scores and to inform group discussions and curriculum decisions.
  7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
  8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page SH-14.**

# Standard 1 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 2, students will be able to:**

- SH1.2.1** Use medically accurate terms for body parts, including genitals. (HBO 1)
- SH1.2.2** Identify the benefits of healthy family or caregiver relationships. (HBO 2)
- SH1.2.3** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.2.4** Identify the benefits of healthy peer relationships. (HBO 2)
- SH1.2.5** Explain why it is wrong to tease or bully others based on personal characteristics (e.g., sex, race, ethnicity, culture, sexual orientation, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- SH1.2.6** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- SH1.2.7** Identify different ways that disease-causing germs are transmitted. (HBO 6)
- SH1.2.8** Identify ways to prevent the spread of germs that cause infectious diseases. (HBO 6)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- SH1.5.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- SH1.5.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.5.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.5.4** Define gender identity and expression. (HBO 3)
- SH1.5.5** Explain the difference between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.5.6** Describe gender roles and expectations and how they can influence relationships. (HBO 3)
- SH1.5.7** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- SH1.5.8** Describe the differences between sexual orientation and gender identity and expression. (HBO 3)
- SH1.5.9** Describe personal characteristics related to sexual identity, orientation, and gender that make people different from one another. (HBO 3)
- SH1.5.10** Identify characteristics of healthy relationships. (HBO 2)
- SH1.5.11** Describe the benefits of healthy family or caregiver relationships. (HBO 2)
- SH1.5.12** Describe the benefits of healthy peer relationships. (HBO 2)
- SH1.5.13** List healthy ways to express affection, love, and friendship. (HBO 2)
- SH1.5.14** Identify characteristics of a responsible family member or caregiver. (HBO 2)
- SH1.5.15** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.5.16** Summarize why it is wrong to tease or bully others based on gender identity, sexual orientation, or other personal characteristics (e.g., sex, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- SH1.5.17** Describe consent and its importance in all relationships. (HBO 2, 3 & 4)
- SH1.5.18** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- SH1.5.19** Describe ways that common infectious diseases are transmitted. (HBO 6)
- SH1.5.20** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 6)
- SH1.5.21** Explain that HIV is not easily transmitted like other common infectious diseases. (HBO 3)

**Promoting Sexual Health, Grades 3–5 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

**Grades 3–5 Knowledge Expectations:** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

### Additional Knowledge Expectations



**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 8, students will be able to:**

- SH1.8.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- SH1.8.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.8.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.8.4** Describe the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- SH1.8.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- SH1.8.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- SH1.8.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.8.8** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- SH1.8.9** Analyze associations between sexual orientation and health. (HBO 3)
- SH1.8.10** Describe characteristics of healthy relationships. (HBO 2)
- SH1.8.11** Describe healthy and unhealthy relationships. (HBO 2)
- SH1.8.12** Describe healthy ways to express affection, love, and friendship. (HBO 2, 3 & 8)
- SH1.8.13** Explain the qualities of a healthy dating or sexual relationship. (HBO 2)
- SH1.8.14** Describe the range of family and peer relationship structures (e.g., nuclear, single, parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.8.15** Describe the range of dating or sexual relationship structures. (HBO 2)
- SH1.8.16** Explain the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- SH1.8.17** Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 5, 6, 7, 8 & 9)
- SH1.8.18** Describe how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.8.19** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., texting, chat groups, social media platforms, e-mail, websites, phone or tablet applications). (HBO 2, 3, 4, 5 & 9)
- SH1.8.20** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 4, 5, 8 & 9)

**Promoting Sexual Health, Grades 6–8 continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 8, students will be able to:**

- SH1.8.21** Explain why it is wrong to tease or bully others based on their gender or sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3)
- SH1.8.22** Describe how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 3)
- SH1.8.23** Explain the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3 & 8)
- SH1.8.24** Describe ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity). (HBO 3)
- SH1.8.25** Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS). (HBO 3 & 6)
- SH1.8.26** Define consent and its importance for decisions about sexual behaviors. (HBO 4, 5, 6, 7 & 8)
- SH1.8.27** Describe how to communicate consent for all sexual behaviors. (HBO 4)
- SH1.8.28** Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors. (HBO 4, 6, 7 & 9)
- SH1.8.29** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2 & 4)
- SH1.8.30** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- SH1.8.31** Describe how a person can call attention to or leave an uncomfortable and dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- SH1.8.32** Explain the importance of setting personal limits to avoid sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 8)
- SH1.8.33** Describe the benefits of being sexually abstinent. (HBO 5)
- SH1.8.34** Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.8.35** Describe the factors that protect against engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.36** Describe the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.37** Analyze ways common infectious diseases are transmitted. (HBO 6)
- SH1.8.38** Explain how the most common STIs, including HIV, are transmitted. (HBO 6)
- SH1.8.39** Describe usual signs and symptoms of the most common STIs and HIV. (HBO 6)
- SH1.8.40** Explain the short- and long-term consequences of common STIs. (HBO 6)
- SH1.8.41** Summarize which STIs can be cured and which can be treated. (HBO 6)
- SH1.8.42** Describe the effectiveness of condoms in reducing the risk of HIV and other STIs (e.g., chlamydia, syphilis). (HBO 6)

**Promoting Sexual Health, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 8, students will be able to:**

- SH1.8.43** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)
- SH1.8.44** Describe the role of HIV treatment in preventing HIV transmission. (HBO 6)
- SH1.8.45** Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using PrEP, getting treatment for HIV and STIs, not touching blood or using hypodermic needles. (HBO 6)
- SH1.8.46** Describe ways sexually active people can reduce the risk of unintended pregnancy. (HBO 7)
- SH1.8.47** Describe the effectiveness of condoms in reducing the risk of unintended pregnancy. (HBO 7)
- SH1.8.48** Describe methods of birth control (e.g., intrauterine device (IUD) or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action, and possible side effects. (HBO 6 & 7)
- SH1.8.49** Describe the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- SH1.8.50** Explain the importance of using a condom for STI prevention at the same time as using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP. (HBO 6)
- SH1.8.51** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- SH1.8.52** Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives. (HBO 2, 5, 6 & 7)
- SH1.8.53** Identify the emotional, social, physical, and financial effects of becoming a parent. (HBO 7)
- SH1.8.54** Describe what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 6, 7 & 10)
- SH1.8.55** Describe young people’s rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)
- SH1.8.56** Describe young people’s legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- SH1.8.57** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- SH1.8.58** Describe the importance of ‘time-alone’ between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- SH1.8.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)

**Promoting Sexual Health, Grades 6–8 continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 6–8 Knowledge Expectations (continued):** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 8, students will be able to:**

- SH1.8.60** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears, PrEP and PEP) needed to maintain sexual and reproductive health. (HBO 10)
- SH1.8.61** Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other related health issues. (HBO 6 & 10)

### Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 12, students will be able to:**

- SH1.12.1** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.12.2** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.12.3** Summarize the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- SH1.12.4** Describe the human sexual response cycle, including the role of hormones and pleasure. (HBO 1)
- SH1.12.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- SH1.12.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- SH1.12.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.12.8** Describe sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 1 & 3)
- SH1.12.9** Analyze associations between sexual orientation and health. (HBO 1 & 3)
- SH1.12.10** Analyze characteristics of healthy relationships. (HBO 2)
- SH1.12.11** Summarize the qualities of a healthy dating or sexual relationship. (HBO 2)
- SH1.12.12** Explain how to build and maintain healthy family and peer relationships. (HBO 2)
- SH1.12.13** Describe the range of family and peer relationship structures and dynamics (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.12.14** Describe the range of dating and sexual relationship structures. (HBO 2)
- SH1.12.15** Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- SH1.12.16** Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.17** Examine how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.18** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, phone and tablet applications). (HBO 2, 3 & 9)
- SH1.12.19** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 3 & 9)
- SH1.12.20** Analyze the impact of technology and social media on peer, dating, and sexual relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)

**Promoting Sexual Health, Grades 9–12 continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 12, students will be able to:**

- SH1.12.21** Evaluate effective strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 2)
- SH1.12.22** Summarize why it is wrong to tease or bully others based on their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 7)
- SH1.12.23** Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 2 & 3)
- SH1.12.24** Summarize the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 2 & 3)
- SH1.12.25** Summarize ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 2 & 3)
- SH1.12.26** Analyze stereotypes, myths, and stigma about STIs, including HIV, and people living with AIDS. (HBO 3 & 6)
- SH1.12.27** Define consent and its importance for decisions about sexual behaviors. (HBO 2, 4, 6, 7 & 8)
- SH1.12.28** Summarize why individuals have the right to refuse sexual contact. (HBO 4, 5 & 9)
- SH1.12.29** Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 2 & 4)
- SH1.12.30** Describe how to communicate consent for all sexual behaviors. (HBO 4 & 9)
- SH1.12.31** Explain how to receive consent and accept a lack or retraction of consent. (HBO 2, 4, 6, 7 & 9)
- SH1.12.32** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2, 4 & 9)
- SH1.12.33** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- SH1.12.34** Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 5, 6, 7, 8 & 9)
- SH1.12.35** Analyze situations that could lead to being pressured to have sex. (HBO 4 & 9)
- SH1.12.36** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 2, 3 & 9)
- SH1.12.37** Describe how a person can call attention to or leave an uncomfortable or dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- SH1.12.38** Summarize the importance of setting personal limits to avoid risky sexual behavior. (HBO 2, 3 & 4)
- SH1.12.39** Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. (HBO 2, 8 & 9)
- SH1.12.40** Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)

**Promoting Sexual Health, Grades 9–12 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 12, students will be able to:**

- SH1.12.41** Analyze the factors that protect one against engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 10)
- SH1.12.42** Analyze the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 9)
- SH1.12.43** Summarize how the most common STIs and HIV are transmitted. (HBO 6)
- SH1.12.44** Summarize the signs and symptoms of the most common STIs, including HIV. (HBO 6)
- SH1.12.45** Summarize the problems associated with asymptomatic STIs and HIV. (HBO 6)
- SH1.12.46** Summarize the short- and long-term consequences of the most common STIs, including HIV. (HBO 6)
- SH1.12.47** Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects. (HBO 6 & 7)
- SH1.12.48** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- SH1.12.49** Summarize the importance of using condoms consistently and correctly to reduce risk of STIs, including HIV, and unintended pregnancy. (HBO 6 & 7)
- SH1.12.50** Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of STIs (e.g., chlamydia, syphilis), including HIV, and unintended pregnancy. (HBO 6 & 7)
- SH1.12.51** Explain the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- SH1.12.52** Analyze the importance of using condoms with all sexual partners. (HBO 6, 7, 8 & 9)
- SH1.12.53** Summarize ways to prevent common STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.12.54** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)
- SH1.12.55** Describe the role of HIV treatment (e.g., antiretroviral therapy (ART)) in preventing HIV transmission. (HBO 6)
- SH1.12.56** Analyze the emotional, social, physical, and financial effects of becoming a parent. (HBO 4 & 8)
- SH1.12.57** Explain what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 3, 4, 6, 7 & 10)
- SH1.12.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- SH1.12.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)
- SH1.12.60** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)

**Promoting Sexual Health, Grades 9–12 continued on next page.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to promote sexual health.**

**Grades 9–12 Knowledge Expectations (continued):** Check the box next to each sexual health-related knowledge expectations added and addressed in the curriculum.

**By grade 12, students will be able to:**

- SH1.12.61** Summarize young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- SH1.12.62** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- SH1.12.63** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health. (HBO 6 & 10)
- SH1.12.64** Explain the importance of STI and HIV testing and counseling if sexually active. (HBO 6 & 10)
- SH1.12.65** Explain the importance of contraceptive counseling and services if sexually active. (HBO 6 & 10)
- SH1.12.66** Explain the basic side effects and costs of treatment for STIs. (HBO 6 & 10)
- SH1.12.67** Explain the basic side effects and costs of treatment for HIV. (HBO 6 & 10)
- SH1.12.68** Explain why it is important to know the STI and HIV status of oneself and of a sexual partner. (HBO 2, 6 & 10)
- SH1.12.69** Describe how the Human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other HPV-related health issues. (HBO 6 & 10)

## Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



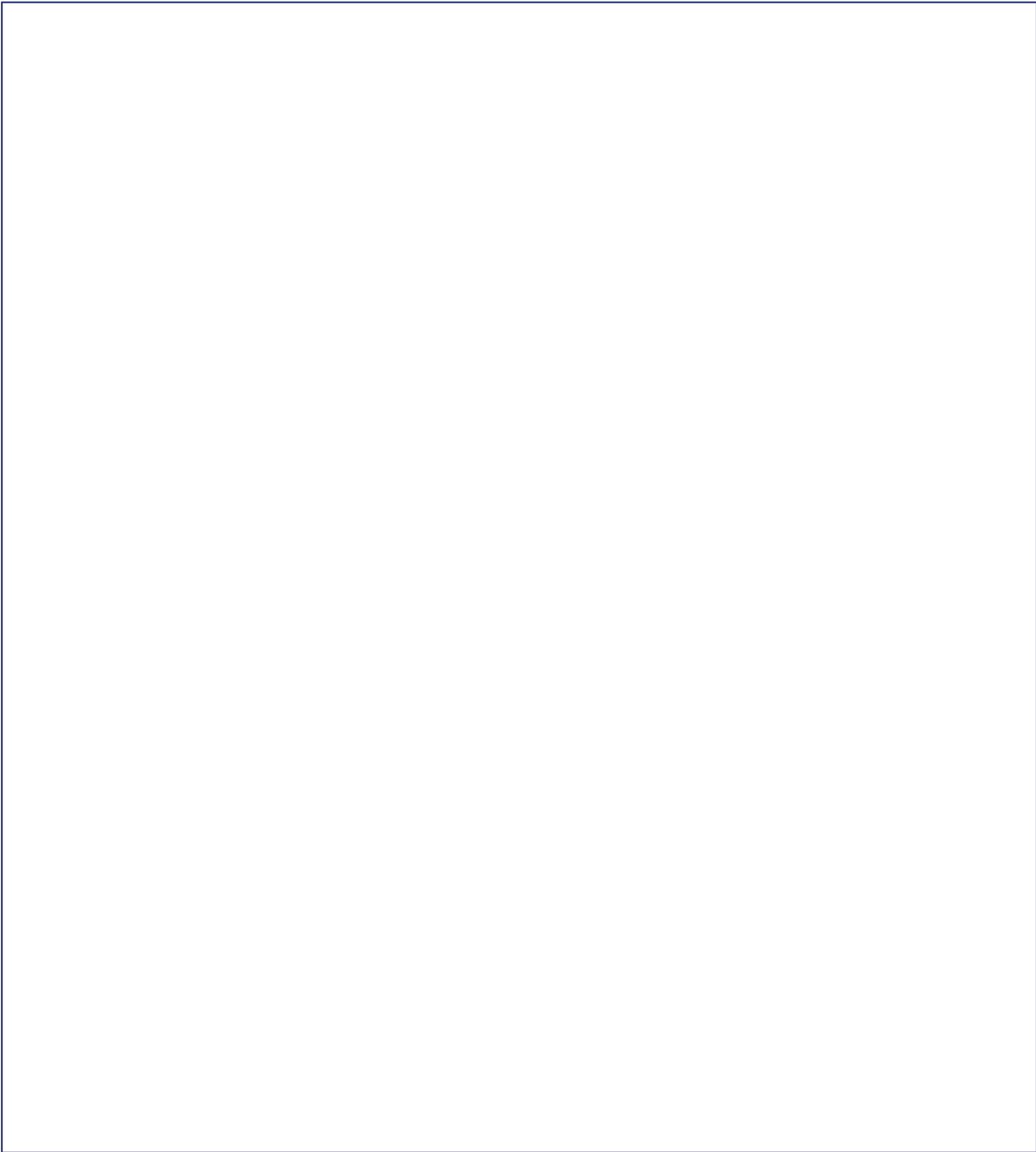
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**



## Standards 2–8

---

The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes related to sexual health (HBOs, page SH-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the sexual health-specific skill expectations for each grade span. The sexual health-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8. There are some grade spans for which sexual health skill expectations are not applicable. These include the statement “NA-Skill expectations are not identified for this grade span.”

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other appropriate grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the state or school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic. For example, if a curriculum HBOs such as expressing feelings in a healthy way, maintaining healthy relationships, getting help to stop or prevent sexual violence or abuse, or preventing spread of

infectious disease, include the skill expectations that address these outcomes in the mental and emotional health, personal health and wellness, and violence prevention modules.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, SH3.5.1 would represent Sexual Health, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for those that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

- SH2.2.1** Identify how family can influence relationships.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.

**Grades 3–5 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- SH2.5.1** Identify how peers influence relationships.
- SH2.5.2** Identify how culture influences relationships.
- SH2.5.3** Describe how media and technology influence personal relationships.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard ( <i>Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. ( <i>Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.</i> )	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., minors' access to confidential sexual health services) influence sexual relationships, practices, and behaviors.
- SH2.8.2** Explain how perceptions of norms influence healthy and unhealthy sexual relationships, practices, and behaviors.
- SH2.8.3** Explain how social expectations influence healthy and unhealthy sexual relationships, practices, and behaviors.
- SH2.8.4** Explain how personal values and beliefs influence sexual relationships, practices, and behaviors.
- SH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- SH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).
- SH2.8.7** Analyze how family and culture influence sexual relationships, practices, and behaviors.
- SH2.8.8** Analyze how school and community influence sexual relationships, practices, and behaviors.
- SH2.8.9** Analyze how media (e.g., pornography, sexually explicit material, social media) and technology influence sexual relationships, practices, and behaviors.
- SH2.8.10** Analyze how peers influence sexual relationships, practices, and behaviors.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH2.12.1** Explain how public health policies and state laws influence sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.2** Analyze how culture supports and challenges sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.
- SH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health relationships, practices, and behaviors.
- SH2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).
- SH2.12.6** Analyze how laws, rules and regulations influence behaviors related to sexual and reproductive health.
- SH2.12.7** Analyze how school and community settings influence personal sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.8** Analyze how media (e.g., pornography, sexually explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image.
- SH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support sexual and reproductive health for oneself and others.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades Pre-K-2 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades 3–5 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH3.8.1** Analyze the validity of sexual and reproductive health information (e.g., differentiate between neutral, fact-driven content and advertising, including sponsored content).
- SH3.8.2** Analyze the validity of sexual and reproductive health products.
- SH3.8.3** Analyze the validity of sexual and reproductive health services.
- SH3.8.4** Describe situations that call for professional sexual and reproductive healthcare services.
- SH3.8.5** Determine the availability of valid sexual and reproductive healthcare products.
- SH3.8.6** Access valid sexual and reproductive health information from home, school, or community.
- SH3.8.7** Locate valid sexual and reproductive healthcare products when needed or appropriate.
- SH3.8.8** Locate valid sexual and reproductive healthcare services when needed or appropriate.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH3.12.1** Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- SH3.12.2** Evaluate the validity of sexual and reproductive healthcare products.
- SH3.12.3** Evaluate the validity of sexual and reproductive healthcare services.
- SH3.12.4** Determine the accessibility of valid sexual and reproductive healthcare products.
- SH3.12.5** Determine when professional sexual and reproductive healthcare services may be required.
- SH3.12.6** Determine the accessibility of valid sexual and reproductive healthcare services.
- SH3.12.7** Use resources that provide valid sexual and reproductive health information.
- SH3.12.8** Use valid sexual and reproductive healthcare products when needed or appropriate.
- SH3.12.9** Use valid sexual and reproductive healthcare services when needed or appropriate.

## Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to promote sexual health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- SH4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.
- SH4.2.2** Demonstrate how to communicate care and concern for others to promote healthy relationships.
- SH4.2.3** Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- SH4.5.1** Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.
- SH4.5.2** Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.
- SH4.5.3** Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.
- SH4.5.4** Explain how to be empathetic and compassionate toward others who have a different gender identity and expression or sexual orientation from oneself.
- SH4.5.5** Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.
- SH4.5.6** Demonstrate how to effectively communicate support for peers who are progressing through puberty.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades 3-5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.
- SH4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.
- SH4.8.3** Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.
- SH4.8.4** Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors.
- SH4.8.5** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- SH4.8.6** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain healthy relationships and sexual and reproductive health.
- SH4.8.7** Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH4.12.1** Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health.
- SH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- SH4.12.3** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- SH4.12.4** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- SH4.12.5** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain sexual health.
- SH4.12.6** Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity) are different from one's own.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote sexual health and avoid or reduce sexual risk behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades Pre-K-2 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.

**SKILL EXPECTATIONS COVERAGE SCORE**



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO THE STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- SH5.5.1** Identify situations that need a decision related to family, peer, or friend relationships.
- SH5.5.2** Decide when help is needed and when it is not needed to make a decision related to family, peer, or friend relationships.
- SH5.5.3** Identify options and their potential outcomes when making a decision related to family, peer, or friend relationships.
- SH5.5.4** Choose a healthy option when making a decision related to family, peer, or friend relationships.
- SH5.5.5** Describe the final outcome of a decision related to family, peer, or friend relationships.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH5.8.1** Identify circumstances that help or hinder making a decision related to a safe and potentially risky sexual situation.
- SH5.8.2** Determine when potentially risky sexual health-related situations require a decision.
- SH5.8.3** Distinguish when decisions about safe and potentially risky sexual health-related situations should be made individually or with others (e.g., sexual partner).
- SH5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.8.5** Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
- SH5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
- SH5.8.7** Choose a healthy alternative when making a sexual health-related decision.
- SH5.8.8** Analyze the effectiveness of a sexual health-related decision.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO **STANDARD 5:**  
*DECISION MAKING (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3).*

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades 6-8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH5.12.1** Examine barriers to making a decision related to healthy relationships and sexual and reproductive health.
- SH5.12.2** Determine the value of applying thoughtful decision making regarding sexual health related situations or experiences.
- SH5.12.3** Justify when individual or collaborative decision making is appropriate regarding sexual situations or experiences.
- SH5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.12.5** Generate alternatives when making a decision related to healthy relationships and sexual and reproductive health.
- SH5.12.6** Predict potential short- and long-term consequences of alternatives of sexual and reproductive health-related decisions.
- SH5.12.7** Choose a healthy alternative when making a sexual and reproductive health-related decision.
- SH5.12.8** Evaluate the effectiveness of sexual and reproductive health-related decisions.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision making skills to promote sexual health.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum..

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- SH6.5.1** Set a realistic goal to maintain personal hygiene during puberty.
- SH6.5.2** Track progress toward achieving a personal goal related to hygiene during puberty.
- SH6.5.3** Identify resources that can help achieve a personal goal related to hygiene during puberty.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH6.8.1** Set a realistic goal related to maintaining personal hygiene during puberty.
- SH6.8.2** Assess relationships, practices, and behaviors related to sexual and reproductive health.
- SH6.8.3** Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.4** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.5** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.6** Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6:  
GOAL SETTING (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH6.12.1** Assess personal practices and behaviors related to sexual and reproductive health.
- SH6.12.2** Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.3** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.4** Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.6** Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.7** Formulate a long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

## Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 6: *DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6:  
GOAL SETTING (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades Pre-K-2 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades 3–5 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH7.8.1** Explain the importance of being responsible for practicing sexual abstinence.
- SH7.8.2** Explain the importance of being responsible for practicing safer sexual behaviors.
- SH7.8.3** Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.8.4** Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- SH7.8.5** Commit to practicing healthy sexual behaviors.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH7.12.1** Analyze the role of individual responsibility for sexual and reproductive health.
- SH7.12.2** Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.12.3** Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- SH7.12.4** Commit to practicing healthy sexual behaviors.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid sexual health risks.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades Pre-K-2 Student Skill Expectations:** No sexual health-related skill expectations are identified for this standard at this grade span. Check the box next to any added sexual health-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- SH8.5.1** Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender identity or expression, sexual orientation, and other personal characteristics.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate behaviors that avoid or reduce sexual health risks.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- SH8.8.1** State a health-enhancing position on a sexual and reproductive health topic, supported with accurate information, to improve the health of self and others.
- SH8.8.2** Persuade others to avoid or reduce risky sexual behaviors.
- SH8.8.3** Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality and gender (e.g., sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.8.4** Collaborate with others to advocate for safe, respectful, and responsible relationships.
- SH8.8.5** Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.
- SH8.8.6** Demonstrate how to adapt positive sexual health-related messages for different audiences.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY*  
(*SKILL EXPECTATIONS COVERAGE*) LINE  
OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each sexual health-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- SH8.12.1** Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about promoting healthy sexuality and avoiding or reducing risky sexual behaviors.
- SH8.12.2** Persuade and support others to avoid or reduce risky sexual behaviors.
- SH8.12.3** Persuade and support others to make positive and healthy choices about sexual relationships, practices, and behaviors.
- SH8.12.4** Collaborate with others to advocate for improving personal, family, and community sexual and reproductive health.
- SH8.12.5** Encourage school and community environments and policies to protect and affirm promote the sexual health of others with regard to aspects of their sexuality and gender (such as sexual activity, sexual abstinence, sexual orientation, and gender expression or identity).
- SH8.12.6** Adapt sexual health messages and communication techniques for reach a specific target audience.
- SH8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable sexual and reproductive health opportunities, products, and services to improve the health of oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce sexual health risks.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to sexual health. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module T

## TOBACCO-USE PREVENTION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote a tobacco-free lifestyle. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 tobacco-free curriculum should enable students to...

- HBO 1.** Avoid using (or experimenting with) any form of tobacco.
- HBO 2.** Avoid exposure to second-hand smoke and aerosol.
- HBO 3.** Support a tobacco-free environment.
- HBO 4.** Support others to be tobacco-free.
- HBO 5.** Quit using tobacco, if already using.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote a tobacco-free lifestyle.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain a tobacco-free lifestyle. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of alcohol- and other drug-use prevention curricula. If a curriculum focuses on additional topics, such as mental and emotional health or safety, use these modules as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations and practice (Standards 2-8).
7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected tobacco-free Healthy Behavior Outcomes (HBOs, page T-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page T-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, T1.5.1 would represent Tobacco, standard 1, grade group 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages T-3 through T-6).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8. Review other standards before making changes to the knowledge expectations in Standard 1. Some knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for knowledge expectations that might be edited and added to the list of knowledge expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis span Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page T-7.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum.

By grade 2, students will be able to:

- T1.2.1** Identify a variety of tobacco products (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco). (HBO 1)
- T1.2.2** Identify short- and long-term health effects of using tobacco products. (HBO 1)
- T1.2.3** Describe the benefits of not using tobacco. (HBO 1)
- T1.2.4** Describe the dangers of experimenting with tobacco. (HBO 1)
- T1.2.5** Identify family rules about avoiding tobacco use. (HBO 1 & 2)
- T1.2.6** Identify short- and long-term health effects of secondhand smoke and aerosol. (HBO 2)
- T1.2.7** Identify places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.2.8** Describe the environmental impacts of tobacco product waste (e.g., litter). (HBO 3)

### Additional Knowledge Expectations

---

---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

### KNOWLEDGE EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- T1.5.1** Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products. (HBO 1)
- T1.5.2** Describe the benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.5.3** Explain the dangers of experimenting with tobacco. (HBO 1)
- T1.5.4** Describe family rules about avoiding tobacco use, including smoke-free rules in the home and vehicles. (HBO 1 & 2)
- T1.5.5** Identify short- and long-term health effects of being exposed to secondhand smoke and aerosol. (HBO 2)
- T1.5.6** Identify common places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.5.7** Identify environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.5.8** Identify the effects of tobacco use on social relationships. (HBO 1 & 4)
- T1.5.9** Explain that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.5.10** Describe how to support family and friends who are trying to stop using tobacco. (HBO 4)

## Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T1.8.1** Describe short- and long-term health effects of using tobacco. (HBO 1)
- T1.8.2** Describe the harmful chemicals in e-cigarettes or vaping products. (HBO 1)
- T1.8.3** Summarize the dangers of experimenting with tobacco products. (HBO 1)
- T1.8.4** Describe situations that could lead to the use of tobacco. (HBO 1)
- T1.8.5** Describe the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.8.6** Summarize the benefits of being tobacco-free. (HBO 1)
- T1.8.7** Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)
- T1.8.8** Summarize the effects of secondhand smoke and aerosol. (HBO 2)
- T1.8.9** Describe the difference between air pollutants and emissions from tobacco smoke and aerosol from e-cigarettes or vaping products. (HBO 2)
- T1.8.10** Analyze environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.8.11** Summarize how the tobacco industry has targeted youth and minority populations. (HBO 3 & 4)
- T1.8.12** Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)
- T1.8.13** Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.8.14** Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)

**Tobacco, Grades 6–8 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T1.8.15** Summarize how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.8.16** Summarize how smoking cessation programs can be successful. (HBO 4 & 5)
- T1.8.17** Describe ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)

### Additional Knowledge Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67–99%)
- 2 = some of the knowledge expectations. (34–66%)
- 1 = a few of the knowledge expectations. (1–33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum.

**By grade 12 students will be able to:**

- T1.12.1** Examine situations that could lead to tobacco use. (HBO 1)
- T1.12.2** Analyze short- and long-term physical effects of tobacco use. (HBO 1)
- T1.12.3** Analyze short- and long-term psychological and social effects of tobacco use. (HBO 1)
- T1.12.4** Analyze the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.12.5** Summarize long-term health benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.12.6** Describe the effects of tobacco use on the fetus. (HBO 1 & 2)
- T1.12.7** Summarize the effects of secondhand smoke and aerosol. (HBO 2)
- T1.12.8** Summarize why individuals choose to use or not use tobacco. (HBO 1, 2 & 3)
- T1.12.9** Evaluate community laws and policies related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.12.10** Evaluate the financial costs of tobacco use to the individual, society, and environment. (HBO 1 & 3)
- T1.12.11** Summarize the impact of tobacco industry marketing on health disparities. (HBO 3)
- T1.12.12** Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)
- T1.12.13** Analyze how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.12.14** Analyze how smoking cessation programs can be successful. (HBO 4 & 5)

## Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes:**

A large, empty rectangular box with a thin black border, intended for handwritten notes. It occupies the majority of the page's vertical space.

## Standards 2–8

---

The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected tobacco-free Healthy Behavior Outcomes (HBO, page T-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the tobacco-specific skill expectations for each grade span. The tobacco-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8. There are some grade spans for which tobacco skill expectations are not applicable. These include the statement “NA - Skill expectations are not identified for this grade group.”

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for skill expectations that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, T3.5.1 would represent Tobacco, standard 3, grade group 3–5, skill expectation item 1.

### Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the *Student Skill Practice Score* to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.

**Grades Pre-K-2 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

By grade 2, students will be able to:

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO THE STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.

**Grades 3–5 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 5, students will be able to:

- T2.5.1** Identify how culture influences tobacco-related practices and behaviors.
- T2.5.2** Identify how peers influence tobacco-related practices and behaviors.
- T2.5.3** Identify how community influences tobacco-related practices and behaviors.
- T2.5.4** Describe how family and culture influence tobacco-related practices and behaviors.
- T2.5.5** Describe how school and community settings influence tobacco-related practices and behaviors.
- T2.5.6** Describe how media and technology influence tobacco-use practices and behaviors.
- T2.5.7** Describe how peers influence tobacco-related practices and behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., non-smoking policies, tobacco purchase restrictions) influence tobacco-related practices and behaviors.
- T2.8.2** Explain how perceptions of norms influence tobacco-related practices and behaviors.
- T2.8.3** Explain how social expectations influence tobacco-related practices and behaviors.
- T2.8.4** Explain how personal values and beliefs influence tobacco-related practices and behaviors.
- T2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in tobacco use (e.g., how alcohol use influences tobacco use).
- T2.8.6** Analyze how family and culture influence tobacco-related practices and behaviors.
- T2.8.7** Analyze how school and community influence tobacco-related practices and behaviors.
- T2.8.8** Analyze how media and technology influence tobacco-related practices and behaviors.
- T2.8.9** Analyze how peers influence tobacco-related practices and behaviors.

**Additional Skill Expectations**

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T2.12.1** Explain how public health policies influence tobacco-related practices and behaviors.
- T2.12.2** Analyze how culture supports and challenges tobacco-related beliefs, practices, and behaviors.
- T2.12.3** Analyze how peers and perceptions of norms influence tobacco-related practices, and behaviors.
- T2.12.4** Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and behaviors.
- T2.12.5** Analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use.
- T2.12.6** Analyze how laws, rules, and regulations influence behaviors related to tobacco use.
- T2.12.7** Analyze how school and community settings influence tobacco-related practices and behaviors.
- T2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to tobacco-use.
- T2.12.9** Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal tobacco-related practices and behaviors.
- T2.12.10** Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco-use prevention and cessation for oneself and others.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation added and addressed in the curriculum.

**By grade 2, students will be able to:**

- T3.2.1** Identify trusted adults at home who can help prevent tobacco use.
- T3.2.2** Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use.
- T3.2.3** Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of "valid" in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation added and addressed in the curriculum.

**By grade 5, students will be able to:**

- T3.5.1** Describe characteristics of valid tobacco-use prevention information.
- T3.5.2** Demonstrate how to locate sources of valid tobacco-use prevention information.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T3.8.1** Analyze the validity of tobacco-related prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.8.2** Analyze the validity of tobacco-related cessation products.
- T3.8.3** Analyze the validity of tobacco cessation services.
- T3.8.4** Describe situations that call for professional tobacco cessation services.
- T3.8.5** Determine the availability of valid tobacco cessation products.
- T3.8.6** Access valid tobacco-related prevention and cessation information from home, school, or community.
- T3.8.7** Locate valid tobacco cessation products when needed or appropriate.
- T3.8.8** Locate valid tobacco cessation services when needed or appropriate.

**Additional Skill Expectations**

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T3.12.1** Evaluate the validity of tobacco-related prevention and cessation information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.12.2** Evaluate the validity of tobacco cessation products.
- T3.12.3** Evaluate the validity of tobacco cessation services.
- T3.12.4** Determine the accessibility of valid tobacco cessation products.
- T3.12.5** Determine when professional tobacco cessation services may be required.
- T3.12.6** Determine the accessibility of valid tobacco cessation services.
- T3.12.7** Use resources that provide valid tobacco-related prevention and cessation information.
- T3.12.8** Use valid tobacco cessation products when needed or appropriate.
- T3.12.9** Use valid tobacco cessation services when needed or appropriate.

### Additional Skill Expectations

---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation added and addressed in the curriculum.

**By grade 2, students will be able to:**

- T4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings that help avoid exposure to secondhand smoke.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score** →

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- T4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
- T4.5.2** Explain how to be empathetic and compassionate towards others who are trying to quit using tobacco.
- T4.5.3** Demonstrate effective peer resistance skills to prevent tobacco use.
- T4.5.4** Demonstrate how to effectively ask for help to avoid exposure to secondhand smoke.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.2** Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.3** Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.4** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.8.5** Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T4.12.1** Demonstrate effective communication skills to be tobacco-free.
- T4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use.
- T4.12.3** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.12.4** Demonstrate how to effectively offer assistance to help others quit tobacco use.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- T5.2.1** Identify how family, peers, culture, technology, or media influence a decision to not use tobacco.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE LINE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- T5.5.1** Identify situations that need a decision related to tobacco use.
- T5.5.2** Decide when help is needed and when it is not needed to make a decision related to tobacco use.
- T5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to tobacco use.
- T5.5.4** Identify options and their potential outcomes when making a decision related to tobacco use.
- T5.5.5** Choose a healthy option when making a decision about tobacco use.
- T5.5.6** Describe the final outcome of a decision related to tobacco use.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades 3-5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T5.8.1** Identify circumstances that help or hinder making a decision related to being tobacco-free.
- T5.8.2** Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
- T5.8.3** Distinguish when decisions related to tobacco use should be made individually or with help of others.
- T5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.
- T5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.
- T5.8.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.8.8** Analyze the effectiveness of a final outcome of a decision related to tobacco use.

### Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T5.12.1** Examine barriers to making a decision related to being tobacco-free.
- T5.12.2** Determine the value of applying thoughtful decision making related to tobacco use.
- T5.12.3** Justify when individual or collaborative decision making related to tobacco use is appropriate.
- T5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.12.5** Generate alternatives when making a decision related to tobacco use.
- T5.12.6** Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.
- T5.12.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.12.8** Evaluate the effectiveness of decisions related to tobacco use.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.**

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T6.8.1** Assess personal tobacco-use practices.
- T6.8.2** Set a realistic personal goal to be tobacco-free.
- T6.8.3** Assess the barriers to achieving a personal goal to be tobacco-free.
- T6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.
- T6.8.5** Use strategies and skills to achieve a personal goal to be tobacco-free.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

FOR THIS STANDARD. TRANSFER THIS SCORE TO  
STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T6.12.1** Assess personal tobacco-related practices and behaviors.
- T6.12.2** Set a realistic personal goal to remain tobacco-free or quit using tobacco.
- T6.12.3** Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.
- T6.12.4** Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.
- T6.12.5** Implement strategies, including self-monitoring, to achieve a goal to remain tobacco-free or quit tobacco.
- T6.12.6** Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.
- T6.12.7** Formulate a long-term plan to remain tobacco-free or quit tobacco.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades Pre-K-2 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)
- NA = not applicable: no skill expectations were listed or analyzed.

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 3-5 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

**NA** Skill expectations are not identified for this grade span.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T7.8.1** Explain the importance of being responsible for being tobacco-free.
- T7.8.2** Analyze personal practices and behaviors that prevent tobacco use.
- T7.8.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.8.4** Commit to being tobacco-free.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T7.12.1** Analyze the role of individual responsibility for being tobacco-free.
- T7.12.2** Evaluate personal practices and behaviors that prevent tobacco use.
- T7.12.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.12.4** Commit to being tobacco-free.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to any added tobacco-related skill expectation added and addressed in the curriculum.

**By grade 2, students will be able to:**

- T8.2.1** Make requests to others (e.g., family members) to avoid exposure to secondhand smoke.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- T8.5.1** Give factual information about the benefits of being tobacco-free to improve the health of others.
- T8.5.2** State personal beliefs about the dangers of tobacco use behaviors to improve the health of others.
- T8.5.3** Demonstrate how to persuade others to be tobacco-free.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- T8.8.1** State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
- T8.8.2** Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
- T8.8.3** Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
- T8.8.4** Demonstrate how to adapt tobacco-free messages for different audiences.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- T8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.
- T8.12.2** Persuade and support others to be tobacco-free and avoid exposure to secondhand smoke.
- T8.12.3** Collaborate with others to advocate for personal, family, and community to be tobacco-free.
- T8.12.4** Encourage school and community environments to be tobacco-free.
- T8.12.5** Adapt tobacco-free health messages and communication techniques to reach a specific audience.
- T8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to tobacco. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**



# HECAT: Module V

## VIOLENCE PREVENTION CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to prevent violence. Violence is defined as any threat or actual use of force or power against oneself (self-inflicted injury or suicide), against another person, or against a group that results in or has a high likelihood of resulting in injury, psychological harm, abnormal growth or development, deprivation, or death. An accessible version of this module is included in CDC's HECAT Online. <https://wwwn.cdc.gov/hecatonline/#/login>

### Healthy Behavior Outcomes (HBO)

A pre-K-12 violence prevention curriculum should enable students to...

- HBO 1.** Manage interpersonal conflict in nonviolent ways.
- HBO 2.** Manage emotional distress in nonviolent ways.
- HBO 3.** Avoid bullying or being a bystander to bullying.
- HBO 4.** Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.
- HBO 5.** Avoid situations where violence is likely to occur.
- HBO 6.** Avoid associating with others who are involved in or who encourage violence or criminal activity.
- HBO 7.** Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.
- HBO 8.** Get help to prevent or stop unwanted or inappropriate touching.
- HBO 9.** Get help to stop being subjected to violence or physical abuse.
- HBO 10.** Get help for oneself or others who are in danger of hurting themselves.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills to prevent or reduce violence.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that prevent or reduce violence. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements. Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules to see if there are any related knowledge or skill expectations that might be added for the review of violence prevention curricula. If a curriculum focuses on additional topics, such as sexual health or mental and emotional health, use the chapters that address these topics as well.

### Overall Instructions

1. Determine the desired HBO(s) (box on left) you expect a curriculum to address.
2. Review the HECAT items in this module. Add, delete, or revise items to meet the selected HBO(s), the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each standard in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for coverage of essential knowledge expectations (Standard 1) and **two** rating scores for each of the essential skill expectations (Standards 2-8).

7. Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of analysis pages as needed.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

## Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes related to violence prevention (HBO, page V-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page V-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, V1.5.1 would represent Violence, standard 1, grade span 3–5, knowledge expectation item 1.

### Directions for Standard 1

1. Review the knowledge expectations (pages V-3 through V-9).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1.

Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of expectations for this topic.

3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span. Instructions for Standards 2–8 are provided on page V-11.

**Instructions for Standards 2–8 are provided on page V-11.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- VI.2.1** Describe the difference between bullying and teasing. (HBO 3)
- VI.2.2** Explain why it is wrong to tease or bully others. (HBO 3)
- VI.2.3** Explain what to do if someone is being bullied. (HBO 3 & 7)
- VI.2.4** Explain why it is important to be a good friend. (HBO 1 & 3)
- VI.2.5** Describe examples of ways to be a good friend to others. (HBO 1 & 3)
- VI.2.6** Describe the difference between “wanted” and “unwanted” touch. (HBO 8)
- VI.2.7** Explain why unwanted or inappropriate touches should be reported to a trusted adult. (HBO 8)
- VI.2.8** Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way. (HBO 8)
- VI.2.9** Explain why everyone has the right to tell others not to touch their body. (HBO 8)

### Additional Knowledge Expectations


---



**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- VI.5.1** Explain ways to identify and label emotions. (HBO 2)
- VI.5.2** Explain that anger and related emotions (e.g., fear, shame, guilt) are normal. (HBO 2)
- VI.5.3** Identify nonviolent ways to manage anger. (HBO 2)
- VI.5.4** Identify health-enhancing ways to express and deal with emotions. (HBO 2)
- VI.5.5** Identify examples of self-control. (HBO 2)
- VI.5.6** Describe the difference between bullying and teasing. (HBO 3)
- VI.5.7** Describe prejudice, discrimination, and bias. (HBO 3)
- VI.5.8** Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 3)
- VI.5.9** Describe what to do if oneself or someone else is being bullied. (HBO 3 & 7)
- VI.5.10** Identify examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)
- VI.5.11** Identify examples of ways to be a good friend. (HBO 1 & 3)
- VI.5.12** Identify examples of dangerous or risky behaviors that might lead to injuries. (HBO 4, 5 & 6)
- VI.5.13** Identify situations that might lead to violence. (HBO 5)
- VI.5.14** Recognize techniques used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- VI.5.15** Describe how participation in gangs can lead to violence. (HBO 6)
- VI.5.16** Explain the difference between tattling and reporting aggression, bullying, or violence. (HBO 7 & 9)
- VI.5.17** Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.5.18** Identify strategies to avoid physical fighting and violence. (HBO 1, 3 & 4)
- VI.5.19** Describe the benefits of using nonviolent means to solve interpersonal conflict. (HBO 1)
- VI.5.20** Describe ways to appropriately communicate with others to resolve conflict. (HBO 1 & 3)
- VI.5.21** Distinguish between wanted and unwanted touch. (HBO 8)

**Preventing Violence, Grades 3–5 continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.

**Grades 3-5 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

By grade 5, students will be able to:

- VI.5.22** Explain that unwanted or inappropriate touches should be reported to a trusted adult. (HBO 8)
- VI.5.23** Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way. (HBO 8)
- VI.5.24** Explain that everyone has the right to tell others not to touch their body. (HBO 8 & 9)
- VI.5.25** Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 10)

### Additional Knowledge Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the knowledge expectations. (100%)
- 3 = most of the knowledge expectations. (67-99%)
- 2 = some of the knowledge expectations. (34-66%)
- 1 = a few of the knowledge expectations. (1-33%)
- 0 = none of the knowledge expectations. (0)

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- VI.8.1** Describe ways to identify and label emotions. (HBO 2)
- VI.8.2** Describe examples of self-control. (HBO 2)
- VI.8.3** Explain how impulsive behaviors can lead to violence. (HBO 3)
- VI.8.4** Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. (HBO 1 & 2)
- VI.8.5** Identify a variety of nonviolent ways to respond to stress when angry or upset. (HBO 2)
- VI.8.6** Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, harassment, sexual assault, family violence, verbal abuse, rape). (HBO 3 & 4)
- VI.8.7** Describe how stigma, bias, and prejudice can lead to discrimination and violence. (HBO 3, 4 & 7)
- VI.8.8** Explain why it is wrong to tease others based on personal characteristics. (HBO 3)
- VI.8.9** Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, and violence. (HBO 3)
- VI.8.10** Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.8.11** Describe examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)
- VI.8.12** Describe examples of dangerous or risky behaviors that might lead to injuries. (HBO 4 & 6)
- VI.8.13** Describe situations that could lead to physical fighting and violence. (HBO 6)
- VI.8.14** Analyze techniques that are used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- VI.8.15** Describe how the presence of weapons increases the risk of serious violent injuries. (HBO 4, 5 & 6)
- VI.8.16** Summarize how participation in gangs can lead to violence. (HBO 6)
- VI.8.17** Explain how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)
- VI.8.18** Describe strategies to avoid physical fighting and violence. (HBO 1, 4, 5 & 6)
- VI.8.19** Describe ways to manage interpersonal conflict nonviolently. (HBO 1)
- VI.8.20** Determine the benefits of using nonviolence to solve interpersonal conflict. (HBO 1)
- VI.8.21** Explain why communicating effectively is important to resolving conflicts nonviolently. (HBO 1)
- VI.8.22** Describe ways to communicate effectively to manage conflict nonviolently. (HBO 1)
- VI.8.23** Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently. (HBO 1)
- VI.8.24** Describe actions to change unsafe situations at school that could lead to violence. (HBO 5 & 6)

**Preventing Violence, Grades 6–8 continued on next page.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- VI.8.25** Describe actions to change unsafe situations in the community that could lead to violence. (HBO 5 & 6)
- VI.8.26** Explain why gender stereotypes are harmful and can lead to violence. (HBO 4)
- VI.8.27** Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 1, 4 & 5)
- VI.8.28** Recognize techniques that are used to coerce or pressure someone to have sex. (HBO 4)
- VI.8.29** Explain that rape and sexual assault are illegal. (HBO 4)
- VI.8.30** Explain why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- VI.8.31** Explain that a person who has been sexually assaulted or raped is not at fault. (HBO 7 & 8)
- VI.8.32** Explain that rape and sexual assault should be reported to a trusted adult. (HBO 7 & 8)
- VI.8.33** Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 7, 8 & 9)
- VI.8.34** Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.8.35** Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)

## Additional Knowledge Expectations

---



---

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- VI.12.1** Analyze why prosocial behaviors can help prevent violence. (HBO 1, 3 & 4)
- VI.12.2** Analyze why being able to identify and label emotions is important for managing conflict nonviolently. (HBO 2)
- VI.12.3** Analyze why communicating effectively is important for resolving conflict nonviolently. (HBO 1)
- VI.12.4** Describe strategies to communicate effectively to manage conflict nonviolently. (HBO 1)
- VI.12.5** Analyze why it is important to understand the perspectives of others in resolving a conflict. (HBO 1)
- VI.12.6** Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 1 & 2)
- VI.12.7** Analyze how mental and emotional health can affect violence-related behaviors. (HBO 2, 3 & 4)
- VI.12.8** Describe ways to express anger nonviolently. (HBO 1 & 2)
- VI.12.9** Summarize nonviolent ways to respond to stress when angry or upset. (HBO 2)
- VI.12.10** Summarize impulsive behaviors that can lead to violence and strategies for controlling them. (HBO 2, 3 & 4)
- VI.12.11** Analyze the relationship between using alcohol or other drugs and violence. (HBO 5)
- VI.12.12** Analyze situations that could lead to different types of violence. (HBO 5)
- VI.12.13** Summarize why the presence of weapons increases the likelihood of serious violent injuries. (HBO 5 & 6)
- VI.12.14** Analyze how gang involvement can contribute to violence. (HBO 6)
- VI.12.15** Describe characteristics of the school or community that can increase or decrease the likelihood of violence. (HBO 5)
- VI.12.16** Analyze how changing behavior or changing the environment interact to increase or decrease the likelihood of violence. (HBO 1, 4, 5 & 6)
- VI.12.17** Analyze the consequences of stigma, bias, prejudice, and discrimination resulting from racism, sexism, and hate crimes. (HBO 3, 4 & 7)
- VI.12.18** Analyze how gender stereotypes can contribute to violence. (HBO 3 & 4)
- VI.12.19** Analyze how power and control differences in relationships (peer, dating, sexual, or family relationships) can contribute to aggression and violence. (HBO 1, 2, 4, 5 & 8)
- VI.12.20** Summarize the qualities of a healthy dating or sexual relationship. (HBO 1, 2 & 4)
- VI.12.21** Explain why it is an individual's and partner's responsibility to verify that all sexual acts are consensual. (HBO 4)
- VI.12.22** Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 4)
- VI.12.23** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 4)
- VI.12.24** Summarize why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- VI.12.25** Explain why a person who has been raped or sexually assaulted is not at fault. (HBO 7 & 8)
- VI.12.26** Explain why rape and sexual assault should be reported to a trusted adult. (HBO 7, 8 & 9)
- VI.12.27** Analyze the negative consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)

**Preventing Violence, Grades 9–12 continued on next page.**

# Standard 1 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important to avoid or reduce violence.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum.

**By grade 12 students will be able to:**

- VI.12.28** Explain how bystanders can help prevent violence by reporting dangerous situations or actions. (HBO 3 & 7)
- VI.12.29** Describe federal, state, and local laws intended to prevent violence. (HBO 8, 9 & 10)
- VI.12.30** Analyze how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)
- VI.12.31** Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.12.32** Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.12.33** Explain that self-directed violence is the result of an accumulation of multiple problems rather than just one problem. (HBO 2 & 10)
- VI.12.34** Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)
- VI.12.35** Explain when to seek help for mental health issues that contribute to violence. (HBO 2 & 10)
- VI.12.36** Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or caregiver. (HBO 7, 9 & 10)
- VI.12.37** Describe actions to take in case of a disaster, emergency, or act of terrorism. (HBO 9 & 10)

## Additional Knowledge Expectations

\_\_\_\_\_

\_\_\_\_\_

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the knowledge expectations. (100%)**
- 3 = most of the knowledge expectations. (67–99%)**
- 2 = some of the knowledge expectations. (34–66%)**
- 1 = a few of the knowledge expectations. (1–33%)**
- 0 = none of the knowledge expectations. (0)**

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**This is the end of Standard 1**

**Notes::**

## Standards 2–8

---

The Standards 2–8 analysis will result in two ratings for each standard. One rating reflects the extent to which the curriculum addresses the skill expectations important to achieve selected Healthy Behavior Outcomes related to violence prevention (HBO, page V-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family, and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 lists the violence prevention-specific skill expectations for each grade span. The violence-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

Very few topic-specific curricula address every skill expectation in every grade. Before analyzing the curriculum, determine the most appropriate skill expectations for the grade span(s) under consideration and ensure that the other skill expectations are addressed in other grades or other topics.

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to the general skill expectations listed in Appendix 4 for guidance when considering additions, deletions or revisions. Also, review skill expectations in other health topic modules for those that could be edited and added to the skill expectations for this topic.

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, V3.5.1 would represent Violence, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2–8

1. Review the topic-specific skill expectations for each standard.
2. Decide if any skill expectations need to be added or modified to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Look in other related topic modules for ones that might be edited and added to the list of skill expectations for this topic.
3. Read the curriculum to become familiar with the content, the focus on skill practice, and the methods used to convey skill practice.
4. Place a check in the box next to each skill expectation that is addressed by the curriculum and determine the *Skill Expectations Coverage Score*. **Important**—a skill expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this skill expectation. Some skill expectations might require more evidence than others.
5. Complete the *Student Skill Practice Score* by checking the criteria box for each statement that applies to the curriculum. Add the total number of checks for an overall score.
6. Transfer the *Skill Expectations Coverage Score* and the Student Skill Practice Score to the appropriate lines on the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V2.2.1** Identify how family can influence violence prevention practices and behaviors.
- V2.2.2** Identify how school can influence violence prevention practices and behaviors.
- V2.2.3** Identify how media and technology can influence violence prevention practices and behaviors.
- V2.2.4** Describe positive influences on violence prevention practices and behaviors.
- V2.2.5** Describe negative influences on violence prevention practices and behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V2.5.1** Identify how culture influences violence prevention practices and behaviors.
- V2.5.2** Identify how peers influence violence prevention practices and behaviors.
- V2.5.3** Identify how community influences violence prevention practices and behaviors.
- V2.5.4** Describe how family and culture influence violence prevention practices and behaviors.
- V2.5.5** Describe how school and community settings influence violence prevention practices and behaviors.
- V2.5.6** Describe how media and technology influence violence prevention practices and behaviors.
- V2.5.7** Describe how peers influence violence prevention practices and behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V2.8.1** Explain how school rules, community norms, and public health policies or laws influence violence prevention practices and behaviors.
- V2.8.2** Explain how perceptions of norms influence violence and violence prevention practices and behaviors.
- V2.8.3** Explain how social expectations influence violence and violence prevention practices and behaviors.
- V2.8.4** Explain how personal values and beliefs influence violence prevention practices and behaviors.
- V2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use, mental and emotional health influence violent behaviors).
- V2.8.6** Analyze how family and culture influence violence practices and behaviors.
- V2.8.7** Analyze how school and community influence violence practices and behaviors.
- V2.8.8** Analyze how media and technology influence violence practices and behaviors.
- V2.8.9** Analyze how peers influence violence prevention practices and behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67-99%)**
- 2 = some of the skill expectations. (34-66%)**
- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V2.12.1** Explain how public health policies influence violence prevention practices and behaviors.
- V2.12.2** Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors.
- V2.12.3** Analyze how peers and perceptions of norms influence violence and violence prevention practices and behaviors.
- V2.12.4** Analyze how personal attitudes, values, and beliefs influence violence and violence prevention practices and behaviors.
- V2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use influence violent behaviors).
- V2.12.6** Analyze how laws, rules, and regulations influence violence prevention practices and behaviors.
- V2.12.7** Analyze how school and community settings influence violence prevention practices and behaviors.
- V2.12.8** Analyze how media and technology influence personal, family, and community violence prevention practices and behaviors.
- V2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors.
- V2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others.

## Additional Skill Expectations

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal violence and non-violence behaviors.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V3.2.1** Identify trusted adults at home who can help prevent violence.
- V3.2.2** Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, classroom teacher, principal).
- V3.2.3** Identify trusted adults and professionals in the community who can help prevent violence (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).
- V3.2.4** Explain how to locate school health helpers who can help reduce or avoid violence (e.g., locate principal or counselor’s office, find school “safe-zone”).
- V3.2.5** Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer, healthcare provider, religious leader, mentor).
- V3.2.6** Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., locate principal’s office, find “safe-zone” at school, call 911 dispatcher).

## Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V3.5.1** Describe characteristics of valid violence prevention information.
- V2.5.2** Describe characteristics of valid health services that help reduce or avoid violence.
- V2.5.3** Demonstrate how to locate sources of valid violence prevention information.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V3.8.1** Analyze the validity of violence prevention information (e.g., differentiate scientifically or medically accurate content and advertising, including sponsored content).
- V3.8.2** Analyze the validity of violence prevention or intervention services.
- V3.8.3** Describe situations that call for professional violence prevention or intervention services.
- V3.8.4** Access valid violence prevention information from home, school, or community.
- V3.8.5** Locate valid violence prevention or intervention services when needed or appropriate.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V3.12.1** Evaluate the validity of violence prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- V3.12.2** Evaluate the validity of violence prevention or intervention services.
- V3.12.3** Determine when professional violence prevention or intervention services may be required.
- V3.12.4** Determine the accessibility of valid violence prevention or intervention services.
- V3.12.5** Use resources that provide valid violence prevention information.
- V3.12.6** Use valid violence prevention or intervention services when needed or appropriate.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to reduce or avoid violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.
- V4.2.2** Demonstrate effective active listening skills including paying attention and verbal and nonverbal feedback to prevent violence.
- V4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or prevent violence.
- V4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- V4.2.5** Demonstrate how to communicate care and concern for others to prevent violence.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict nonviolently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score** →

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V4.5.1** Demonstrate effective verbal and nonverbal communication skills to prevent violence.
- V4.5.2** Explain how to be empathetic and compassionate toward others to prevent violence.
- V4.5.3** Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.5.4** Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.5.5** Demonstrate how to effectively ask for help to prevent violence.
- V4.5.6** Demonstrate how to effectively communicate support for others to prevent violence.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict nonviolently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
- V4.8.2** Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.8.3** Demonstrate effective negotiation skills to avoid or reduce violence.
- V4.8.4** Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.8.5** Demonstrate how to effectively ask for assistance to prevent violence.
- V4.8.6** Demonstrate how to communicate empathy and support for others to prevent violence.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict nonviolently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V4.12.1** Demonstrate effective communication skills to prevent violence.
- V4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.
- V4.12.3** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.
- V4.12.4** Demonstrate how to effectively ask for assistance to prevent violence.
- V4.12.5** Demonstrate how to effectively offer assistance to help others prevent violence.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict nonviolently, and asking for help when needed.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**After implementing this curriculum, students will be able to use interpersonal communication skills to reduce or avoid violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V5.2.1** Identify situations that need a decision that could lead to or prevent violence.
- V5.2.2** Describe how family, peers, culture, technology, or media influence a decision that could lead to or prevent violence.
- V5.2.3** Explain the potential positive and negative outcomes from a decision that could lead to or prevent violence.
- V5.2.4** Describe when help is needed and when it is not needed to make a decision related to violence prevention.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V5.5.1** Identify situations that need a decision to prevent violence.
- V5.5.2** Decide when help is needed and when it is not needed to make a decision that could lead to violence.
- V5.5.3** Explain how family, culture, peers, technology, or media influence a decision that could lead to violence.
- V5.5.4** Identify options and their potential outcomes when making a decision that could lead to violence.
- V5.5.5** Choose a healthy option when making a decision that could lead to violence.
- V5.5.6** Describe the final outcome of a decision related to violence prevention.

## Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V5.8.1** Identify circumstances that help or hinder making a decision to prevent violence.
- V5.8.2** Determine when potentially violent situations require a decision.
- V5.8.3** Distinguish when decisions about potentially violent situations should be made individually or with others.
- V5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision that could lead to violence.
- V5.8.5** Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
- V5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
- V5.8.7** Choose a healthy alternative when making a decision that could lead to violence.
- V5.8.8** Analyze the effectiveness of a final outcome of a decision that could lead to violence.

## Additional Skill Expectations

<input type="checkbox"/>	
<input type="checkbox"/>	

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V5.12.1** Examine barriers to making a decision that could be potentially violent.
- V5.12.2** Determine the value of applying thoughtful decision making to a potentially violent situation.
- V5.12.3** Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.
- V5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision that could be potentially violent.
- V5.12.5** Generate alternatives when making a decision that could be potentially violent.
- V5.12.6** Predict potential short- and long-term consequences of alternatives to decisions that could be potentially violent.
- V5.12.7** Choose a healthy alternative when making a decision that could be potentially violent.
- V5.12.8** Evaluate the effectiveness of decisions that could be potentially violent.

### Additional Skill Expectations



---



---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to reduce or avoid violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V6.2.1** Identify a realistic personal short-term goal to prevent violence.
- V6.2.2** Take steps to achieve the personal goal to prevent violence.
- V6.2.3** Identify people who can help achieve a personal goal to prevent violence.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V6.5.1** Set a realistic personal goal to prevent violence.
- V6.5.2** Track progress to achieving a personal goal to prevent violence.
- V6.5.3** Identify resources that can help achieve a personal goal to prevent violence.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V6.8.1** Assess personal violent and nonviolent practices.
- V6.8.2** Set a realistic personal goal to prevent violence.
- V6.8.3** Assess the barriers to achieving a personal goal to prevent violence.
- V6.8.4** Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.8.5** Use strategies and skills to achieve a personal goal to prevent violence.

## Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)**
- 3 = most of the skill expectations. (67–99%)**
- 2 = some of the skill expectations. (34–66%)**
- 1 = a few of the skill expectations. (1–33%)**
- 0 = none of the skill expectations. (0)**

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V6.12.1** Assess personal violent and nonviolent health practices and behaviors.
- V6.12.2** Set a realistic personal goal to prevent violence.
- V6.12.3** Assess the barriers to achieving a personal goal to prevent violence.
- V6.12.4** Develop a plan to attain a personal goal to prevent violence.
- V6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to prevent violence.
- V6.12.6** Use strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.12.7** Formulate an effective long-term personal health plan to achieve a goal to prevent violence.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to reduce or avoid violence, take steps to achieve these goals, and monitor their progress in achieving them.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**  
(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V7.2.1** Identify practices that reduce or prevent violence.
- V7.2.2** Demonstrate violence prevention practices.
- V7.2.3** Commit to practicing violence prevention behaviors.

### Additional Skill Expectations

- 
- 

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V7.5.1** Describe practices and behaviors that reduce or prevent violence.
- V7.5.2** Demonstrate violence prevention practices and behaviors.
- V7.5.3** Commit to practicing violence prevention behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3)

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)

TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V7.8.1** Explain the importance of being responsible for practicing violence prevention behaviors.
- V7.8.2** Analyze personal practices and behaviors that reduce or prevent violence.
- V7.8.3** Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.8.4** Commit to practicing violence prevention behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V7.12.1** Analyze the role of individual responsibility for practicing violence prevention behaviors.
- V7.12.2** Evaluate personal practices and behaviors that reduce or prevent violence.
- V7.12.3** Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.12.4** Commit to practicing violence prevention behaviors.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

### SKILL EXPECTATIONS COVERAGE SCORE

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**After implementing this curriculum, students will be able to demonstrate behaviors that reduce or avoid violence.**

**Grades 9–12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

## Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 2, students will be able to:**

- V8.2.1** Make requests to others to prevent violence.
- V8.2.2** Demonstrate how to encourage peers to prevent violence.

### Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67-99%)
- 2 = some of the skill expectations. (34-66%)
- 1 = a few of the skill expectations. (1-33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades Pre-K-2 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 3–5 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 5, students will be able to:**

- V8.5.1** Give factual information to others to prevent violence.
- V8.5.2** State personal beliefs to help others prevent violence.
- V8.5.3** Demonstrate how to persuade others to prevent violence.

## Additional Skill Expectations

---

---

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY  
(SKILL EXPECTATIONS COVERAGE) LINE OF THE  
OVERALL SUMMARY FORM (CHAP. 3).

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 3–5 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

<b>Check the box if,</b>	<b>Criteria met</b>
1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.	<input type="checkbox"/>
2. The curriculum provides <b>at least one</b> opportunity or activity for students to practice the skills needed to meet this standard. <i>(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>two or more</b> opportunities or activities for students to practice the skills needed to meet this standard. <i>(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE)* LINE OF *THE OVERALL SUMMARY FORM (CHAP. 3)*.

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 6–8 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 8, students will be able to:**

- V8.8.1** State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
- V8.8.2** Persuade others to prevent violence.
- V8.8.3** Collaborate with others to advocate for individuals, families, and schools to prevent violence.
- V8.8.4** Demonstrate how to adapt violence prevention messages for different audiences.

### Additional Skill Expectations

\_\_\_\_\_

\_\_\_\_\_

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 6–8 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 9–12 Student Skill Expectations:** Check the box next to each violence prevention-related skill expectation addressed in the curriculum.

**By grade 12, students will be able to:**

- V8.12.1** Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.
- V8.12.2** Persuade and support others to prevent violence.
- V8.12.3** Collaborate with others to advocate for preventing personal, family, and community violence.
- V8.12.4** Encourage school and community environments to prevent violence.
- V8.12.5** Adapt violence prevention messages and communication techniques for a specific target audience.
- V8.12.6** Persuade community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.

### Additional Skill Expectations

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the skill expectations. (100%)
- 3 = most of the skill expectations. (67–99%)
- 2 = some of the skill expectations. (34–66%)
- 1 = a few of the skill expectations. (1–33%)
- 0 = none of the skill expectations. (0)

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to avoid or reduce violence.**

**Grades 9-12 Student Skill Practice:** Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,

Criteria met

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 2. The curriculum provides **at least one** opportunity or activity for students to practice the skills needed to meet this standard. *(Students are given at least one opportunity to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **two or more** opportunities or activities for students to practice the skills needed to meet this standard. *(Students are given two or more opportunities to be taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides opportunities for students to assess their own skill progress, such as personal check lists.

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations (consistent with the general skill expectations in Appendix 4) to reflect community needs and to meet the curriculum requirements of the school district.

**This concludes the health education curriculum analysis items related to violence prevention. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**

# HECAT: Module CHE

## COMPREHENSIVE HEALTH EDUCATION CURRICULUM

**Description:** This module contains the tools to analyze and score comprehensive health education curricula. A comprehensive curriculum is one that is broad in scope and content; addresses numerous health problems, issues, or topics; and includes a set of instructional strategies and learning activities for students in pre-K through grade 12 to acquire the knowledge, attitudes and skills to address multiple health outcomes.

This module can be used to analyze a single comprehensive curriculum that addresses health concepts and skills across topics and grade spans, incorporates uniform instructional methodology and assessment strategies, and intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills.

The strengths of a comprehensive health education curriculum are its ability to

- emphasize important health concepts and skills expected in a specific topic at a specific grade level, and
- facilitate mastery of skills by providing multiple opportunities for students to practice skills in a variety of topics and across multiple grades.

The CHE module allows users to analyze the completeness of a comprehensive curriculum in addressing concepts and skills in each topic and grade span. In addition, the CHE module allows users to analyze the overall completeness of a curriculum in addressing concepts and skills across topics and grade spans, allowing analysis of a curriculum's compatibility with an entire scope-and-sequence.

To determine if a curriculum is comprehensive, review the curriculum's topical content. A comprehensive curriculum covers multiple topics and grade spans/levels. Go through this chapter prior to a curriculum analysis to determine the specific Healthy Behavior Outcomes (HBO) addressed by the curriculum (HBO pages CHE-2 and CHE-3). A comprehensive curriculum should address many of these HBOs.

If a curriculum focuses only on HBOs related to a single HECAT topic, use the Health Education Curriculum Analysis module that addresses that specific topic instead of this module. If a curriculum focuses on only a few topics and an analysis across topics is not important, then use each of the relevant HECAT topic-specific modules to analyze the curriculum instead of this module.

This module uses the *National Health Education Standards* as the framework for determining the extent to which a curriculum is likely to enable students to master the essential knowledge (Standard 1) and skills (Standards 2–8) to adopt and maintain healthy behaviors. The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning that help students in grades pre-K–12 adopt and maintain a healthy lifestyle. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3–5, who might be enrolled in a school-based early childhood education program.

**This module includes all of the knowledge and skill expectations from each of the individual HECAT health topic modules, organized by grade spans:**

<b>Grades Pre-K-12:</b>	CHE-5–CHE-51
<b>Grades 3-5:</b>	CHE-52–CHE-101
<b>Grades 6-8:</b>	CHE-102–CHE-164
<b>Grades 9-12:</b>	CHE-165–CHE-230

**Each grade span section includes**

1. Knowledge Expectations Scoring for Standard 1.
2. Skill Expectations Scoring for Standards 2–8.
3. Student Skill Practice Scoring for Standards 2–8.

# Healthy Behavior Outcomes (HBOs)

---

A Pre-K–12 comprehensive curriculum should enable students to:

## Promoting an Alcohol- and Other Drug-Free Lifestyle (AOD)

- |   |   |
|---|---|
| <b>AOD-1:</b> Use prescription and over-the-counter medications correctly.        | <b>AOD-6:</b> Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. |
| <b>AOD-2:</b> Avoid misuse and abuse of over-the-counter and prescription drugs.  | <b>AOD-7:</b> Quit using alcohol and other drugs if already using.  |
| <b>AOD-3:</b> Avoid the use of alcohol.   | <b>AOD-8:</b> Support others to be alcohol- and other drug-free.  |
| <b>AOD-4:</b> Avoid the use of illegal drugs.                                     |   |
| <b>AOD-5:</b> Avoid driving while under the influence of alcohol and other drugs. |   |

## Promoting Food and Nutrition (FN)

- |  |   |
|--|---|
| <b>FN-1:</b> Follow a healthy eating pattern that meets individual preferences and needs for growth and development. | <b>FN-8:</b> Limit foods high in added sugars, saturated fats, trans fats, and sodium.                                    |
| <b>FN-2:</b> Choose a variety of options within each food group.   | <b>FN-9:</b> Choose to eat or drink nutrient-dense foods and beverages when dining.                                       |
| <b>FN-3:</b> Eat lots of fruits and vegetables.  | <b>FN-10:</b> Prepare good-tasting, nutrient-dense foods for yourself and others.   |
| <b>FN-4:</b> Choose to eat whole grain products.   | <b>FN-11:</b> Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. |
| <b>FN-5:</b> Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.                       | <b>FN-12:</b> Support healthy eating patterns for others.   |
| <b>FN-6:</b> Drink lots of water.  |   |
| <b>FN-7:</b> Avoid sugary drinks.  |   |

## Promoting Mental and Emotional Health (MEH)

- |  |   |
|--|---|
| <b>MEH-1:</b> Express feelings in a healthy way.                                 | <b>MEH-6:</b> Get help for troublesome thoughts, feelings, or actions for oneself and others. |
| <b>MEH-2:</b> Engage in activities that are mentally and emotionally healthy.    | <b>MEH-7:</b> Show acceptance of difference in others.  |
| <b>MEH-3:</b> Manage interpersonal conflict in healthy ways.                     | <b>MEH-8:</b> Establish and maintain healthy relationships.                                   |
| <b>MEH-4:</b> Prevent and manage emotional stress and anxiety in healthy ways.   | <b>MEH-9:</b> Practice habits that promote mental and emotional wellbeing.                    |
| <b>MEH-5:</b> Use self-control and impulse-control strategies to promote health. |   |

## Promoting Personal Health and Wellness (PHW)

- |   |   |
|---|---|
| <b>PHW-1:</b> Practice appropriate hygiene habits.                                | <b>PHW-9:</b> Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy. |
| <b>PHW-2:</b> Get an appropriate amount of sleep and rest.                        | <b>PHW-10:</b> Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.  |
| <b>PHW-3:</b> Prevent vision and hearing loss.                                    | <b>PHW-11:</b> Seek out healthcare professionals for appropriate screenings and examinations.   |
| <b>PHW-4:</b> Prevent damage from the sun.  | <b>PHW-12:</b> Prevent health problems that result from fads or trends.   |
| <b>PHW-5:</b> Practice behaviors that prevent infectious diseases.                |   |
| <b>PHW-6:</b> Practice behaviors that prevent chronic diseases.                   |   |
| <b>PHW-7:</b> Practice behaviors that promote mental and emotional wellbeing.     |   |
| <b>PHW-8:</b> Practice behaviors that prevent foodborne and waterborne illnesses. |   |

## Promoting Physical Activity (PA)

- |              |  |              |   |
|--------------|--|--------------|---|
| <b>PA-1:</b> | Engage in moderate to vigorous physical activity for at least 60 minutes every day.  | <b>PA-4:</b> | Drink plenty of water before, during, and after physical activity.  |
| <b>PA-2:</b> | Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength. | <b>PA-5:</b> | Follow a physical activity plan for healthy growth and development. |
| <b>PA-3:</b> | Engage in warm-up and cool-down activities before and after structured exercise.   | <b>PA-6:</b> | Avoid injury during physical activity.                              |
|              |  | <b>PA-7:</b> | Support others to be physically active.                             |

## Promoting Safety (S)

- |             |   |             |  |
|-------------|---|-------------|--|
| <b>S-1:</b> | Follow appropriate safety rules when riding in or on a motor vehicle.   | <b>S-5:</b> | Avoid safety hazards in the home and community.              |
| <b>S-2:</b> | Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs. | <b>S-6:</b> | Recognize and avoid dangerous surroundings.                  |
| <b>S-3:</b> | Use safety equipment appropriately and correctly.   | <b>S-7:</b> | Get help for oneself or others when injured or suddenly ill. |
| <b>S-4:</b> | Apply safety rules and procedures to avoid risky behaviors and injury.  | <b>S-8:</b> | Support others to avoid risky behaviors and be safe.         |

## Promoting Sexual Health (SH)

- |              |  |               |  |
|--------------|--|---------------|--|
| <b>SH-1:</b> | Recognize developmental changes experienced by self and others during childhood and adolescence.       | <b>SH-7:</b>  | Engage in behaviors that prevent or reduce unintended pregnancy.           |
| <b>SH-2:</b> | Establish and maintain healthy relationships.  | <b>SH-8:</b>  | Support others to avoid or reduce sexual risk behaviors.                   |
| <b>SH-3:</b> | Treat all people with dignity and respect with regard to their gender identity and sexual orientation. | <b>SH-9:</b>  | Avoid pressuring others to engage in sexual behaviors.                     |
| <b>SH-4:</b> | Give and receive consent in all situations.  | <b>SH-10:</b> | Use appropriate health services to promote sexual and reproductive health. |
| <b>SH-5:</b> | Be sexually abstinent.   |               |  |
| <b>SH-6:</b> | Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.      |               |  |

## Promoting a Tobacco-Free Lifestyle (T)

- |             |  |             |                                       |
|-------------|--|-------------|---------------------------------------|
| <b>T-1:</b> | Avoid using (or experimenting with) any form of tobacco. | <b>T-3:</b> | Support a tobacco-free environment.   |
| <b>T-2:</b> | Avoid exposure to second-hand smoke and aerosol.         | <b>T-4:</b> | Support others to be tobacco-free.    |
|             |  | <b>T-5:</b> | Quit using tobacco, if already using. |

## Preventing Violence (V)

- |             |   |              |  |
|-------------|---|--------------|--|
| <b>V-1:</b> | Manage interpersonal conflict in nonviolent ways.   | <b>V-7:</b>  | Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. |
| <b>V-2:</b> | Manage emotional distress in nonviolent ways.   | <b>V-8:</b>  | Get help to prevent or stop unwanted or inappropriate touching.  |
| <b>V-3:</b> | Avoid bullying or being a bystander to bullying.  | <b>V-9:</b>  | Get help to stop being subjected to violence or physical abuse.  |
| <b>V-4:</b> | Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape. | <b>V-10:</b> | Get help for oneself or others who are in danger of hurting themselves.  |
| <b>V-5:</b> | Avoid situations where violence is likely to occur.   |              |  |
| <b>V-6:</b> | Avoid associating with others who are involved in or who encourage violence or criminal activity.             |              |  |

School curricula must meet local community needs and conform to the curriculum requirements of the state or school district. For that reason, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Because this module includes all of the knowledge and skill expectations from each of the individual health topic modules, users should dedicate sufficient time to review and select the knowledge expectations (Standard 1) that are aligned with the selected HBOs and skill expectations (Standards 2–8) important for analyzing a comprehensive health education curriculum. Users should eliminate knowledge and skill expectations not aligned with the selected HBOs. Regardless of grade span, the analysis of a comprehensive curriculum will require that reviewers look at multiple issues, including

- The extent to which the curriculum addresses selected knowledge expectations (Standard 1) in each topic area and grade span.
- The completeness of the curriculum in addressing knowledge expectations (Standard 1) across a grade span.
- The extent to which the curriculum addresses skill expectations (Standards 2–8) in each topic area and grade span.
- The overall coverage and practice of skill expectations across topics and grade span(s) (Standards 2–8).

Note: Reviewers will need significantly more time to complete the review of a comprehensive curriculum than is needed for the analysis of a single topic curriculum.

## Overall Instructions

To complete an analysis of a comprehensive health education curriculum:

1. Determine the desired Healthy Behavior Outcomes (HBO, pgs. CHE-2 and CHE-3) that a comprehensive health curriculum is expected to address.
2. Review the HECAT grade-span knowledge expectations that are aligned with these HBOs. Add, delete, or revise items to meet the selected HBOs, the curriculum requirements of the state or school district, and community needs.
3. Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
4. Read the curriculum to become familiar with its content and how it is organized.
5. Complete the analysis of the curriculum for each grade span in this module.
6. Score the curriculum based on the analysis: There will be **one** rating score for knowledge expectations (Standard 1) and **two** rating scores (skill expectations and student skill practice) for each of the skills (Standards 2–8).
7. Transfer scores from the analysis of each standard to the *CHE Overall Summary Form* (Chapter 3). Note: This summary form is the same for a single-topic or comprehensive health education curriculum.
8. Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
9. Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

# Grades Pre-K-2: Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 2 (grade span pre-K-2).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

## Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-8–CHE-11). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-6) and the *Knowledge Expectations Coverage Score* (CHE-7). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**Directions for Grades Pre-K-2, Standards 2-8 are provided on page CHE-12.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

## Grades Pre-K-2 Knowledge Expectations Coverage Score

The knowledge expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-8–CHE-11. Below are the directions and forms for scoring Standard 1.

**Step 1:** Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

**Step 2:** After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

**Pre-K-2**

**3-5**

**6-8**

**9-12**

#### Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-8–CHE-11, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

#### Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades Pre-K-2 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-8–CHE-11. Below are the directions and forms for scoring Standard 1.

**Step 3:** Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?
  
2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?
  
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**After completing Standard 1, move to Grades Pre-K-2, Standard 2, pg. CHE-12.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades Pre-K-2 Knowledge Expectations

Standard 1 knowledge expectations for grades pre-K-2 are listed, starting below and through pages CHE-11, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- AOD1.2.1** Identify how household products are harmful if intentionally inhaled or absorbed. (HBO 1)
- AOD1.2.2** Differentiate between candy or other household substances (e.g., laundry pods) and other medications. (HBO 1)
- AOD1.2.3** Describe how to use medications correctly. (HBO 1 & 2)
- AOD1.2.4** Describe the importance of adult supervision of medication use. (HBO 1 & 2)
- AOD1.2.5** Explain the harmful effects of medications when used incorrectly. (HBO 1 & 2)
- AOD1.2.6** Describe the potential risks associated with use of over-the-counter medications. (HBO 1 & 2)
- AOD1.2.7** Differentiate between helpful medications (e.g., acetaminophen, antibiotics) and harmful drugs (e.g., alcohol, nicotine). (HBO 1, 3 & 4)
- AOD1.2.8** Identify school rules about use of medications. (HBO 1 & 2)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN1.2.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.2.2** Discuss the importance of people trying food several times before deciding if they like it. (HBO 1, 2, 3, 4, 5, 9, 11 & 12)
- FN1.2.3** Explain the importance of choosing nutrient-dense foods and beverages that help people feel good. (HBO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11)
- FN1.2.4** Explain the importance of eating different foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.2.5** Identify a variety of healthy, good-tasting, nutrient-dense snacks. (HBO 2, 3, 4, 5, 8 & 11)
- FN1.2.6** Identify the benefits of drinking water. (HBO 6 & 7)
- FN1.2.7** Describe the types of foods and beverages that should be limited (e.g., sugary drinks). (HBO 1, 6, 7, 8 & 9)
- FN1.2.8** Describe the benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.2.9** Describe how to keep food safe from harmful germs. (HBO 10)
- FN1.2.10** Describe what it feels like to be hungry and full. (HBO 1, 11 & 12)
- FN1.2.11** Identify healthy eating patterns that provide energy and help the body grow and develop. (HBO 1, 2 & 12)
- FN1.2.12** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

**Grades Pre-K-2 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades Pre-K-2 Knowledge Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH1.2.1** Identify different emotions. (HBO 1)
- MEH1.2.2** Describe how different situations can influence feelings. (HBO 1, 2, 3, 4 & 9)
- MEH1.2.3** Describe the relationship between feelings, emotions, and behavior. (HBO 1, 2, 3 & 4)
- MEH1.2.4** Identify appropriate ways to express needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.2.5** Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 4 & 6)
- MEH1.2.6** Identify a trusted parent, caregiver, or adult to talk with about feelings. (HBO 1, 2, 4 & 6)
- MEH1.2.7** Identify characteristics that make people unique or special. (HBO 7)
- MEH1.2.8** Describe what it means to be a good friend. (HBO 7 & 8)
- MEH1.2.9** Identify healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.2.10** Identify relationships in family, school, and community that are caring. (HBO 8)
- MEH1.2.11** Describe self-control. (HBO 5)
- MEH1.2.12** Explain the importance of respecting the personal space and boundaries of others. (HBO 2, 3, 5 & 8)
- MEH1.2.13** Describe the difference between bullying and teasing. (HBO 7 & 8)
- MEH1.2.14** Explain why it is wrong to tease or bully others. (HBO 7 & 8)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW1.2.1** Identify the proper steps for brushing and flossing teeth daily. (HBO 1)
- PHW1.2.2** Explain why hygiene is important for good health. (HBO 1)
- PHW1.2.3** Identify the benefits of personal health care practices such as washing hair and bathing regularly. (HBO 1)
- PHW1.2.4** Explain the importance and steps of proper hand washing. (HBO 1 & 5)
- PHW1.2.5** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.2.6** Explain how hearing can be damaged by loud noise. (HBO 3)
- PHW1.2.7** Identify ways to protect vision or hearing. (HBO 3)
- PHW1.2.8** List ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.2.9** Identify different ways that disease-causing germs are transmitted. (HBO 5 & 8)
- PHW1.2.10** Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 5, 8 & 10)
- PHW1.2.11** Identify food and non-food triggers that are common causes of allergic reactions. (HBO 5, 6 & 9)
- PHW1.2.12** Explain that food and water can contain germs that can cause illness. (HBO 5 & 8)
- PHW1.2.13** Identify food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.2.14** Identify proper steps for treating a wound to reduce chances of infection. (HBO 5 & 9)
- PHW1.2.15** Identify ways to stay safe around chemicals used for cleaning and disinfection, including alcohol-based hand rubs and sanitizers. (HBO 1, 5 & 8)

**Grades Pre-K-2 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades Pre-K-2 Knowledge Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA1.2.1** Identify the recommended amount of physical activity for children. (HBO 1)
- PA1.2.2** Explain ways to be active every day, regardless of ability. (HBO 1)
- PA1.2.3** Describe behaviors that are physically active and physically inactive. (HBO 1 & 2)
- PA1.2.4** Describe how being physically active can help a person feel better and the importance of selecting appropriate, enjoyable activities. (HBO 1, 2, 5, 6 & 7)
- PA1.2.5** Describe the benefits of being physically active, including the physical, social, emotional, academic, and mental health benefits. (HBO 1, 2, 5 & 7)
- PA1.2.6** Describe the benefits of drinking plenty of water before, during, and after physical activity. (HBO 4)

**SAFETY:** Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S1.2.1** State the benefits of riding in the back seat when a passenger is in a motor vehicle. (HBO 1)
- S1.2.2** Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats. (HBO 1 & 3)
- S1.2.3** Identify safe behaviors when getting on and off a bus and while riding on a bus. (HBO 1, 5 & 6)
- S1.2.4** Identify safety rules for playing on the playground, swimming, and playing sports. (HBO 4 & 5)
- S1.2.5** Identify all situations in which it is important to wear a helmet. (HBO 1 & 3)
- S1.2.6** Describe how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- S1.2.7** Identify safety rules for being around fire. (HBO 4 & 5)
- S1.2.8** Describe how to be a safe pedestrian. (HBO 4, 5 & 6)
- S1.2.9** Identify safety hazards in the home. (HBO 4 & 5)
- S1.2.10** Identify how household products are harmful if ingested or inhaled. (HBO 5)
- S1.2.11** Identify safety hazards in the community. (HBO 5)
- S1.2.12** Identify people who can help when someone is injured or suddenly ill. (HBO 7)
- S1.2.13** Identify ways to encourage others to stay safe. (HBO 8)

**Grades Pre-K-2 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades Pre-K-2 Knowledge Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH1.2.1** Use medically accurate terms for body parts, including genitals. (HBO1)
- SH1.2.2** Identify the benefits of healthy family or caregiver relationships. (HBO 2)
- SH1.2.3** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.2.4** Identify the benefits of healthy peer relationships. (HBO 2)
- SH1.2.5** Explain why it is wrong to tease or bully others based on personal characteristics (e.g., sex, race, ethnicity, culture, sexual orientation, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- SH1.2.6** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- SH1.2.7** Identify different ways that disease-causing germs are transmitted. (HBO 6)
- SH1.2.8** Identify ways to prevent the spread of germs that cause infectious diseases. (HBO 6)

**TOBACCO:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T1.2.1** Identify a variety of tobacco products (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco). (HBO 1)
- T1.2.2** Identify short- and long-term health effects of using tobacco products. (HBO 1)
- T1.2.3** Describe the benefits of not using tobacco. (HBO 1)
- T1.2.4** Describe the dangers of experimenting with tobacco. (HBO 1)
- T1.2.5** Identify family rules about avoiding tobacco use. (HBO 1 & 2)
- T1.2.6** Identify short- and long-term health effects of secondhand smoke and aerosol. (HBO 2)
- T1.2.7** Identify places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.2.8** Describe the environmental impacts of tobacco product waste (e.g., litter). (HBO 3)

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- VI.2.1** Describe the difference between bullying and teasing. (HBO 3)
- VI.2.2** Explain why it is wrong to tease or bully others. (HBO 3)
- VI.2.3** Explain what to do if someone is being bullied. (HBO 3 & 7)
- VI.2.4** Explain why it is important to be a good friend. (HBO 1 & 3)
- VI.2.5** Describe examples of ways to be a good friend to others. (HBO 1 & 3)
- VI.2.6** Describe the difference between "wanted" and "unwanted" touch. (HBO 8)
- VI.2.7** Explain why unwanted or inappropriate touches should be reported to a trusted adult. (HBO 8)
- VI.2.8** Explain that a child is not at fault if someone touches them in an unwanted or inappropriate way. (HBO 8)
- VI.2.9** Explain why everyone has the right to tell others not to touch their body. (HBO 8)

## Grades Pre-K-2: Standards 2-8

---

The Standards 2-8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

The *National Health Education Standards (NHES)* 2-8 describe the key processes and performance indicators that help students promote personal, family and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2-8 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2-8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “NA—Skill expectations are not identified for this grade span.”

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to *Appendix 4* for guidance when considering additions, deletions or revisions.

### Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2-8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K-2 and 3-5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6-8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

### Directions for Standards 2-8

#### Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:
  - Standard 2 (CHE-16-CHE-17)
  - Standard 3 (CHE-21-CHE-23)
  - Standard 4 (CHE-27-CHE-29)
  - Standard 5 (CHE-33-CHE-35)
  - Standard 6 (CHE-39-CHE-40)
  - Standard 7 (CHE-44-CHE-45)
  - Standard 8 (CHE-49-CHE-50)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:
  - Standard 2 (CHE-14)
  - Standard 3 (CHE-19)
  - Standard 4 (CHE-25)
  - Standard 5 (CHE-31)
  - Standard 6 (CHE-37)
  - Standard 7 (CHE-42)
  - Standard 8 (CHE-47)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

### ***Student Skill Practice Score***

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-16–CHE-17. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-18.

**Step 1:** Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2                       3-5                       6-8                       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-16–CHE-17, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-16–CHE-17. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-18.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO THE STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades Pre-K-2 Student Skill Expectations

Standard 2 skill expectations for grades pre-K-2 are listed below through page CHE-17. The topic-specific skill expectations are based on the following generic skill expectations:

**By the end of each grade, students will be able to meet the following skill expectations:**

- Identify how family influences health practices and behaviors.
- Identify how school personnel influence health practices and behaviors.
- Identify how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe positive influences on personal health practices and behaviors.
- Describe negative influences on personal health practices and behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- AOD2.2.1** Identify how family influences medication safety and adherence (i.e., taking medicine as prescribed by a healthcare provider).
- AOD2.2.2** Identify how school personnel can influence medication safety and adherence.
- AOD2.2.3** Identify how media and technology can influence medication safety and adherence.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN2.2.1** Identify how family can influence food choices and other eating practices and behaviors.
- FN2.2.2** Identify how school personnel can influence food choices and other eating practices and behaviors.
- FN2.2.3** Identify how media and technology can influence food choices and other eating practices and behaviors.
- FN2.2.4** Explain that the purpose of food advertisements (e.g., commercials, billboards, sponsored content, and product placement) is to make people want to eat more of certain foods.
- FN2.2.5** Describe positive influences on food choices and other eating practices and behaviors.
- FN2.2.6** Describe negative influences on food choices and other eating practices and behaviors.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH2.2.1** Identify how family can influence mental and emotional health practices and behaviors.
- MEH2.2.2** Identify how school can influence mental and emotional health practices and behaviors.
- MEH2.2.3** Identify how media and technology can influence mental and emotional health practices and behaviors.
- MEH2.2.4** Describe positive influences on mental and emotional health practices and behaviors.
- MEH2.2.5** Describe negative influences on mental and emotional health practices and behaviors.

**Standard 2, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades Pre-K-2 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW2.2.1** Identify how family can influence personal health and wellness practices and behaviors.
- PHW2.2.2** Identify how school can influence personal health and wellness practices and behaviors.
- PHW2.2.3** Identify how media and technology can influence personal health and wellness practices and behaviors.
- PHW2.2.4** Describe positive influences on personal health and wellness practices and behaviors.
- PHW2.2.5** Describe negative influences on personal health and wellness practices and behaviors.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA2.2.1** Identify how family can influence physical activity practices and behaviors.
- PA2.2.2** Identify how school can influence physical activity practices and behaviors.
- PA2.2.3** Identify how media and technology can influence physical activity practices and behaviors.
- PA2.2.4** Describe positive influences on physical activity practices and behaviors.
- PA2.2.5** Describe negative influences on physical activity practices and behaviors.

**SAFETY:** Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S2.2.1** Identify how family can influence safety and injury prevention practices and behaviors.
- S2.2.2** Identify how school can influence safety and injury prevention practices and behaviors.
- S2.2.3** Identify how media and technology can influence safety and injury prevention practices and behaviors.
- S2.2.4** Describe positive influences on safety and injury prevention practices and behaviors.
- S2.2.5** Describe negative influences on safety and injury prevention practices and behaviors.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH2.2.1** Identify how family can influence relationships.

**TOBACCO:** Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V2.2.1** Identify how family can influence violence prevention practices and behaviors.
- V2.2.2** Identify how school can influence violence prevention practices and behaviors.
- V2.2.3** Identify how media and technology can influence violence prevention practices and behaviors.
- V2.2.4** Describe positive influences on violence prevention practices and behaviors.
- V2.2.5** Describe negative influences on violence prevention practices and behaviors.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-21–CHE-23. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-24.

- Step 1:** Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-21–CHE-23, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-21–CHE-23. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-24.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 3: *ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades Pre-K-2 Student Skill Expectations

Standard 3 skill expectations for grades pre-K-2 are listed below through page CHE-23. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 2, students will be able to meet the following skill expectations:

- Identify trusted adults at home who can help promote health.
- Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor, classroom teacher).
- Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, social worker, police officer, religious leader, mentor).
- Explain how to locate school health helpers (e.g., school nurse, school counselor, classroom teacher, coach).
- Explain how to locate community health helpers (e.g., police officer, firefighter, paramedic, counselor).
- Demonstrate how to locate school or community health helpers to enhance health.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- AOD3.2.1** Identify trusted adults at home who can help with taking prescription and over-the-counter medications.
- AOD3.2.2** Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescription and over-the-counter medications.
- AOD3.2.3** Explain how to locate school or community health helpers who can help with information about prescription and over-the-counter medications.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN3.2.1** Identify trusted adults at home who can help promote healthy eating practices and behaviors.
- FN3.2.2** Identify trusted adults and professionals in school (e.g., classroom teacher, school nurse) who can help promote healthy eating practices and behaviors.
- FN3.2.3** Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating practices and behaviors.

**Standard 3, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades Pre-K-2 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH3.2.1** Identify trusted adults at home who can help promote mental and emotional health.
- MEH3.2.2** Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, counselor, classroom teacher).
- MEH3.2.3** Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).
- MEH3.2.4** Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, counselor, classroom teacher).

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW3.2.1** Identify trusted adults at home who can help promote personal health and wellness.
- PHW3.2.2** Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.3** Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, social workers, police officer, religious leaders, mentors).
- PHW3.2.4** Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.5** Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, police officer, firefighter, paramedic, counselor).

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA3.2.1** Identify trusted adults at home who can help promote physical activity.
- PA3.2.2** Identify trusted adults and professionals in school (e.g., physical education teacher, coach) who can help promote physical activity.
- PA3.2.3** Identify trusted adults and professionals in the community (e.g., recreation leader) who can help promote physical activity.
- PA3.2.4** Explain how to locate school or community health helpers to enhance physical activity.

**Standard 3, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades Pre-K-2 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S3.2.1** Identify trusted adults at home who can help promote safety and injury prevention.
- S3.2.2** Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).
- S3.2.3** Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor, 911 dispatcher).
- S3.2.4** Explain how to locate school health helpers who can help promote safety and injury prevention (e.g., school nurse, facility and maintenance staff).
- S3.2.5** Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).
- S3.2.6** Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., locate principal's office, find "safe-zone" at school, call 911 dispatcher).

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

**NA** Skill expectations are not identified for this grade span.

**TOBACCO:** Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T3.2.1** Identify trusted adults at home who can help prevent tobacco use.
- T3.2.2** Identify trusted adults and professionals in school (e.g., school nurse, counselor) who can help prevent tobacco use.
- T3.2.3** Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V3.2.1** Identify trusted adults at home who can help prevent violence.
- V3.2.2** Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, classroom teacher, principal).
- V3.2.3** Identify trusted adults and professionals in the community who can help prevent violence (e.g., healthcare provider, police officer, firefighter, religious leader, mentor).
- V3.2.4** Explain how to locate school health helpers who can help reduce or avoid violence (e.g., locate principal or counselor's office, find school "safe-zone").
- V3.2.5** Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer, healthcare provider, religious leader, mentor).
- V3.2.6** Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., locate principal's office, find "safe-zone" at school, call 911 dispatcher).

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-27–CHE-29. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-30.

- Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2                       3-5                       6-8                       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-27–CHE-29, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-27-CHE-29. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-30.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Expectations

Standard 4 skill expectations for grades pre-K-2 are listed below through page CHE-29. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 2, students will be able to meet the following skill expectations:

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate effective refusal skills including firmly saying no and moving away.
- Demonstrate how to effectively tell a trusted adult when feeling threatened, harmed, or unsafe.
- Identify how to communicate care and concern for others.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- AOD4.2.1** Demonstrate effective refusal skills, including firmly saying “no” and moving away, when offered medications or other drugs by someone other than a trusted adult.
- AOD4.2.2** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medications or other drugs by someone other than a trusted adult.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN4.2.1** Demonstrate effective refusal skills to avoid unhealthy food choices and promote a healthy eating pattern.
- FN4.2.2** Demonstrate how to ask for food in response to internal hunger signals.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- MEH4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- MEH4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in emotionally unhealthy behaviors.
- MEH4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- MEH4.2.5** Describe how to effectively communicate care and concern for others.

**Standard 4, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
- PHW4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
- PHW4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in behaviors that negatively affect personal health and wellness.
- PHW4.2.4** Demonstrate how to communicate care and concern for others.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA4.2.1** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid engaging in unsafe physical activities.

**SAFETY:** Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
- S4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
- S4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or reduce injury.
- S4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- SH4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.
- SH4.2.2** Demonstrate how to communicate care and concern for others to promote healthy relationships.
- SH4.2.3** Demonstrate how to effectively tell a trusted adult when they or someone they know is being hurt or feels unsafe.

**Standard 4, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings that help avoid exposure to secondhand smoke.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.
- V4.2.2** Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to prevent violence.
- V4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid or prevent violence.
- V4.2.4** Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- V4.2.5** Demonstrate how to communicate care and concern for others to prevent violence.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-33–CHE-35. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-36.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-33–CHE-35, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-33- CHE-35. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-36.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades Pre-K-2 Student Skill Expectations

Standard 5 skill expectations for grades pre-K-2 are listed below through page CHE-35. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 2, students will be able to meet the following skill expectations:

- Identify situations that need a health-related decision.
- Identify how family, peers, culture, technology, or media influence a health-related decision.
- Explain the potential positive and negative outcomes from health-related decisions.
- Describe when help is needed and when it is not needed to make a healthy decision.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- AOD5.2.1** Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medications in unsafe ways.

**FOOD AND NUTRITION:** Check the box next to each food- and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN5.2.1** Identify situations that need a food- and nutrition-related decision.
- FN5.2.2** Identify how family, peers, culture, technology, or media influence a food- and nutrition-related decision.
- FN5.2.3** Explain the potential positive and negative outcomes from a food- and nutrition-related decision.
- FN5.2.4** Describe when help is needed and when it is not needed to make a food- and nutrition-related decision.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH5.2.1** Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.2** Describe how family, peers, culture, technology, or media influence a decision related to mental and emotional health.
- MEH5.2.3** Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).
- MEH5.2.4** Describe when help is needed and when it is not needed to make a mentally- and emotionally healthy decision (e.g., dealing with interpersonal conflict, managing anger).

**Standard 5, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades Pre-K-2 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW5.2.1** Identify situations that need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
- PHW5.2.2** Identify how family, peers, culture, technology, or media influence a personal health or wellness-related decision.
- PHW5.2.3** Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
- PHW5.2.4** Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA5.2.1** Identify situations that need a decision related to physical activity.
- PA5.2.2** Describe how family, peers, culture, technology, or media influence a decision related to physical activity.
- PA5.2.3** Explain how family, peers, or media influence a decision to use proper equipment when engaging in physical activities.
- PA5.2.4** Explain the potential positive and negative outcomes from decisions related to physical activity.
- PA5.2.5** Describe when help is needed and when it is not needed to make a healthy decision related to physical activity.

**SAFETY:** Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S5.2.1** Identify situations that need a decision related to safety and injury prevention.
- S5.2.2** Identify how family, peers, culture, technology, or media influence a decision related to safety and injury prevention.
- S5.2.3** Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
- S5.2.4** Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**Standard 5, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades Pre-K-2 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T5.2.1** Identify how family, peers, culture, technology, or media influence a decision to not use tobacco.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V5.2.1** Identify situations that need a decision that could lead to or prevent violence.
- V5.2.2** Describe how family, peers, culture, technology, or media influence a decision that could lead to or prevent violence.
- V5.2.3** Explain the potential positive and negative outcomes from a decision that could lead to or prevent violence.
- V5.2.4** Describe when help is needed and when it is not needed to make a decision related to violence prevention.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-39–CHE-40. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-41.

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-39–CHE-40, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-39-40. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-41.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades Pre-K-2 Student Skill Expectations

Standard 6 skill expectations for grades pre-K-2 are listed below through page CHE-40. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 2, students will be able to meet the following skill expectations:

- Identify a realistic personal short-term health goal.
- Take steps to achieve the personal health goal.
- Identify people who can help achieve a personal health goal.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

**NA** Skill expectations are not identified for this grade span.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN6.2.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.2.2** Take steps to achieve a personal goal to improve eating patterns.
- FN6.2.3** Identify people who can help achieve a personal goal to improve eating patterns.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH6.2.1** Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.
- MEH6.2.2** Take steps to achieve the goal to improve or maintain positive mental and emotional health.
- MEH6.2.3** Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW6.2.1** Identify a realistic short-term goal to improve a personal health and wellness-related practice.
- PHW6.2.2** Take steps to achieve the goal to improve personal health and wellness.
- PHW6.2.3** Identify people who can help achieve a personal health and wellness-related goal.

**Standard 6, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades Pre-K-2 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA6.2.1** Identify a realistic personal short-term goal to be physically active.
- PA6.2.2** Take steps to achieve the personal goal to be physically active.
- PA6.2.3** Identify people who can help achieve a personal goal to be physically active.

**SAFETY:** Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S6.2.1** Identify a realistic personal short-term goal to avoid or reduce injury.
- S6.2.2** Take steps to achieve a personal goal to avoid or reduce injury.
- S6.2.3** Identify people who can help achieve a personal goal to avoid or reduce injury.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**TOBACCO:** Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V6.2.1** Identify a realistic personal short-term goal to prevent violence.
- V6.2.2** Take steps to achieve the personal goal to prevent violence.
- V6.2.3** Identify people who can help achieve a personal goal to prevent violence.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

Check the box if,	Criteria met
1. The curriculum provides <b>at least three</b> opportunities for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
2. The curriculum provides <b>three opportunities across multiple topic areas</b> for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
3. The curriculum provides <b>four to five opportunities across multiple topic areas</b> for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>
4. The curriculum provides <b>six or more opportunities across multiple topic areas</b> for students to practice the skills needed to meet this standard. <i>(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)</i>	<input type="checkbox"/>

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-44-CHE-45. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-46.

**Step 1:** Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

- Pre-K-2**
 **3-5**
 **6-8**
 **9-12**

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-44-CHE-45, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-44–CHE-45. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-46.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Expectations

Standard 7 skill expectations for grades pre-K-2 are listed below through page CHE-45. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 2, students will be able to meet the following skill expectations:

- Identify practices that prevent or reduce health risks.
- Demonstrate healthy practices.
- Commit to practicing healthy behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

**NA** Skill expectations are not identified for this grade span.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN7.2.1** Identify practices that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.2.2** Demonstrate healthy eating patterns and behaviors.
- FN7.2.3** Commit to practicing healthy eating patterns and behaviors.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH7.2.1** Identify mental and emotional health practices that reduce or prevent health risks.
- MEH7.2.2** Demonstrate healthy mental and emotional health practices.
- MEH7.2.3** Commit to practicing healthy mental and emotional health behaviors.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW7.2.1** Identify personal health and wellness-related practices that reduce or prevent health risks.
- PHW7.2.2** Demonstrate positive personal health and wellness-related practices.
- PHW7.2.3** Commit to practicing positive personal health and wellness-related behaviors.

**Standard 7, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA7.2.1** Identify practices that reduce inactivity and unsafe physical activity.
- PA7.2.2** Demonstrate healthy and safe physical activity practices and behaviors.
- PA7.2.3** Commit to being physically active.

**SAFETY:** Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S7.2.1** Identify practices that promote safety and reduce or prevent injuries.
- S7.2.2** Demonstrate safety and injury prevention practices.
- S7.2.3** Commit to practicing safety and injury prevention behaviors.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

**NA** Skill expectations are not identified for this grade span.

**TOBACCO:** Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

**NA** Skill expectations are not identified for this grade span.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V7.2.1** Identify practices that reduce or prevent violence.
- V7.2.2** Demonstrate violence prevention practices.
- V7.2.3** Commit to practicing violence prevention behaviors.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades Pre-K-2 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-49–CHE-50. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-51.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-49–CHE-50, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades Pre-K-2 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades pre-K-2, across nine topic areas, are provided on pages CHE-49- CHE-50. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-51.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades Pre-K-2 Student Skill Expectations

Standard 8 skill expectations for grades pre-K-2 are listed below through page CHE-50. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 2, students will be able to meet the following skill expectations:

- Make requests to others to promote personal health practices.
- Demonstrate how to encourage peers to make healthy choices.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- AOD8.2.1** Make requests to others (e.g., family members) to help avoid harmful household products, medications, or drugs.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- FN8.2.1** Make requests to others (e.g., family members) about preferences for healthy eating patterns.
- FN8.2.2** Demonstrate how to encourage peers to make healthy food and beverage choices.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- MEH8.2.1** Make requests to others (e.g., family members) to promote personal mental and emotional health practices.
- MEH8.2.2** Demonstrate how to encourage peers to make healthy mental and emotional health choices.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PHW8.2.1** Make requests to others (e.g., family members) to promote positive personal health and wellness-related practices.
- PHW8.2.2** Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

**Standard 8, Grades Pre-K-2 Skill Expectations continued on next page.**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades Pre-K-2 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- PA8.2.1** Make requests to others (e.g., family members) to promote being physically active.
- PA8.2.2** Demonstrate how to encourage peers to be physically active.

**SAFETY:** Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- S8.2.1** Make requests to others (e.g., family members) to promote safety and avoid or reduce injury.
- S8.2.2** Demonstrate how to encourage peers to be safe and avoid or reduce injury.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**TOBACCO:** Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- T8.2.1** Make requests to others (e.g., family members) to avoid exposure to secondhand smoke.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 2, students will be able to:

- V8.2.1** Make requests to others (e.g., family members) to prevent violence.
- V8.2.2** Demonstrate how to encourage peers to prevent violence

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades Pre-K-2 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

## Grades 3–5: Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 5 (grade span 3–5).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

### Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Review the concepts included for each health topic and grade level in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-55–CHE-60). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-53) and the *Knowledge Expectations Coverage Score* (CHE-54). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**Directions for Grades 3–5, Standards 2–8 are provided on page CHE-62.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

## Grades 3–5 Knowledge Expectations Coverage Score

The knowledge expectations for grades 3–5, across nine topic areas, are provided on pages CHE-55–CHE-60. Below are the directions and forms for scoring Standard 1.

- Step 1:** Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.
- On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)
- Step 2:** After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2

3-5

6-8

9-12

#### Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-55–CHE-60, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67–99%**
- some = 34–66%**
- few = 1–33%**
- none = 0%**

#### Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 3-5 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades 3-5, across nine topic areas, are provided on pages CHE-55-CHE-60. Below are the directions and forms for scoring Standard 1.

**Step 3:** Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**After completing Standard 1, move to Grades 3-5, Standard 2, pg. CHE-62.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 3–5 Knowledge Expectations

Standard 1 knowledge expectations for grades 3–5 are listed, starting below and through pages CHE-60, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD1.5.1** Explain why household products are harmful if intentionally inhaled or absorbed. (HBO 1)
- AOD1.5.2** Define over-the-counter medication (e.g., something you can buy off the store shelf) and prescription medication. (HBO 1 & 2)
- AOD1.5.3** Explain the benefits of medications when used correctly. (HBO 1 & 2)
- AOD1.5.4** Explain how to use medications correctly. (HBO 1 & 2)
- AOD1.5.5** Describe potential risks associated with inappropriate use of over-the-counter medications. (HBO 1 & 2)
- AOD1.5.6** Describe potential risks associated with inappropriate use of prescription medications. (HBO 1 & 2)
- AOD1.5.7** Describe the importance of not sharing medications. (HBO 1 & 2)
- AOD1.5.8** Explain the difference between medications and illicit drugs. (HBO 2 & 4)
- AOD1.5.9** Identify the risks associated with alcohol and marijuana use. (HBO 3 & 4)
- AOD1.5.10** Identify short- and long-term effects of illicit drug use, misuse of prescription or over-the-counter medications, and inappropriate use of alcohol or marijuana. (1, 2, 3 & 4)
- AOD1.5.11** Identify family and school rules about alcohol- and other drug-use. (HBO 3, 4 & 8)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN1.5.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.5.2** Name the food groups and a variety of nutritious food and beverage choices for each food group. (HBO 1, 2, 3, 4 & 5)
- FN1.5.3** Describe the components of a healthy meal. (HBO 1, 2, 3, 4 & 5)
- FN1.5.4** Describe the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned frozen, and dried). (HBO 1, 2 & 3)
- FN1.5.5** Explain the importance of eating a variety of foods from all the food groups. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.5.6** Describe the benefits of consuming enough water. (HBO 6 & 7)
- FN1.5.7** Identify sugary drinks. (HBO 7 & 9)
- FN1.5.8** Identify foods that are high in added sugars, sodium, and saturated or trans fat. (HBO 1, 8 & 9)
- FN1.5.9** Identify sources of healthy fats (e.g., unsaturated fats and oils). (HBO 8)
- FN1.5.10** Describe the health benefits of limiting the consumption of saturated or trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.5.11** Describe how to make or choose good-tasting, nutrient-dense snacks. (HBO 10 & 11)
- FN1.5.12** Explain why breakfast should be eaten every day. (HBO 1 & 12)

**Grades 3–5 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 3–5 Knowledge Expectations (continued)

**FOOD AND NUTRITION (continued):** Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN1.5.13** Describe methods to keep food safe from germs. (HBO 10)
- FN1.5.14** Explain the concept of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.5.15** Describe the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.5.16** Describe what it feels like to be hungry and full. (HBO 1 & 12)
- FN1.5.17** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH1.5.1** Identify internal and external signs that one is experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.5.2** Describe how emotions can change throughout the day. (HBO 1, 3 & 4)
- MEH1.5.3** Identify common patterns among people, activities, and situations that affect emotions and feelings. (HBO 1, 2, 3, 4 & 5)
- MEH1.5.4** Describe the relationship between feelings, emotions, and behavior. (HBO 1, 2, 3 & 4)
- MEH1.5.5** Identify appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)
- MEH1.5.6** Describe how the expression of emotions or feelings can help or hurt oneself or others. (HBO 5, 6, 7, 8 & 9)
- MEH1.5.7** Describe how mental and emotional health can affect health-related behaviors. (HBO 2, 3, 4 & 9)
- MEH1.5.8** Identify characteristics of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.5.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.5.10** Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.5.11** Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.5.12** Identify causes and effects of stress. (HBO 3 & 4)
- MEH1.5.13** Identify feelings and emotions associated with loss and grief. (HBO 1 & 4)
- MEH1.5.14** Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)
- MEH1.5.15** Describe resilience and how it impacts mental and emotional health. (HBO 1 & 4)
- MEH1.5.16** Describe self-control and how it can benefit mental and emotional health. (HBO 3, 4 & 5)
- MEH1.5.17** Identify a parent, caregiver, or trusted adult to talk with about feelings. (HBO 1, 2, 4 & 6)
- MEH1.5.18** Explain the importance of talking with parents and other trusted adults about feelings. (HBO 1, 2, 4, 6 & 9)
- MEH1.5.19** Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.5.20** Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)
- MEH1.5.21** Identify strategies for effectively communicating feelings to family members, trusted adults, and peers. (HBO 8 & 9)

**Grades 3–5 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 3–5 Knowledge Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH1.5.22** Identify healthy strategies to manage difficult relationships with family members and peers. (HBO 3, 8 & 9)
- MEH1.5.23** Describe examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, and consideration). (HBO 2, 7, 8 & 9)
- MEH1.5.24** Describe what empathy is and why it is important. (HBO 1, 2, 3, 7 & 8)
- MEH1.5.25** Describe the characteristics of a diverse society. (HBO 7)
- MEH1.5.26** Identify characteristics that make people unique or special. (HBO 7, 8 & 9)
- MEH1.5.27** Describe intolerance. (HBO 7)
- MEH1.5.28** Describe different types of bullying (e.g., physical, verbal, social, cyber) and how bullying is different than teasing. (HBO 7 & 8)
- MEH1.5.29** Explain why it is wrong to tease or bully others. (HBO 7 & 8)
- MEH1.5.30** Describe healthy ways to respond if one experiences or witnesses bullying or teasing. (HBO 7 & 8)
- MEH1.5.31** Identify the warning signs when a person may be at risk for harming themselves and when to seek help. (HBO 1, 4 & 6)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW1.5.1** Describe the benefits of personal care practices such as brushing and flossing teeth daily, washing hair, and bathing regularly. (HBO 1)
- PHW1.5.2** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.5.3** Explain how hearing can be damaged by loud sounds. (HBO 3)
- PHW1.5.4** Describe how vision can be damaged. (HBO 3)
- PHW1.5.5** Describe ways to prevent vision or hearing damage. (HBO 3)
- PHW1.5.6** Explain benefits of proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.5.7** Describe ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.5.8** Explain the difference between infectious diseases and non-infectious diseases. (HBO 5 & 6)
- PHW1.5.9** Describe ways that common infectious diseases are transmitted. (HBO 5)
- PHW1.5.10** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 5 & 8)
- PHW1.5.11** Describe symptoms that occur when a person sick. (HBO 5 & 6)
- PHW1.5.12** Identify health problems associated with common childhood chronic conditions (e.g., asthma, allergies, diabetes, and epilepsy). (HBO 6)
- PHW1.5.13** Describe the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.5.14** Describe the importance of seeking help and treatment for common infectious diseases. (HBO 10)
- PHW1.5.15** Describe how foodborne and waterborne illnesses can spread at school or in the community. (HBO 5 & 8)
- PHW1.5.16** Describe how germs can spread from direct and indirect person-to-person contact. (HBO 5 & 8)

**Grades 3–5 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 3–5 Knowledge Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW1.5.17** Describe how to keep food and water safe from harmful germs. (HBO 5 & 8)
- PHW1.5.18** Explain how hand washing removes germs and chemicals from hands to protect the health of oneself and others. (HBO 1, 5 & 8)
- PHW1.5.19** Explain how alcohol-based hand rubs and sanitizers work and when and how to properly and safely use them. (HBO 1, 5 & 8)
- PHW1.5.20** Explain the difference between cleaning and disinfecting. (HBO 1, 5 & 8)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA1.5.1** Describe the recommended amount of physical activity for children. (HBO 1)
- PA1.5.2** Identify ways to increase daily physical activity. (HBO 1)
- PA1.5.3** Identify different types of physical activities. (HBO 1 & 2)
- PA1.5.4** Describe the importance of choosing a variety of ways to be physically active. (HBO 1, 2 & 5)
- PA1.5.5** Explain positive outcomes for being physically active and the importance of selecting appropriate, enjoyable activities. (HBO 1, 2, 5, 6 & 7)
- PA1.5.6** Identify short- and long-term benefits of moderate and vigorous physical activity such as improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 2, 5 & 7)
- PA1.5.7** Identify warm up activities to help prevent injury during physical activity. (HBO 3 & 6)
- PA1.5.8** Describe the benefits of drinking water before, during, and after physical activity. (HBO 4)
- PA1.5.9** Identify safety precautions for participating in various physical activities in different kinds of weather and climates. (HBO 3, 4 & 6)
- PA1.5.10** Identify equipment needed for protection in sports and recreational activities such as mouthpieces, pads, and helmets. (HBO 6)

**SAFETY:** Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S1.5.1** Explain how injuries can be prevented. (HBO 1, 2, 3, 4, 5 & 6)
- S1.5.2** List examples of dangerous or risky behaviors. (HBO 1, 2 & 4)
- S1.5.3** Identify ways to reduce risk of injuries while riding in a motor vehicle. (HBO 1, 2, 3 & 4)
- S1.5.4** Describe how to safely ride a bike, skateboard, scooter, and/or use inline skates. (HBO 3 & 4)
- S1.5.5** Identify when it is important to wear a helmet and/or other appropriate protective gear when participating in sports or other physical activity. (HBO 1 & 3)
- S1.5.6** Identify ways to reduce injuries in case of a fire. (HBO 3, 4, 5, 6 & 7)
- S1.5.7** Identify ways to reduce risk of injuries around water. (HBO 3, 4, 5, 6 & 7)
- S1.5.8** Identify ways to reduce injury from falls. (HBO 3, 4, 5 & 6)
- S1.5.9** Identify ways to protect vision or hearing from injury. (HBO 3, 4, 5 & 6)
- S1.5.10** Identify ways to reduce injuries from firearms. (HBO 4, 5 & 6)

**Grades 3–5 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 3–5 Knowledge Expectations (continued)

**SAFETY (continued):** Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S1.5.11** Identify ways to reduce injuries as a pedestrian. (HBO 4, 5 & 6)
- S1.5.12** Identify safety precautions for playing and working outdoors in different kinds of weather and climates. (HBO 3, 4, 5 & 6)
- S1.5.13** Identify ways to reduce risk of injuries from animal and insect bites and stings. (HBO 4, 5 & 6)
- S1.5.14** List ways to prevent injuries at home. (HBO 3, 4, 5 & 6)
- S1.5.15** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5 & 6)
- S1.5.16** Explain why household products are harmful if ingested or inhaled. (HBO 4, 5, 6 & 8)
- S1.5.17** List ways to prevent injuries in the community. (HBO 3, 4, 5 & 6)
- S1.5.18** List ways to prevent injuries at school. (HBO 4 & 6)
- S1.5.19** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- S1.5.20** Explain what to do if someone is poisoned or injured and needs help. (HBO 7)
- S1.5.21** Identify ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

**SEXUAL HEALTH:** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH1.5.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- SH1.5.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.5.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.5.4** Define gender identity and expression. (HBO 3)
- SH1.5.5** Explain the difference between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.5.6** Describe gender roles and expectations and how they can influence relationships. (HBO 3)
- SH1.5.7** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- SH1.5.8** Describe the differences between sexual orientation and gender identity and expression. (HBO 3)
- SH1.5.9** Describe personal characteristics related to sexual identity, orientation, and gender that make people different from one another. (HBO 3)
- SH1.5.10** Identify characteristics of healthy relationships. (HBO 2)
- SH1.5.11** Describe the benefits of healthy family or caregiver relationships. (HBO 2)
- SH1.5.12** Describe the benefits of healthy peer relationships. (HBO 2)
- SH1.5.13** List healthy ways to express affection, love, and friendship. (HBO 2)
- SH1.5.14** Identify characteristics of a responsible family member or caregiver. (HBO 2)
- SH1.5.15** Recognize the range of different family and peer relationships (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)

**Grades 3–5 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 3–5 Knowledge Expectations (continued)

**SEXUAL HEALTH (continued):** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH1.5.16** Summarize why it is wrong to tease or bully others based on gender identity, sexual orientation, or other personal characteristics (e.g., sex, race, ethnicity, culture, appearance, abilities, mannerisms, the way one dresses or acts). (HBO 3)
- SH1.5.17** Describe consent and its importance in all relationships. (HBO 2, 3 & 4)
- SH1.5.18** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe. (HBO 2 & 4)
- SH1.5.19** Describe ways that common infectious diseases are transmitted. (HBO 6)
- SH1.5.20** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 6)
- SH1.5.21** Explain that HIV is not easily transmitted like other common infectious diseases. (HBO 3)

**TOBACCO:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T1.5.1** Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products. (HBO 1)
- T1.5.2** Describe the benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.5.3** Explain the dangers of experimenting with tobacco. (HBO 1)
- T1.5.4** Describe family rules about avoiding tobacco use, including smoke-free rules in the home and vehicles. (HBO 1 & 2)
- T1.5.5** Identify short- and long-term health effects of being exposed to secondhand smoke and aerosol. (HBO 2)
- T1.5.6** Identify common places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.5.7** Identify environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.5.8** Identify the effects of tobacco use on social relationships. (HBO 1 & 4)
- T1.5.9** Explain that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.5.10** Describe how to support family and friends who are trying to stop using tobacco. (HBO 4)

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- VI.5.1** Explain ways to identify and label emotions. (HBO 2)
- VI.5.2** Explain that anger and related emotions (e.g., fear, shame, guilt) are normal. (HBO 2)
- VI.5.3** Identify nonviolent ways to manage anger. (HBO 2)
- VI.5.4** Identify health-enhancing ways to express and deal with emotions. (HBO 2)
- VI.5.5** Identify examples of self-control. (HBO 2)
- VI.5.6** Describe the difference between bullying and teasing. (HBO 3)
- VI.5.7** Describe prejudice, discrimination, and bias. (HBO 3)
- VI.5.8** Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 3)
- VI.5.9** Describe what to do if oneself or someone else is being bullied. (HBO 3 & 7)

**Grades 3–5 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 3–5 Knowledge Expectations (continued)

**VIOLENCE PREVENTION (continued):** Check the box next to each violence prevention-related knowledge expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- VI.5.10** Identify examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)
- VI.5.11** Identify examples of ways to be a good friend. (HBO 1 & 3)
- VI.5.12** Identify examples of dangerous or risky behaviors that might lead to injuries. (HBO 4, 5 & 6)
- VI.5.13** Identify situations that might lead to violence. (HBO 5)
- VI.5.14** Recognize techniques used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- VI.5.15** Describe how participation in gangs can lead to violence. (HBO 6)
- VI.5.16** Explain the difference between tattling and reporting aggression, bullying, or violence. (HBO 7 & 9)
- VI.5.17** Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.5.18** Identify strategies to avoid physical fighting and violence. (HBO 1, 3 & 4)
- VI.5.19** Describe the benefits of using nonviolent means to solve interpersonal conflict. (HBO 1)
- VI.5.20** Describe ways to appropriately communicate with others to resolve conflict. (HBO 1 & 3)
- VI.5.21** Distinguish between wanted and unwanted touch. (HBO 8)
- VI.5.22** Explain that unwanted or inappropriate touches should be reported to a trusted adult. (HBO 8)
- VI.5.23** Explain why it is not a child's fault if someone touches them in an unwanted or inappropriate way. (HBO 8)
- VI.5.24** Explain that everyone has the right to tell others not to touch their body. (HBO 8 & 9)
- VI.5.25** Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 10)

## Grades 3–5: Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “NA—Skill expectations are not identified for this grade span.”

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to *Appendix 4* for guidance when considering additions, deletions or revisions.

### Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

### Directions for Standards 2–8

#### Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade level in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:

- Standard 2 (CHE-65–CHE-67)
- Standard 3 (CHE-71–CHE-72)
- Standard 4 (CHE-76–CHE-78)
- Standard 5 (CHE-82–CHE-84)
- Standard 6 (CHE-88–CHE-89)
- Standard 7 (CHE-93–CHE-94)
- Standard 8 (CHE-98–CHE-99)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:

- Standard 2 (CHE-63)
- Standard 3 (CHE-69)
- Standard 4 (CHE-74)
- Standard 5 (CHE-80)
- Standard 6 (CHE-86)
- Standard 7 (CHE-91)
- Standard 8 (CHE-96)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

### ***Student Skill Practice Score***

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 3-5 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-66-CHE-69. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-70.

**Step 1:** Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

- Pre-K-2**
 **3-5**
 **6-8**
 **9-12**

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-66-CHE-69, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 3–5 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-66–CHE-69. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-70.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 3–5 Student Skill Expectations

Standard 2 skill expectations for grades 3–5 are listed below through page CHE-69. The topic-specific skill expectations are based on the following generic skill expectations:

**By the end of each grade, students will be able to meet the following skill expectations:**

- Identify how culture influences health practices and behaviors.
- Identify how peers influence health practices and behaviors.
- Identify how community influences health practices and behaviors.
- Describe how family and culture influence health practices and behaviors.
- Describe how school and community settings influence health practices and behaviors.
- Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe how peers influence health practices and behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD2.5.1** Identify how culture influences practices and behaviors related to alcohol use.
- AOD2.5.2** Identify how peers influence practices and behaviors related to alcohol use.
- AOD2.5.3** Identify how community influences practices and behaviors related to alcohol use.
- AOD2.5.4** Describe how family and culture influence practices and behaviors related to alcohol use.
- AOD2.5.5** Describe how school and community settings influence practices and behaviors related to alcohol use.
- AOD2.5.6** Describe how media and technology influence practices and behaviors related to alcohol use.
- AOD2.5.7** Describe how peers influence practices and behaviors related to alcohol use.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN2.5.1** Identify how culture influences food choices and other eating practices and behaviors.
- FN2.5.2** Identify how peers influence food choices and other eating practices and behaviors.
- FN2.5.3** Identify how community influences food choices and other eating practices and behaviors.
- FN2.5.4** Describe how family and culture influence food choices and other eating practices and behaviors.
- FN2.5.5** Describe how school and community settings influence food choices and other eating practices and behaviors.
- FN2.5.6** Describe how media and technology influence food choices and other eating practices and behaviors.
- FN2.5.7** Explain that the purpose of food advertisements (e.g., product placement, commercials, billboards, sponsored content) is to make people want to eat more of that food.
- FN2.5.8** Describe how peers influence food choices and other eating practices and behaviors.

**Standard 2, Grades 3–5 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 3–5 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH2.5.1** Identify how culture influences mental and emotional health practices and behaviors.
- MEH2.5.2** Identify how peers influence mental emotional health practices and behaviors.
- MEH2.5.3** Identify how community influences mental and emotional health practices and behaviors.
- MEH2.5.4** Describe how family and culture influence mental and emotional health practices and behaviors.
- MEH2.5.5** Describe how school and community settings influence mental and emotional health practices and behaviors.
- MEH2.5.6** Describe how media and technology influence mental and emotional health practices and behaviors.
- MEH2.5.7** Describe how peers influence mental and emotional health practices and behaviors.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW2.5.1** Identify how culture influences personal health and wellness-related practices and behaviors.
- PHW2.5.2** Identify how peers influence personal health and wellness-related practices and behaviors.
- PHW2.5.3** Identify how community influences personal health and wellness-related practices and behaviors.
- PHW2.5.4** Describe how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.5.5** Describe how school and community settings influence personal health and wellness-related practices and behaviors.
- PHW2.5.6** Describe how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.5.7** Describe how peers influence personal health and wellness-related practices and behaviors.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA2.5.1** Identify how culture influences physical activity practices and behaviors.
- PA2.5.2** Identify how peers influence physical activity practices and behaviors.
- PA2.5.3** Identify how community influences physical activity practices and behaviors.
- PA2.5.4** Describe how family and culture influence physical activity practices and behaviors.
- PA2.5.5** Describe how school and community settings influence physical activity practices and behaviors.
- PA2.5.6** Describe how media and technology influence physical activity practices and behaviors.
- PA2.5.7** Describe how peers influence physical activity practices and behaviors.

**Standard 2, Grades 3–5 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 3–5 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S2.5.1** Identify how culture influences safety and injury prevention practices and behaviors.
- S2.5.2** Identify how peers influence safety and injury prevention practices and behaviors.
- S2.5.3** Identify how community influences safety and injury prevention practices and behaviors.
- S2.5.4** Describe how family and culture influence safety and injury prevention practices and behaviors.
- S2.5.5** Describe how school and community settings influence safety and injury prevention practices and behaviors.
- S2.5.6** Describe how media and technology influence safety and injury prevention practices and behaviors.
- S2.5.7** Describe how peers influence safety and injury prevention practices and behaviors.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH2.5.1** Identify how peers influence relationships.
- SH2.5.2** Identify how culture influences relationships.
- SH2.5.3** Describe how media and technology influence personal relationships.

**TOBACCO:** Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T2.5.1** Identify how culture influences tobacco-related practices and behaviors.
- T2.5.2** Identify how peers influence tobacco-related practices and behaviors.
- T2.5.3** Identify how community influences tobacco-related practices and behaviors.
- T2.5.4** Describe how family and culture influence tobacco-related practices and behaviors.
- T2.5.5** Describe how school and community settings influence tobacco-related practices and behaviors.
- T2.5.6** Describe how media and technology influence tobacco-use practices and behaviors.
- T2.5.7** Describe how peers influence tobacco-related practices and behaviors.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V2.5.1** Identify how culture influences violence prevention practices and behaviors.
- V2.5.2** Identify how peers influence violence prevention practices and behaviors.
- V2.5.3** Identify how community influences violence prevention practices and behaviors.
- V2.5.4** Describe how family and culture influence violence prevention practices and behaviors.
- V2.5.5** Describe how school and community settings influence violence prevention practices and behaviors.
- V2.5.6** Describe how media and technology influence violence prevention practices and behaviors.
- V2.5.7** Describe how peers influence violence prevention practices and behaviors.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 3–5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 3-5 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-72-CHE-73. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-74.

**Step 1:** Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-72-CHE-73, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-72-CHE-73. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-74.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 3–5 Student Skill Expectations

Standard 3 skill expectations for grades 3–5 are listed below through page CHE-73. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 5, students will be able to meet the following skill expectations:

- Describe characteristics of valid health information.
- Describe characteristics of valid health products.
- Describe characteristics of valid health services.
- Demonstrate how to locate sources of valid health information.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD3.5.1** Describe characteristics of valid information for over-the-counter and prescription medications.
- AOD3.5.2** Demonstrate how to locate sources of valid information for over-the-counter and prescription medications.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN3.5.1** Describe characteristics of valid nutrition information.
- FN3.5.2** Describe characteristics of food advertising.
- FN3.5.3** Demonstrate how to locate sources of valid nutrition information.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH3.5.1** Describe characteristics of valid mental and emotional health information.
- MEH3.5.2** Describe characteristics of valid mental and emotional health services.
- MEH3.5.3** Demonstrate how to locate sources of valid mental and emotional health information.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW3.5.1** Describe characteristics of valid personal health and wellness information.
- PHW3.5.2** Describe characteristics of valid personal health and wellness products.
- PHW3.5.3** Describe characteristics of valid personal health and wellness services.
- PHW3.5.4** Demonstrate how to locate sources of valid personal health and wellness information.

**Standard 3, Grades 3–5 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 3–5 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA3.5.1** Describe characteristics of valid physical activity information.
- PA3.5.2** Describe characteristics of valid physical activity products.
- PA3.5.3** Demonstrate how to locate sources of valid physical activity information.

**SAFETY:** Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S3.5.1** Describe characteristics of valid safety and injury prevention information.
- S3.5.2** Describe characteristics of valid and injury prevention products.
- S3.5.3** Describe characteristics of valid safety and injury prevention services.
- S3.5.4** Demonstrate how to locate sources of valid safety and injury prevention information.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

**NA** Skill expectations are not identified for this grade span.

**TOBACCO:** Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T3.5.1** Describe characteristics of valid tobacco-use prevention information.
- T3.5.2** Demonstrate how to locate sources of valid tobacco-use prevention information.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V3.5.1** Describe characteristics of valid violence prevention information.
- V3.5.2** Describe characteristics of valid health services that help reduce or avoid violence.
- V3.5.3** Demonstrate how to locate sources of valid violence prevention information.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 3-5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 3-5 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-77-CHE-79. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-80.

- Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2                       3-5                       6-8                       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-77-CHE-79, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-76-CHE-78. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-79.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 3–5 Student Skill Expectations

Standard 4 skill expectations for grades 3–5 are listed below through page CHE-78. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 5, students will be able to meet the following skill expectations:

- Explain how to be empathetic and compassionate toward others.
- Demonstrate effective verbal and nonverbal communication skills.
- Demonstrate effective peer resistance skills to avoid or reduce health risk.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for help to improve personal health.
- Demonstrate how to effectively communicate support for others.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid taking someone else's prescription medication.
- AOD4.5.2** Demonstrate effective verbal and nonverbal communication skills to avoid alcohol- and other drug-use.
- AOD4.5.3** Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.5.4** Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol- or other drug-use.
- AOD4.5.5** Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or drugs.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN4.5.1** Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.
- FN4.5.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.5.3** Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices.
- FN4.5.4** Demonstrate how to effectively ask for help to improve personal food choices.

**Standard 4, Grades 3–5 Skill Expectations continued on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 3–5 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH4.5.1** Demonstrate effective verbal and nonverbal communication skills.
- MEH4.5.2** Explain how to be empathetic and compassionate toward others.
- MEH4.5.3** Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
- MEH4.5.4** Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.5.5** Demonstrate how to effectively ask for help to improve personal mental and emotional health.
- MEH4.5.6** Demonstrate how to effectively communicate support for others.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW4.5.1** Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.5.2** Explain how to be empathetic and compassionate toward others.
- PHW4.5.3** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.4** Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.5** Demonstrate how to effectively ask for help to improve personal health and wellness.
- PHW4.5.6** Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid engaging in unsafe physical activities.
- PA4.5.2** Explain how to be empathetic and compassionate toward others who are trying to maintain or increase physical activity.
- PA4.5.3** Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.
- PA4.5.4** Demonstrate how to effectively ask for help to improve personal physical activity.

**SAFETY:** Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S4.5.1** Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
- S4.5.2** Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.5.3** Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.5.4** Demonstrate how to effectively ask for help to avoid or reduce personal injury.

**Standard 4, Grades 3–5 Skill Expectations continued on next page.**

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 3–5 Student Skill Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH4.5.1** Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.
- SH4.5.2** Demonstrate giving and receiving verbal consent in interactions with family members, peers, and other adults.
- SH4.5.3** Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.
- SH4.5.4** Explain how to be empathetic and compassionate toward others who have a different gender identity and expression or sexual orientation from oneself.
- SH4.5.5** Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.
- SH4.5.6** Demonstrate how to effectively communicate support for peers who are progressing through puberty.

**TOBACCO:** Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
- T4.5.2** Explain how to be empathetic and compassionate towards others who are trying to quit using tobacco.
- T4.5.3** Demonstrate effective peer resistance skills to prevent tobacco use.
- T4.5.4** Demonstrate how to effectively ask for help to avoid exposure to secondhand smoke.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V4.5.1** Demonstrate effective verbal and nonverbal communication skills to prevent violence.
- V4.5.2** Explain how to be empathetic and compassionate toward others to prevent violence.
- V4.5.3** Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.5.4** Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.5.5** Demonstrate how to effectively ask for help to prevent violence.
- V4.5.6** Demonstrate how to effectively communicate support for others to prevent violence.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 3-5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 3-5 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-83-CHE-85. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-86.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-83-CHE-85, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-83-CHE-85. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-86.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).*

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 3–5 Student Skill Expectations

Standard 5 skill expectations for grades 3–5 are listed below through page CHE-85. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 5, students will be able to meet the following skill expectations:

- Identify situations that need a health-related decision.
- Decide when help is needed and when it is not needed to make a healthy decision.
- Explain how family, culture, peers, technology, or media influence a health-related decision.
- Identify options and their potential outcomes when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the final outcome of a health-related decision.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD5.5.1** Identify situations that need a decision related to alcohol- and other drug-use prevention.
- AOD5.5.2** Decide when help is needed and when it is not needed to make a decision to not use alcohol or other drugs.
- AOD5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to alcohol- and other drug-use.
- AOD5.5.4** Identify options and their potential outcomes when making a decision related to alcohol- and other drug-use.
- AOD5.5.5** Choose a healthy option when making a decision about alcohol and other drug prevention.
- AOD5.5.6** Describe the final outcome of a decision related to alcohol- and other drug-use.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN5.5.1** Identify situations which need a decision related to food and nutrition (e.g., when a peer offers a soft drink).
- FN5.5.2** Decide when help is needed and when it is not needed to make a decision related to food and nutrition.
- FN5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to food and nutrition.
- FN5.5.4** Identify options and their potential outcomes when choosing foods and beverages.
- FN5.5.5** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.5.6** Describe the final outcome of a decision related to food and nutrition.

**Standard 5, Grades 3–5 Skill Expectations continued on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 3–5 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH5.5.1** Identify situations that need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.2** Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
- MEH5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to mental and emotional health.
- MEH5.5.4** Identify options and their potential outcomes when making a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.5.5** Choose a healthy option when making a decision related to mental and emotional health.
- MEH5.5.6** Describe the final outcome of a decision related to mental and emotional health.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW5.5.1** Identify situations that need a decision related to personal health and wellness.
- PHW5.5.2** Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.
- PHW5.5.3** Explain how family, culture, peers, technology, or media influence a personal health and wellness-related decision.
- PHW5.5.4** Identify options and their potential outcomes when making a personal health and wellness-related decision.
- PHW5.5.5** Choose a healthy option when making a personal health and wellness-related decision.
- PHW5.5.6** Describe the final outcome of a personal health and wellness-related decision.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA5.5.1** Identify situations that need a decision related to physical activity.
- PA5.5.2** Decide when help is needed and when it is not needed to make a decision related to physical activity.
- PA5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to physical activity.
- PA5.5.4** Identify options and their potential outcomes when making a decision related to physical activity.
- PA5.5.5** Choose a healthy option when making a decision related to physical activity.
- PA5.5.6** Describe the final outcome of a decision related to physical activity.

**Standard 5, Grades 3–5 Skill Expectations continued on next page.**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 3–5 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S5.5.1** Identify situations that need a decision related to safety and injury prevention.
- S5.5.2** Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
- S5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to safety and injury prevention.
- S5.5.4** Identify options and their potential outcomes when making a decision related to safety and injury prevention.
- S5.5.5** Choose a healthy option when making a decision related to safety and injury prevention.
- S5.5.6** Describe the final outcome of a decision related to safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH5.5.1** Identify situations that need a decision related to family, peer, or friend relationships.
- SH5.5.2** Decide when help is needed and when it is not needed to make a decision related to family, peer, or friend relationships.
- SH5.5.3** Identify options and their potential outcomes when making a decision related to family, peer, or friend relationships.
- SH5.5.4** Choose a healthy option when making a decision related to family, peer, or friend relationships.
- SH5.5.5** Describe the final outcome of a decision related to family, peer, or friend relationships.

**TOBACCO:** Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T5.5.1** Identify situations that need a decision related to tobacco use.
- T5.5.2** Decide when help is needed and when it is not needed to make a decision related to tobacco use.
- T5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to tobacco use.
- T5.5.4** Identify options and their potential outcomes when making a decision related to tobacco use.
- T5.5.5** Choose a healthy option when making a decision about tobacco use.
- T5.5.6** Describe the final outcome of a decision related to tobacco use.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V5.5.1** Identify situations that need a decision to prevent violence.
- V5.5.2** Decide when help is needed and when it is not needed to make a decision that could lead to violence.
- V5.5.3** Explain how family, culture, peers, technology, or media influence a decision that could lead to violence.
- V5.5.4** Identify options and their potential outcomes when making a decision that could lead to violence.
- V5.5.5** Choose a healthy option when making a decision that could lead to violence.
- V5.5.6** Describe the final outcome of a decision related to violence prevention.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 3-5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 3-5 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-89-CHE-90. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-91

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is "addressed" if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

#### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-89-CHE-90, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

#### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-89-CHE-90. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-91.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 3–5 Student Skill Expectations

Standard 6 skill expectations for grades 3–5 are listed below through page CHE-90. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 5, students will be able to meet the following skill expectations:

- Set a realistic personal health goal.
- Track progress toward achieving a personal health goal.
- Identify resources that can help achieve a personal health goal.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD6.5.1** Set a realistic goal to be alcohol- and drug free.
- AOD6.5.2** Track progress to achieving a personal goal to be alcohol- and drug free.
- AOD6.5.3** Identify resources that can help achieve a personal goal to be alcohol- and drug free.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN6.5.1** Identify a realistic personal short-term goal to improve eating patterns (e.g., try new fruits, vegetables, and whole grains; drink more water).
- FN6.5.2** Track progress toward achieving a personal goal to improve eating patterns.
- FN6.5.3** Identify resources that can help achieve a personal goal to improve eating patterns.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH6.5.1** Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.5.2** Track progress to achieving the goal to improve or maintain positive mental and emotional health.
- MEH6.5.3** Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW6.5.1** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.5.2** Track progress toward achieving a personal health and wellness-related goal.
- PHW6.5.3** Identify resources that can help achieve a personal health and wellness-related goal.

**Standard 6, Grades 3–5 Skill Expectations continued on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 3–5 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA6.5.1** Set a realistic personal goal to be physically active.
- PA6.5.2** Track progress toward achieving a personal goal to be physically active.
- PA6.5.3** Identify resources that can help to achieve a personal goal to be physically active.

**SAFETY:** Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S6.5.1** Set a realistic personal goal to avoid or reduce injury.
- S6.5.2** Track progress toward achieving a personal goal to avoid or reduce injury.
- S6.5.3** Identify resources that can help achieve a personal goal to avoid or reduce injury.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH6.5.1** Set a realistic goal to maintain personal hygiene during puberty.
- SH6.5.2** Track progress toward achieving a personal goal related to hygiene during puberty.
- SH6.5.3** Identify resources that can help achieve a personal goal related to hygiene during puberty.

**TOBACCO:** Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V6.5.1** Set a realistic personal goal to prevent violence.
- V6.5.2** Track progress to achieving a personal goal to prevent violence.
- V6.5.3** Identify resources that can help achieve a personal goal to prevent violence.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 3–5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 3–5 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-94–CHE-95. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-96.

**Step 1:** Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-94–CHE-95, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-94-CHE-95. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-96.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 3–5 Student Skill Expectations

Standard 7 skill expectations for grades 3–5 are listed below through page CHE-95. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 5, students will be able to meet the following skill expectations:

- Describe practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors.
- Commit to practicing healthy behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD7.5.1** Describe practices and behaviors that prevent alcohol use, avoid taking others' prescription medications, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.5.2** Demonstrate healthy alcohol- and other drug-use prevention practices and behaviors.
- AOD7.5.3** Commit to practicing healthy alcohol- and other drug-use prevention behaviors.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN7.5.1** Describe practices and behaviors that reduce or prevent unhealthy eating patterns and behaviors.
- FN7.5.2** Demonstrate healthy eating patterns and behaviors.
- FN7.5.3** Commit to practicing healthy eating patterns and behaviors.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH7.5.1** Describe mental and emotional practices and behaviors that reduce or prevent health risks.
- MEH7.5.2** Demonstrate healthy mental and emotional health practices and behaviors.
- MEH7.5.3** Commit to practicing healthy mental and emotional health behaviors.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW7.5.1** Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
- PHW7.5.2** Demonstrate positive personal health and wellness-related practices and behaviors.
- PHW7.5.3** Commit to practicing positive personal health and wellness-related behaviors.

**Standard 7, Grades 3–5 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 3–5 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA7.5.1** Describe physical activity practices and behaviors that reduce or prevent health risks.
- PA7.5.2** Demonstrate healthy physical activity practices and behaviors.
- PA7.5.3** Commit to being physically active.

**SAFETY:** Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S7.5.1** Describe practices and behaviors that reduce or prevent injury.
- S7.5.2** Demonstrate safety and injury prevention practices and behaviors.
- S7.5.3** Commit to practicing safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**TOBACCO:** Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- NA** Skill expectations are not identified for this grade span.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V7.5.1** Describe practices and behaviors that reduce or prevent violence.
- V7.5.2** Demonstrate violence prevention practices and behaviors.
- V7.5.3** Commit to practicing violence prevention behaviors.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 3-5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 3–5 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 3–5, across nine topic areas, are provided on pages CHE-99–CHE-100. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-101.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-99–CHE-100, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 3-5 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades 3-5, across nine topic areas, are provided on pages CHE-99- CHE-100. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-101.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 3–5 Student Skill Expectations

Standard 8 skill expectations for grades 3–5 are listed below through page CHE-100. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 5, students will be able to meet the following skill expectations:

- Give factual information to improve the health of others.
- State personal beliefs to improve the health of others.
- Demonstrate how to persuade others to make positive health choices.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- AOD8.5.1** Give factual information about the benefits of being alcohol- and other drug-free.
- AOD8.5.2** State personal beliefs about the dangers related to alcohol- and other drug-use.
- AOD8.5.3** Demonstrate how to persuade others to be alcohol- and other drug-free.
- AOD8.5.4** Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.5.5** Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- FN8.5.1** Give factual information to improve the food and beverage selections of others.
- FN8.5.2** State personal beliefs to improve the food and beverage selections of others.
- FN8.5.3** Demonstrate how to persuade others to make healthy food and beverage choices.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- MEH8.5.1** Give factual information to improve the mental and emotional health of others.
- MEH8.5.2** State personal beliefs to improve the mental and emotional health of others.
- MEH8.5.3** Demonstrate how to persuade others to make positive mental and emotional health choices.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PHW8.5.1** Give factual information to improve the personal health and wellness of others.
- PHW8.5.2** State personal beliefs to improve the personal health and wellness of others.
- PHW8.5.3** Demonstrate how to persuade others to make positive personal health and wellness-related choices.

**Standard 8, Grades 3–5 Skill Expectations continued on next page.**

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 3–5 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- PA8.5.1** Give factual information to improve the physical activity of others.
- PA8.5.2** State personal beliefs to improve the physical activity of others.
- PA8.5.3** Demonstrate how to persuade others to make healthy physical activity choices.

**SAFETY:** Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- S8.5.1** Give factual information to improve the safety and injury prevention of others.
- S8.5.2** State personal beliefs to improve safety and injury prevention of others.
- S8.5.3** Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- SH8.5.1** Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender identity or expression, sexual orientation, and other personal characteristics.

**TOBACCO:** Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- T8.5.1** Give factual information about the benefits of being tobacco-free to improve the health of others.
- T8.5.2** State personal beliefs about the dangers of tobacco use behaviors to improve the health of others.
- T8.5.3** Demonstrate how to persuade others to be tobacco-free.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 5, students will be able to:

- V8.5.1** Give factual information to others to prevent violence.
- V8.5.2** State personal beliefs to help others prevent violence.
- V8.5.3** Demonstrate how to persuade others to prevent violence.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 3–5 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

## Grades 6–8: Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 8 (grade span 6–8).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

### Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Review the concepts included for each health topic and grade span in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-105–CHE-115). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-103) and the *Knowledge Expectations Coverage Score* (CHE-104). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**Directions for Grades 6–8, Standards 2–8 are provided on page CHE-116.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

## Grades 6–8 Knowledge Expectations Coverage Score

The knowledge expectations for grades 6–8, across nine topic areas, are provided on pages CHE-105–CHE-114. Below are the directions and forms for scoring Standard 1.

- Step 1:** Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.
- On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)
- Step 2:** After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

**Pre-K-2**

**3-5**

**6-8**

**9-12**

#### Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-105–CHE-115, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

#### Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 6–8 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades 6–8, across nine topic areas, are provided on pages CHE-105–CHE-115. Below are the directions and forms for scoring Standard 1.

**Step 3:** Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?
2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**After completing Standard 1, move to Grades 6–8, Standard 2, pg. CHE-116.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations

Standard 1 knowledge expectations for grades 6–8 are listed, starting below and through pages CHE-115, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD1.8.1** Define and differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)
- AOD1.8.2** Distinguish between proper use and abuse of over-the-counter medications. (HBO 1 & 2)
- AOD1.8.3** Distinguish between proper use and abuse of prescription medications. (HBO 1 & 2)
- AOD1.8.4** Describe how to read and interpret directions for over-the-counter and prescription medications. (HBO 1 & 2)
- AOD1.8.5** Describe why it is important to use over-the-counter and prescription medications as directed. (HBO 1 & 2)
- AOD1.8.6** Explain the dangers of sharing medications. (HBO 1 & 2)
- AOD1.8.7** Describe how to safely store medications. (HBO 1)
- AOD1.8.8** Summarize the physical and mental effects of using alcohol, marijuana, and illicit drugs. (HBO 2, 3 & 4)
- AOD1.8.9** Determine the immediate and long-term impacts of alcohol- and other drug-use on the brain, including impacts on decision-making. (HBO 3, 4, 5 & 6)
- AOD1.8.10** Explain the potential effects of mixing any type of medication or drug with another (sometimes called poly-drug use). (HBO 2, 3 & 4)
- AOD1.8.11** Determine reasons why people choose to abstain from or misuse alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3 & 4)
- AOD1.8.12** Explain why using alcohol and other drugs is an unhealthy way to manage stress. (HBO 2, 3 & 4)
- AOD1.8.13** Determine the benefits of being drug-free. (HBO 2, 3, 4 & 8)
- AOD1.8.14** Describe positive alternatives to using alcohol and other drugs. (HBO 2, 3, 4 & 8)
- AOD1.8.15** Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)
- AOD1.8.16** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)
- AOD1.8.17** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 5 & 6)
- AOD1.8.18** Explain school policies and community laws about alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3, 4 & 8)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 6–8 Knowledge Expectations (continued)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN1.8.1** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.8.2** Describe the importance of eating a variety of foods to meet daily nutrient and energy needs. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.3** Describe the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.8.4** Summarize a variety of nutrient-dense food choices for each food group. (HBO 1, 2, 3, 4, 5 & 12)
- FN1.8.5** Explain why individuals may have different nutritional needs. (HBO 1, 11 & 12)
- FN1.8.6** Summarize the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)
- FN1.8.7** Explain the similarities and differences in nutritional value and food sources for protein, fats, and carbohydrates. (HBO 1, 2, 3, 4 & 5)
- FN1.8.8** Identify foods that provide key nutrients including fiber, iron, calcium, potassium, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.8.9** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 3, 4 & 8)
- FN1.8.10** Identify examples of whole grain foods. (HBO 4)
- FN1.8.11** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10 & 11)
- FN1.8.12** Summarize the benefits of consuming enough water. (HBO 6 & 7)
- FN1.8.13** Identify sugary drinks. (HBO 7 & 9)
- FN1.8.14** Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium. (HBO 1, 8 & 12)
- FN1.8.15** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.8.16** Describe the importance of eating breakfast every day. (HBO 1 & 12)
- FN1.8.17** Explain the relationship between access to healthy foods and personal food choices. (HBO 9, 10, 11 & 12)
- FN1.8.18** Explain how to select nutrient-dense foods when dining out. (HBO 7, 8, 9, 11 & 12)
- FN1.8.19** Describe major chronic diseases and their relationship to eating and physical activity patterns. (HBO 1 & 12)
- FN1.8.20** Analyze the benefits of following a healthy eating pattern. (HBO 1 & 12)
- FN1.8.21** Identify healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.8.22** Describe the benefits of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)
- FN1.8.23** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.8.24** Explain what is enjoyable about eating meals with family and friends. (HBO 11 & 12)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH1.8.1** Describe signs and symptoms that one may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.8.2** Describe how brain development and emotions change during adolescence. (HBO 4)
- MEH1.8.3** Describe how emotions can change throughout the day and over time. (HBO 1, 3 & 4)
- MEH1.8.4** Identify situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.5** Describe the importance of being aware of one's own feelings and emotions and how this can influence behavior. (HBO 1, 2, 3, 4, 5 & 9)
- MEH1.8.6** Explain appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)
- MEH1.8.7** Discuss how the expression of emotions or feelings can help or hurt oneself and others. (HBO 5, 6, 7, 8 & 9)
- MEH1.8.8** Describe characteristics and behaviors of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.8.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.8.10** Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.8.11** Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.8.12** Identify personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.8.13** Describe ways the body can react to stressful situations and ways to reduce these impacts. (HBO 4 & 9)
- MEH1.8.14** Explain the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.8.15** Identify feelings and emotions associated with loss, sadness, and grief. (HBO 1 & 4)
- MEH1.8.16** Describe how mental and emotional health can affect health behaviors. (HBO 1, 2, 3, 4 & 5)
- MEH1.8.17** Describe self-control. (HBO 5)
- MEH1.8.18** Explain the benefits of practicing self-control in different situations. (HBO 3, 4, 5, 8 & 9)
- MEH1.8.19** Identify situations where people have demonstrated resilience. (HBO 1 & 4)
- MEH1.8.20** Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)
- MEH1.8.21** Describe healthy and unhealthy ways to manage challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)
- MEH1.8.22** Identify warning signs when a person may be at risk for harming themselves or others and may need help. (HBO 1, 4 & 6)
- MEH1.8.23** Describe characteristics of healthy and unhealthy relationships. (HBO 8)
- MEH1.8.24** Describe the benefits of healthy family and peer relationships. (HBO 8)
- MEH1.8.25** Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.8.26** Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)
- MEH1.8.27** Identify qualities of healthy dating or romantic relationships. (HBO 8)
- MEH1.8.28** Identify relationships in the family, school, and community that are caring. (HBO 8)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH1.8.29** Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them. (HBO 1, 2, 4, 6, 8 & 9)
- MEH1.8.30** Summarize the benefits of talking with a trusted parent or adult about feelings. (HBO 1, 2, 8 & 9)
- MEH1.8.31** Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)
- MEH1.8.32** Describe healthy strategies to manage difficult relationships with family, peers, or partners. (HBO 3, 8 & 9)
- MEH1.8.33** Identify strategies to resolve conflict in a group. (HBO 3, 8 & 9)
- MEH1.8.34** Describe strategies for managing interpersonal conflicts nonviolently. (HBO 3, 5, 8 & 9)
- MEH1.8.35** Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.8.36** Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 3, 5 & 8)
- MEH1.8.37** Describe different ways to show empathy towards self and others. (HBO 1, 2, 5, 7 & 8)
- MEH1.8.38** Describe characteristics that make people unique or special. (HBO 7, 8 & 9)
- MEH1.8.39** Explain the benefits of living in a diverse society. (HBO 7)
- MEH1.8.40** Explain how intolerance can affect others. (HBO 7)
- MEH1.8.41** Describe how stereotyping, bullying, harassment, bias, prejudice, and discrimination can impact mental and emotional health. (HBO 3, 4, 5 & 7)
- MEH1.8.42** Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 7 & 8)
- MEH1.8.43** Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 6, 7, 8 & 9)
- MEH1.8.44** Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW1.8.1** Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 1)
- PHW1.8.2** Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 2)
- PHW1.8.3** Identify common causes of noise-induced hearing loss. (HBO 3)
- PHW1.8.4** Describe appropriate ways to protect vision and hearing. (HBO 3)
- PHW1.8.5** Describe proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.8.6** Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 4)
- PHW1.8.7** Explain the difference between infectious, noninfectious, and chronic diseases. (HBO 5, 6 & 8)
- PHW1.8.8** Summarize the symptoms of someone who is sick or getting sick. (HBO 5 & 6)
- PHW1.8.9** Summarize the symptoms of someone who is seriously ill and needs immediate medical attention, including attention for mental health. (HBO 10)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**PERSONAL HEALTH AND WELLNESS (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW1.8.10** Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 7, 9 & 10)
- PHW1.8.11** Summarize ways that common infectious diseases are transmitted. (HBO 5 & 8)
- PHW1.8.12** Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.8.13** Describe food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.8.14** Identify appropriate situations for using different hand hygiene approaches (e.g., hand washing, alcohol-based hand rubs and sanitizers). (HBO 1, 5 & 8)
- PHW1.8.15** Explain when surfaces or objects should be cleaned, disinfected, or both; which cleaning agents are appropriate; and how to safely apply them. (HBO 1, 5 & 8)
- PHW1.8.16** Explain ways to prevent the spread of germs that cause infectious diseases by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 1, 5 & 12)
- PHW1.8.17** Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses. (HBO 6, 7 & 9)
- PHW1.8.18** Describe how a sedentary lifestyle contributes to chronic disease. (HBO 6)
- PHW1.8.19** Describe the potential health and social consequences of popular fads or trends. (HBO 12)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA1.8.1** Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1 & 2)
- PA1.8.2** Explain how physical activity can be incorporated into daily life without special exercise equipment. (HBO 1, 5 & 7)
- PA1.8.3** Describe ways to increase daily physical activity and decrease inactivity. (HBO 1, 5 & 7)
- PA1.8.4** Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)
- PA1.8.5** Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (HBO 2)
- PA1.8.6** Describe physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 2 & 5)
- PA1.8.7** Explain the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)
- PA1.8.8** Explain how an inactive lifestyle contributes to chronic disease. (HBO 2 & 7)
- PA1.8.9** Explain the importance of warming up and cooling down after physical activity. (HBO 3 & 6)
- PA1.8.10** Describe climate-related physical activity conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 3, 4 & 6)
- PA1.8.11** Summarize the benefits of drinking water before, during, and after physical activity. (HBO 4, 6 & 7)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 6–8 Knowledge Expectations (continued)

**PHYSICAL ACTIVITY (continued):** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA1.8.12** Describe the use of safety equipment for specific physical activities. (HBO 6 & 7)
- PA1.8.13** Describe ways to reduce risks of injuries from participation in sports and other physical activities. (HBO 6 & 7)

**SAFETY:** Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S1.8.1** Describe ways to reduce risk of injuries while riding in or on a motor vehicle. (HBO 1, 2, 3 & 4)
- S1.8.2** Describe how to reduce risk of injuries when riding an all-terrain vehicle (ATV) (e.g., snowmobile, quad/4-wheeler). (HBO 1, 2, 3 & 4)
- S1.8.3** Identify protective equipment needed for sports and recreational activities. (HBO 3 & 4)
- S1.8.4** Explain the importance helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. (HBO 3 & 4)
- S1.8.5** Summarize the necessary protective gear for riding ATVs, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1, 3 & 4)
- S1.8.6** Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 2)
- S1.8.7** Describe the relationship between using alcohol or other drugs and injuries. (HBO 2, 4 & 8)
- S1.8.8** Identify actions to take to prevent injuries during severe weather. (HBO 3, 4, 5 & 6)
- S1.8.9** Describe ways to reduce risk of injuries from falls. (HBO 3, 4, 5 & 6)
- S1.8.10** Describe ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)
- S1.8.11** Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 6)
- S1.8.12** Describe ways to reduce risk of injuries when playing sports. (HBO 3, 4, 5 & 6)
- S1.8.13** Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 4, 5 & 6)
- S1.8.14** Describe ways to reduce risk of injuries as a pedestrian. (HBO 4, 5, 6 & 8)
- S1.8.15** Describe ways to reduce risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- S1.8.16** Describe actions to change unsafe situations at home. (HBO 4, 5, 6 & 8)
- S1.8.17** Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5, 6 & 8)
- S1.8.18** Describe why household products are harmful if ingested or inhaled. (HBO 5 & 8)
- S1.8.19** Describe potential risks associated with over-the-counter medications. (HBO 5 & 8)
- S1.8.20** Describe actions to change unsafe situations at school. (HBO 4, 5, 6 & 8)
- S1.8.21** Describe actions to change unsafe situations in the community. (HBO 4, 5, 6, 7 & 8)
- S1.8.22** Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat rooms, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)
- S1.8.23** Describe first response procedures needed to treat injuries and other emergencies. (HBO 7)
- S1.8.24** Determine the benefits of reducing the risk of injuries. (HBO 8)
- S1.8.25** Describe ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.1** Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)
- SH1.8.2** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.8.3** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.8.4** Describe the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- SH1.8.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- SH1.8.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- SH1.8.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)
- SH1.8.8** Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)
- SH1.8.9** Analyze associations between sexual orientation and health. (HBO 3)
- SH1.8.10** Describe characteristics of healthy relationships. (HBO 2)
- SH1.8.11** Describe healthy and unhealthy relationships. (HBO 2)
- SH1.8.12** Describe healthy ways to express affection, love, and friendship. (HBO 2, 3 & 8)
- SH1.8.13** Explain the qualities of a healthy dating or sexual relationship. (HBO 2)
- SH1.8.14** Describe the range of family and peer relationship structures (e.g., nuclear, single, parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.8.15** Describe the range of dating or sexual relationship structures. (HBO 2)
- SH1.8.16** Explain the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- SH1.8.17** Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 5, 6, 7, 8 & 9)
- SH1.8.18** Describe how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.8.19** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., texting, chat groups, social media platforms, e-mail, websites, phone or tablet applications). (HBO 2, 3, 4, 5 & 9)
- SH1.8.20** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 4, 5, 8 & 9)
- SH1.8.21** Explain why it is wrong to tease or bully others based on their gender or sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3)
- SH1.8.22** Describe how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 3)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**SEXUAL HEALTH (continued):** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.23** Explain the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3 & 8)
- SH1.8.24** Describe ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity). (HBO 3)
- SH1.8.25** Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS). (HBO 3 & 6)
- SH1.8.26** Define consent and its importance for decisions about sexual behaviors. (HBO 4, 5, 6, 7 & 8)
- SH1.8.27** Describe how to communicate consent for all sexual behaviors. (HBO 4)
- SH1.8.28** Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors. (HBO 4, 6, 7 & 9)
- SH1.8.29** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2 & 4)
- SH1.8.30** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- SH1.8.31** Describe how a person can call attention to or leave an uncomfortable and dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- SH1.8.32** Explain the importance of setting personal limits to avoid sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 8)
- SH1.8.33** Describe the benefits of being sexually abstinent. (HBO 5)
- SH1.8.34** Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.8.35** Describe the factors that protect against engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.36** Describe the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)
- SH1.8.37** Analyze ways common infectious diseases are transmitted. (HBO 6)
- SH1.8.38** Explain how the most common STIs, including HIV, are transmitted. (HBO 6)
- SH1.8.39** Describe usual signs and symptoms of the most common STIs and HIV. (HBO 6)
- SH1.8.40** Explain the short- and long-term consequences of common STIs. (HBO 6)
- SH1.8.41** Summarize which STIs can be cured and which can be treated. (HBO 6)
- SH1.8.42** Describe the effectiveness of condoms in reducing the risk of HIV and other STIs (e.g., chlamydia, syphilis). (HBO 6)
- SH1.8.43** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)
- SH1.8.44** Describe the role of HIV treatment in preventing HIV transmission. (HBO 6)
- SH1.8.45** Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using PrEP, getting treatment for HIV and STIs, not touching blood or using hypodermic needles. (HBO 6)
- SH1.8.46** Describe ways sexually active people can reduce the risk of unintended pregnancy. (HBO 7)
- SH1.8.47** Describe the effectiveness of condoms in reducing the risk of unintended pregnancy. (HBO 7)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**SEXUAL HEALTH (continued):** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH1.8.48** Describe methods of birth control (e.g., intrauterine device (IUD) or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action, and side effects. (HBO 6 & 7)
- SH1.8.49** Describe the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- SH1.8.50** Explain the importance of using a condom for STI prevention at the same time as using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP. (HBO 6)
- SH1.8.51** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- SH1.8.52** Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives. (HBO 2, 5, 6 & 7)
- SH1.8.53** Identify the emotional, social, physical, and financial effects of becoming a parent. (HBO 7)
- SH1.8.54** Describe what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 6, 7 & 10)
- SH1.8.55** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)
- SH1.8.56** Describe young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- SH1.8.57** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- SH1.8.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- SH1.8.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)
- SH1.8.60** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears, PrEP and PEP) needed to maintain sexual and reproductive health. (HBO 10)
- SH1.8.61** Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other related health issues. (HBO 6 & 10)

**TOBACCO:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T1.8.1** Describe short- and long-term health effects of using tobacco. (HBO 1)
- T1.8.2** Describe the harmful chemicals in e-cigarettes or vaping products. (HBO 1)
- T1.8.3** Summarize the dangers of experimenting with tobacco products. (HBO 1)
- T1.8.4** Describe situations that could lead to the use of tobacco. (HBO 1)
- T1.8.5** Describe the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.8.6** Summarize the benefits of being tobacco-free. (HBO 1)
- T1.8.7** Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)
- T1.8.8** Summarize the effects of secondhand smoke and aerosol. (HBO 2)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 6–8 Knowledge Expectations (continued)

**TOBACCO (continued):** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T1.8.9** Describe the difference between air pollutants and emissions from tobacco smoke and aerosol from e-cigarettes or vaping products. (HBO 2)
- T1.8.10** Analyze environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.8.11** Summarize how the tobacco industry has targeted youth and minority populations. (HBO 3 & 4)
- T1.8.12** Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)
- T1.8.13** Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.8.14** Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.8.15** Summarize how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.8.16** Summarize how smoking cessation programs can be successful. (HBO 4 & 5)
- T1.8.17** Describe ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)

**VIOLENCE PREVENTION:** Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- VI.8.1** Describe ways to identify and label emotions. (HBO 2)
- VI.8.2** Describe examples of self-control. (HBO 2)
- VI.8.3** Explain how impulsive behaviors can lead to violence. (HBO 3)
- VI.8.4** Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. (HBO 1 & 2)
- VI.8.5** Identify a variety of nonviolent ways to respond to stress when angry or upset. (HBO 2)
- VI.8.6** Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, harassment, sexual assault, family violence, verbal abuse, rape). (HBO 3 & 4)
- VI.8.7** Describe how stigma, bias, and prejudice can lead to discrimination and violence. (HBO 3, 4 & 7)
- VI.8.8** Explain why it is wrong to tease others based on personal characteristics. (HBO 3)
- VI.8.9** Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, and violence. (HBO 3)
- VI.8.10** Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.8.11** Describe examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)
- VI.8.12** Describe examples of dangerous or risky behaviors that might lead to injuries. (HBO 4 & 6)
- VI.8.13** Describe situations that could lead to physical fighting and violence. (HBO 6)
- VI.8.14** Analyze techniques that are used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)
- VI.8.15** Describe how the presence of weapons increases the risk of serious violent injuries. (HBO 4, 5 & 6)
- VI.8.16** Summarize how participation in gangs can lead to violence. (HBO 6)
- VI.8.17** Explain how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)
- VI.8.18** Describe strategies to avoid physical fighting and violence. (HBO 1, 4, 5 & 6)

**Grades 6–8 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 6–8 Knowledge Expectations (continued)

**VIOLENCE PREVENTION (continued):** Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- VI.8.19** Describe ways to manage interpersonal conflict nonviolently. (HBO 1)
- VI.8.20** Determine the benefits of using nonviolence to solve interpersonal conflict. (HBO 1)
- VI.8.21** Explain why communicating effectively is important to resolving conflicts nonviolently. (HBO 1)
- VI.8.22** Describe ways to communicate effectively to manage conflict nonviolently. (HBO 1)
- VI.8.23** Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently. (HBO 1)
- VI.8.24** Describe actions to change unsafe situations at school that could lead to violence. (HBO 5 & 6)
- VI.8.25** Describe actions to change unsafe situations in the community that could lead to violence. (HBO 5 & 6)
- VI.8.26** Explain why gender stereotypes are harmful and can lead to violence. (HBO 4)
- VI.8.27** Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 1, 4 & 5)
- VI.8.28** Recognize techniques that are used to coerce or pressure someone to have sex. (HBO 4)
- VI.8.29** Explain that rape and sexual assault are illegal. (HBO 4)
- VI.8.30** Explain why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- VI.8.31** Explain that a person who has been sexually assaulted or raped is not at fault. (HBO 7 & 8)
- VI.8.32** Explain that rape and sexual assault should be reported to a trusted adult. (HBO 7 & 8)
- VI.8.33** Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 7, 8 & 9)
- VI.8.34** Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.8.35** Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)

## Grades 6–8: Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “NA—Skill expectations are not identified for this grade span.”

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to *Appendix 4* for guidance when considering additions, deletions or revisions.

### Skill Analysis in Comprehensive Curricula

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

### Directions for Standards 2–8

#### Skill Expectations Coverage Score

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade span in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:

- Standard 2 (CHE-120–CHE-124)
- Standard 3 (CHE-128–CHE-130)
- Standard 4 (CHE-134–CHE-137)
- Standard 5 (CHE-141–CHE-145)
- Standard 6 (CHE-149–CHE-151)
- Standard 7 (CHE-155–CHE-157)
- Standard 8 (CHE-161–CHE-163)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:
  - Standard 2 (CHE-118)
  - Standard 3 (CHE-126)
  - Standard 4 (CHE-132)
  - Standard 5 (CHE-139)
  - Standard 6 (CHE-147)
  - Standard 7 (CHE-151)
  - Standard 8 (CHE-159)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

### ***Student Skill Practice Score***

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-120–CHE-124. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-125.

**Step 1:** Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

 Pre-K-2

 3-5

 6-8

 9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-120–CHE-124, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**

**most = 67-99%**

**some = 34-66%**

**few = 1-33%**

**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-120–CHE-124. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-125.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO THE *STANDARD 2:  
ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Student Skill Expectations

Standard 2 skill expectations for grades 6–8 are listed below through page CHE-124. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.
- Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- Explain how social expectations influence healthy and unhealthy practices and behaviors.
- Explain how personal values and beliefs influence personal health practices and behaviors.
- Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how family and culture influence health practices and behaviors.
- Analyze how school and community settings influence health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Analyze how peers influence health practices and behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., legal drinking age) influence alcohol- and other drug-related practices and behaviors.
- AOD2.8.2** Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.
- AOD2.8.3** Explain how social expectations influence healthy and unhealthy practices and behaviors.
- AOD2.8.4** Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.5** Describe how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).
- AOD2.8.6** Analyze how family and culture influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.7** Analyze how school and community settings influence alcohol- and other drug-use practices and behaviors.
- AOD2.8.8** Analyze how media and technology influence alcohol and other drug-use practices and behaviors.
- AOD2.8.9** Analyze how peers influence alcohol- and other drug-use practices and behaviors.

**Standard 2, Grades 6–8 Skill Expectations continued on next page.**

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Student Skill Expectations (continued)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., food safety guidelines) influence food choices and other eating practices and behaviors.
- FN2.8.2** Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.3** Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.8.4** Explain how personal values and beliefs influence food choices and other eating practices and behaviors.
- FN2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
- FN2.8.6** Analyze how relevant influences of family and culture influence food choices and other eating practices and behaviors.
- FN2.8.7** Analyze how relevant influences of school and community influence food choices and other eating practices and behaviors.
- FN2.8.8** Analyze how media and technology influence food choices and other eating practices and behaviors.
- FN2.8.9** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.8.10** Analyze how peers influence food choices and other eating practices and behaviors.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., norms around therapy, counseling) influence mental and emotional health practices and behaviors.
- MEH2.8.2** Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
- MEH2.8.3** Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.8.4** Explain how personal values and beliefs influence mental and emotional health practices and behaviors.
- MEH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- MEH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.8.7** Analyze how family and culture influence mental and emotional health practices and behaviors.
- MEH2.8.8** Analyze how school and community influence mental and emotional health practices and behaviors.
- MEH2.8.9** Analyze how media and technology influence mental and emotional health practices and behaviors.
- MEH2.8.10** Analyze how peers influence mental and emotional health practices and behaviors.

**Standard 2, Grades 6–8 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., hand hygiene policies) influence personal health and wellness-related practices and behaviors.
- PHW2.8.2** Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.3** Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.4** Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
- PHW2.8.5** Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.8.6** Analyze how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.8.7** Analyze how school and community influence personal health and wellness-related practices and behaviors.
- PHW2.8.8** Analyze how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.8.9** Analyze how peers influence personal health and wellness-related practices and behaviors.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory PE, bicycling riding laws) influence physical activity practices and behaviors.
- PA2.8.2** Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.3** Explain how social expectations influence healthy and unhealthy physical activity practices and behaviors.
- PA2.8.4** Explain how personal values and beliefs influence physical activity practices and behaviors.
- PA2.8.5** Describe how some health risk behaviors (e.g., personal health and wellness) influence the likelihood of engaging in physical inactivity practices and behaviors.
- PA2.8.6** Analyze how family and culture influence physical activity practices and behaviors.
- PA2.8.7** Analyze how school and community influence physical activity practices and behaviors.
- PA2.8.8** Analyze how media and technology influence physical activity practices and behaviors.
- PA2.8.9** Analyze how peers influence physical activity practices and behaviors.

**Standard 2, Grades 6–8 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., mandatory seat belt laws) influence safety and injury prevention practices and behaviors.
- S2.8.2** Explain how perceptions of norms influence injury prevention practices and behaviors.
- S2.8.3** Explain how social expectations influence safety and injury prevention practices and behaviors.
- S2.8.4** Explain how personal values and beliefs influence safety and injury prevention practices and behaviors.
- S2.8.5** Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol- and other drug-use increased the risk of unintentional injury).
- S2.8.6** Analyze how family and culture influence safety and injury prevention practices and behaviors.
- S2.8.7** Analyze how school and community influence safety and injury prevention practices and behaviors.
- S2.8.8** Analyze how media and technology influence safety and injury prevention practices and behaviors.
- S2.8.9** Analyze how peers influence safety and injury prevention practices.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., minors' access to confidential sexual health services) influence sexual relationships, practices, and behaviors.
- SH2.8.2** Explain how perceptions of norms influence healthy and unhealthy sexual relationships, practices, and behaviors.
- SH2.8.3** Explain how social expectations influence healthy and unhealthy sexual relationships, practices, and behaviors.
- SH2.8.4** Explain how personal values and beliefs influence sexual relationships, practices, and behaviors.
- SH2.8.5** Explain how friends, family, media, society, and culture can influence self-concept and body image.
- SH2.8.6** Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).
- SH2.8.7** Analyze how family and culture influence sexual relationships, practices, and behaviors.
- SH2.8.8** Analyze how school and community influence sexual relationships, practices, and behaviors.
- SH2.8.9** Analyze how media (e.g., pornography, sexually explicit material, social media) and technology influence sexual relationships, practices, and behaviors.
- SH2.8.10** Analyze how peers influence sexual relationships, practices, and behaviors.

**Standard 2, Grades 6–8 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., non-smoking policies, tobacco purchase restrictions) influence tobacco-related practices and behaviors.
- T2.8.2** Explain how perceptions of norms influence tobacco-related practices and behaviors.
- T2.8.3** Explain how social expectations influence tobacco-related practices and behaviors.
- T2.8.4** Explain how personal values and beliefs influence tobacco-related practices and behaviors.
- T2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in tobacco use (e.g., how alcohol use influences tobacco use).
- T2.8.6** Analyze how family and culture influence tobacco-related practices and behaviors.
- T2.8.7** Analyze how school and community influence tobacco-related practices and behaviors.
- T2.8.8** Analyze how media and technology influence tobacco-related practices and behaviors.
- T2.8.9** Analyze how peers influence tobacco-related practices and behaviors.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V2.8.1** Explain how school rules, community norms, and public health policies or laws influence violence prevention practices and behaviors.
- V2.8.2** Explain how perceptions of norms influence violence and violence prevention practices and behaviors.
- V2.8.3** Explain how social expectations influence violence and violence prevention practices and behaviors.
- V2.8.4** Explain how personal values and beliefs influence violence prevention practices and behaviors.
- V2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol- and other drug-use, mental and emotional health influence violent behaviors).
- V2.8.6** Analyze how family and culture influence violence practices and behaviors.
- V2.8.7** Analyze how school and community influence violence practices and behaviors.
- V2.8.8** Analyze how media and technology influence violence practices and behaviors.
- V2.8.9** Analyze how peers influence violence prevention practices and behaviors.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 6–8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-128–CHE-130. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-131.

**Step 1:** Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2                       3-5                       6-8                       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-128–CHE-130, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-128–CHE-130. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-131.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 6–8 Student Skill Expectations

Standard 3 skill expectations for grades 6–8 are listed below through page CHE-130. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- Analyze the validity of health information.
- Analyze the validity of health products.
- Analyze the validity of health services.
- Describe situations that call for professional health services.
- Determine the availability of valid health products.
- Access valid health information from home, school, or community.
- Locate valid health products.
- Locate valid health services.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD3.8.1** Analyze the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- AOD3.8.2** Analyze the validity of information for alcohol- and other drug-use prevention.
- AOD3.8.3** Describe situations that call for professional alcohol- and other drug-use treatment services.
- AOD3.8.4** Determine the availability of valid alcohol- and other drug-use cessation products.
- AOD3.8.5** Access valid alcohol- and other drug-use prevention information from home, school, or community.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN3.8.1** Analyze the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.8.2** Analyze the validity of nutrition products (e.g., dietary supplements, cleanses, detox).
- FN3.8.3** Describe situations that call for professional nutrition services.
- FN3.8.4** Access valid nutrition information from home, school, or community.
- FN3.8.5** Identify false or misleading claims on food packaging and promotions.

**Standard 3, Grades 6–8 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH3.8.1** Analyze the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- MEH3.8.2** Analyze the validity of mental and emotional health products.
- MEH3.8.3** Describe situations that call for professional mental and emotional health services.
- MEH3.8.4** Access valid mental and emotional health information from home, school, or community.
- MEH3.8.5** Locate valid and reliable mental and emotional health services when needed or appropriate.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW3.8.1** Analyze the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.8.2** Analyze the validity of personal health and wellness products.
- PHW3.8.3** Describe situations that call for professional personal health and wellness services.
- PHW3.8.4** Determine the availability of valid personal health and wellness products.
- PHW3.8.5** Access valid personal health and wellness information from home, school, or community.
- PHW3.8.6** Locate valid personal health and wellness products when needed or appropriate.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA3.8.1** Analyze the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PA3.8.2** Analyze the validity of physical activity products (e.g., sports performance supplements, sports drinks, fitness trackers).
- PA3.8.3** Analyze the validity of physical activity services (e.g., physical activity classes, personal trainers).
- PA3.8.4** Determine the availability of valid physical activity products.
- PA3.8.5** Access valid physical activity information from home, school, or community.

**SAFETY:** Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S3.8.1** Analyze the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.8.2** Analyze the validity of safety and injury prevention products.
- S3.8.3** Analyze the validity of safety and injury prevention services.
- S3.8.4** Describe situations that call for professional safety and injury prevention services.
- S3.8.5** Determine the availability of valid safety and injury prevention products.

**Standard 3, Grades 6–8 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**SAFETY (continued):** Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S3.8.6** Access valid safety and injury prevention information from home, school, or community.
- S3.8.7** Locate valid safety and injury prevention products when needed or appropriate.
- S3.8.8** Locate valid safety and injury prevention services when needed or appropriate.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH3.8.1** Analyze the validity of sexual and reproductive health information (e.g., differentiate between neutral, fact-driven content and advertising, including sponsored content).
- SH3.8.2** Analyze the validity of sexual and reproductive health products.
- SH3.8.3** Analyze the validity of sexual and reproductive health services.
- SH3.8.4** Describe situations that call for professional sexual and reproductive healthcare services.
- SH3.8.5** Determine the availability of valid sexual and reproductive healthcare products.
- SH3.8.6** Access valid sexual and reproductive health information from home, school, or community.
- SH3.8.7** Locate valid sexual and reproductive healthcare products when needed or appropriate.
- SH3.8.8** Locate valid sexual and reproductive healthcare services when needed or appropriate.

**TOBACCO:** Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T3.8.1** Analyze the validity of tobacco-related prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.8.2** Analyze the validity of tobacco-related cessation products.
- T3.8.3** Analyze the validity of tobacco cessation services.
- T3.8.4** Describe situations that call for professional tobacco cessation services.
- T3.8.5** Determine the availability of valid tobacco cessation products.
- T3.8.6** Access valid tobacco-related prevention and cessation information from home, school, or community.
- T3.8.7** Locate valid tobacco cessation products when needed or appropriate.
- T3.8.8** Locate valid tobacco cessation services when needed or appropriate.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V3.8.1** Analyze the validity of violence prevention information (e.g., differentiate scientifically or medically accurate content and advertising, including sponsored content).
- V3.8.2** Analyze the validity of violence prevention or intervention services.
- V3.8.3** Describe situations that call for professional violence prevention or intervention services.
- V3.8.4** Access valid violence prevention information from home, school, or community.
- V3.8.5** Locate valid violence prevention or intervention services when needed or appropriate.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 6–8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 3: ACCESSING  
VALID INFORMATION (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-134–CHE-137. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-138.

**Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-134–CHE-137, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-134–CHE-137. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-138.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81-100%

3 = 61-80%

2 = 41-60%

1 = 1-40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations

Standard 4 skill expectations for grades 6–8 are listed below through page CHE-137. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- Demonstrate effective peer resistance skills to avoid or reduce health risks.
- Demonstrate effective negotiation skills to avoid or reduce health risks.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively communicate empathy and support for others.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD4.8.1** Demonstrate the use of effective verbal and nonverbal communication to avoid taking someone else's prescription medication.
- AOD4.8.2** Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol- and other drug-use.
- AOD4.8.3** Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.8.4** Demonstrate effective peer resistance skills to avoid or reduce alcohol- and other drug-use.
- AOD4.8.5** Demonstrate effective negotiation skills to avoid or reduce exposure to alcohol- and other drug-use.
- AOD4.8.6** Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.8.7** Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol or other drug use.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN4.8.1** Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.
- FN4.8.2** Demonstrate how to ask for food in response to internal hunger signals.
- FN4.8.3** Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
- FN4.8.4** Demonstrate effective negotiation skills to avoid or reduce unhealthy food choices.
- FN4.8.5** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.8.6** Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices.

**Standard 4, Grades 6–8 Skill Expectations continued on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.
- MEH4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.
- MEH4.8.3** Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
- MEH4.8.4** Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.
- MEH4.8.5** Demonstrate healthy ways to manage or resolve interpersonal conflict.
- MEH4.8.6** Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.8.7** Demonstrate how to effectively communicate empathy and support for others.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.8.2** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.3** Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.4** Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
- PHW4.8.5** Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to promote physical activity.
- PA4.8.2** Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.
- PA4.8.3** Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities.
- PA4.8.4** Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.
- PA4.8.5** Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.8.6** Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.

**Standard 4, Grades 6–8 Skill Expectations continued on next page.**

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.
- S4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.
- S4.8.3** Demonstrate effective peer resistance skills to avoid or reduce injury.
- S4.8.4** Demonstrate effective negotiation skills to avoid or reduce injury.
- S4.8.5** Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
- S4.8.6** Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH4.8.1** Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.
- SH4.8.2** Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.
- SH4.8.3** Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.
- SH4.8.4** Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors.
- SH4.8.5** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- SH4.8.6** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain healthy relationships and sexual and reproductive health.
- SH4.8.7** Demonstrate how to effectively communicate support for peers when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

**Standard 4, Grades 6–8 Skill Expectations continued on next page.**

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.2** Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.3** Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.4** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.8.5** Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
- V4.8.2** Demonstrate effective peer resistance skills to avoid or reduce violence.
- V4.8.3** Demonstrate effective negotiation skills to avoid or reduce violence.
- V4.8.4** Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- V4.8.5** Demonstrate how to effectively ask for assistance to prevent violence.
- V4.8.6** Demonstrate how to communicate empathy and support for others to prevent violence.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 6–8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-141–CHE-145. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-146.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-141–CHE-145, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-141–CHE-145. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-146.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
  
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
  
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81–100%
- 3 = 61–80%
- 2 = 41–60%
- 1 = 1–40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Student Skill Expectations

Standard 5 skill expectations for grades 6–8 are listed below through page CHE-145. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- Identify circumstances that help or hinder healthy decision making.
- Determine when situations require a health-related decision.
- Distinguish when health-related decisions should be made individually or with the help of others.
- Explain how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Distinguish between healthy and unhealthy alternatives of a health-related decision.
- Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- Choose a healthy alternative when making a health-related decision.
- Analyze the effectiveness of a final outcome of a health-related decision.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD5.8.1** Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.
- AOD5.8.2** Determine when situations related to alcohol- and other drug-use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a motor vehicle with a driver who has been using alcohol and other drugs).
- AOD5.8.3** Distinguish when decisions related to alcohol- and other drug-use should be made individually or with the help of others.
- AOD5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.
- AOD5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to alcohol- and other drug-use.
- AOD5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol- and other drug-use.
- AOD5.8.7** Choose a healthy alternative when making a decision related to alcohol- and other drug-use.
- AOD5.8.8** Analyze the effectiveness of a final outcome of a decision related to alcohol- and other drug-use.

**Standard 5, Grades 6–8 Skill Expectations continued on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN5.8.1** Identify circumstances that help or hinder making choices that support a healthy eating pattern.
- FN5.8.2** Determine when situations require a decision related to a healthy eating pattern.
- FN5.8.3** Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
- FN5.8.4** Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to eating behaviors.
- FN5.8.5** Distinguish between healthier and less healthy alternatives of a decision related to eating behaviors.
- FN5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to eating behaviors.
- FN5.8.7** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.8.8** Analyze the effectiveness of a final outcome of a decision related to food and nutrition.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH5.8.1** Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
- MEH5.8.2** Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.8.3** Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
- MEH5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
- MEH5.8.5** Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
- MEH5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).
- MEH5.8.7** Choose a healthy alternative when making a decision related to mental and emotional health.
- MEH5.8.8** Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).

**Standard 5, Grades 6–8 Skill Expectations continued on next page.**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW5.8.1** Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
- PHW5.8.2** Determine when personal health and wellness situations require a decision.
- PHW5.8.3** Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
- PHW5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.8.5** Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
- PHW5.8.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.8.8** Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA5.8.1** Identify circumstances that help or hinder making a decision to be physically active.
- PA5.8.2** Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet).
- PA5.8.3** Distinguish when decisions related to physical activity can be made individually or with the help of others.
- PA5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.8.5** Distinguish between healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.6** Predict the potential healthy and unhealthy alternatives to a decision related to physical activity.
- PA5.8.7** Choose a healthy alternative when making a decision related to physical activity.
- PA5.8.8** Analyze the effectiveness of a final outcome of a decision related to physical activity.

**Standard 5, Grades 6–8 Skill Expectations continued on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S5.8.1** Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.
- S5.8.2** Determine when situations require a decision related to safety and injury prevention.
- S5.8.3** Distinguish when safety and injury prevention decisions should be made individually or with the help of others.
- S5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.8.5** Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.
- S5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.
- S5.8.7** Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.8.8** Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH5.8.1** Identify circumstances that help or hinder making a decision related to a safe and potentially risky sexual situation.
- SH5.8.2** Determine when potentially risky sexual health-related situations require a decision.
- SH5.8.3** Distinguish when decisions about safe and potentially risky sexual health-related situations should be made individually or with others (e.g., sexual partner).
- SH5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.8.5** Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
- SH5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
- SH5.8.7** Choose a healthy alternative when making a sexual health-related decision.
- SH5.8.8** Analyze the effectiveness of a sexual health-related decision.

**Standard 5, Grades 6–8 Skill Expectations continued on next page.**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T5.8.1** Identify circumstances that help or hinder making a decision related to being tobacco-free.
- T5.8.2** Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
- T5.8.3** Distinguish when decisions related to tobacco use should be made individually or with help of others.
- T5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.
- T5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.
- T5.8.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.8.8** Analyze the effectiveness of a final outcome of a decision related to tobacco use.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V5.8.1** Identify circumstances that help or hinder making a decision to prevent violence.
- V5.8.2** Determine when potentially violent situations require a decision.
- V5.8.3** Distinguish when decisions about potentially violent situations should be made individually or with others.
- V5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision that could lead to violence.
- V5.8.5** Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
- V5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
- V5.8.7** Choose a healthy alternative when making a decision that could lead to violence.
- V5.8.8** Analyze the effectiveness of a final outcome of a decision that could lead to violence.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6–8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-149–CHE-151. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-152.

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-149–CHE-151, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-149–CHE-151. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-152.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 6–8 Student Skill Expectations

Standard 6 skill expectations for grades 6–8 are listed below through page CHE-151. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- Assess personal health practices.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Apply strategies to overcome barriers to achieving a personal health goal.
- Use strategies and skills to achieve a personal health goal.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD6.8.1** Assess personal practices related to alcohol- and other drug-use.
- AOD6.8.2** Set a realistic personal goal to be alcohol- and other drug-free.
- AOD6.8.3** Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and other drug-free.
- AOD6.8.5** Use strategies and skills to achieve a personal goal to be alcohol- and other drug-free.
- AOD6.8.6** Set a realistic personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.7** Assess the barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.8** Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.8.9** Use strategies and skills to achieve a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN6.8.1** Assess personal eating practices.
- FN6.8.2** Set a realistic personal goal to improve eating patterns.
- FN6.8.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.8.4** Apply strategies to overcome barriers to achieving a personal goal to improve eating patterns.
- FN6.8.5** Use strategies and skills to achieve a personal goal to improve eating patterns.

**Standard 6, Grades 6–8 Skill Expectations continued on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH6.8.1** Assess personal mental and emotional health practices.
- MEH6.8.2** Set a realistic goal to improve or maintain positive mental and emotional health.
- MEH6.8.3** Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.4** Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
- MEH6.8.5** Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW6.8.1** Assess personal health and wellness-related practices.
- PHW6.8.2** Set a realistic goal to improve a positive personal health and wellness-related practice.
- PHW6.8.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.8.4** Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.8.5** Use strategies and skills to achieve a personal health and wellness-related goal.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA6.8.1** Assess personal physical activity practices.
- PA6.8.2** Set a realistic personal goal to be physically active.
- PA6.8.3** Assess the barriers to achieving a personal goal to be physically active.
- PA6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be physically active.
- PA6.8.5** Use strategies and skills to achieve a personal goal to be physically active.

**SAFETY:** Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S6.8.1** Assess personal safety and injury prevention practices.
- S6.8.2** Set a realistic personal goal to avoid or reduce injury.
- S6.8.3** Assess the barriers to achieving a personal goal to avoid or reduce injury.
- S6.8.4** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
- S6.8.5** Use strategies and skills to achieve a personal goal to avoid or reduce injuries.

**Standard 6, Grades 6–8 Skill Expectations continued on next page.**

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 6–8 Student Skill Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH6.8.1** Set a realistic goal related to maintaining personal hygiene during puberty.
- SH6.8.2** Assess relationships, practices, and behaviors related to sexual and reproductive health.
- SH6.8.3** Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.4** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.5** Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.8.6** Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

**TOBACCO:** Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T6.8.1** Assess personal tobacco-use practices.
- T6.8.2** Set a realistic personal goal to be tobacco-free.
- T6.8.3** Assess the barriers to achieving a personal goal to be tobacco-free.
- T6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.
- T6.8.5** Use strategies and skills to achieve a personal goal to be tobacco-free.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V6.8.1** Assess personal violent and non-violent practices.
- V6.8.2** Set a realistic personal goal to prevent violence.
- V6.8.3** Assess the barriers to achieving a personal goal to prevent violence.
- V6.8.4** Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.8.5** Use strategies and skills to achieve a personal goal to prevent violence.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 6-8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-155–CHE-157. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-158.

- Step 1:** Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-155–CHE-157, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-155–CHE-157. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-158.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations

Standard 7 skill expectations for grades 6–8 are listed below through page CHE-157. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD7.8.1** Explain the importance of being responsible for being alcohol- and other drug-free.
- AOD7.8.2** Analyze personal practices and behaviors that reduce or prevent alcohol- and other drug-use.
- AOD7.8.3** Demonstrate alcohol- and other drug-use prevention practices and behaviors to improve the health of oneself and others.
- AOD7.8.4** Commit to practicing healthy alcohol- and other drug-use prevention behaviors.
- AOD7.8.5** Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN7.8.1** Explain the importance of being responsible for the personal eating behaviors that are within one's control.
- FN7.8.2** Analyze eating patterns and behaviors that reduce or prevent health risks.
- FN7.8.3** Demonstrate eating patterns and behaviors to improve the health of oneself and others.
- FN7.8.4** Commit to practicing healthy eating patterns and behaviors.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH7.8.1** Explain the importance of being responsible for personal mental and emotional health behaviors.
- MEH7.8.2** Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.
- MEH7.8.3** Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.8.4** Commit to practicing healthy mental and emotional health behaviors.

**Standard 7, Grades 6–8 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW7.8.1** Explain the importance of being responsible for personal health and wellness-related behaviors.
- PHW7.8.2** Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.8.3** Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
- PHW7.8.4** Commit to practicing positive personal health and wellness-related behaviors.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA7.8.1** Explain the importance of being responsible for being physically active.
- PA7.8.2** Analyze personal practices and behaviors that reduce or prevent sedentary behavior.
- PA7.8.3** Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.8.4** Commit to being physically active.

**SAFETY:** Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S7.8.1** Explain the importance of being responsible for promoting safety and avoiding or reducing injury.
- S7.8.2** Analyze practices and behaviors that reduce or prevent injuries.
- S7.8.3** Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.
- S7.8.4** Commit to practicing safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH7.8.1** Explain the importance of being responsible for practicing sexual abstinence.
- SH7.8.2** Explain the importance of being responsible for practicing safer sexual behaviors.
- SH7.8.3** Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.8.4** Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- SH7.8.5** Commit to practicing healthy sexual behaviors.

**Standard 7, Grades 6–8 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 6–8 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T7.8.1** Explain the importance of being responsible for being tobacco-free.
- T7.8.2** Analyze personal practices and behaviors that prevent tobacco use.
- T7.8.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.8.4** Commit to being tobacco-free.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V7.8.1** Explain the importance of being responsible for practicing violence prevention behaviors.
- V7.8.2** Analyze personal practices and behaviors that reduce or prevent violence.
- V7.8.3** Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.8.4** Commit to practicing violence prevention behaviors.

**Standard 7, Grades 6–8 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 6-8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 6–8 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-161–CHE-163. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-164.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-161–CHE-163, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 6–8 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades 6–8, across nine topic areas, are provided on pages CHE-161–CHE-163. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-164.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 6–8 Student Skill Expectations

Standard 8 skill expectations for grades 6–8 are listed below through page CHE-163. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 8, students will be able to meet the following skill expectations:

- State a health-enhancing position, supported with accurate information, to improve the health of others.
- Persuade others to make positive health choices.
- Collaborate with others to advocate for healthy individuals, families, and schools.
- Demonstrate how to adapt positive health-related messages for different audiences.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- AOD8.8.1** State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.
- AOD8.8.2** Persuade others to be alcohol- and other drug-free.
- AOD8.8.3** Persuade others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.8.4** Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.8.5** Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.
- AOD8.8.6** Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- FN8.8.1** State a food and nutrition position, supported with accurate information, to improve the health of others.
- FN8.8.2** Persuade and support others to make positive food and beverage choices that are within their control and influence.
- FN8.8.3** Collaborate with others to advocate for healthy food and nutrition at home, in school, or in the community.
- FN8.8.4** Demonstrate how to adapt food and nutrition messages for different audiences.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- MEH8.8.1** State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.
- MEH8.8.2** Persuade others to make positive mental and emotional health choices.
- MEH8.8.3** Collaborate with others to advocate for improving mental and emotional health of individuals, families, and communities.
- MEH8.8.4** Demonstrate how to adapt a positive mental and emotional health message for different audiences.

**Standard 8, Grades 6–8 Skill Expectations continued on next page.**

# Standard Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 6–8 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PHW8.8.1** State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
- PHW8.8.2** Persuade others to make positive personal health and wellness-related choices.
- PHW8.8.3** Collaborate with others to advocate for individuals, families, and schools to be healthy.
- PHW8.8.4** Demonstrate how to adapt a personal health and wellness-related message for different audiences.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- PA8.8.1** State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.
- PA8.8.2** Persuade others to make healthy and safe physical activity choices.
- PA8.8.3** Collaborate with others to advocate for individuals, families, and schools to be physically active.
- PA8.8.4** Demonstrate how to adapt a positive physical activity messages for different audiences.

**SAFETY:** Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- S8.8.1** State a health enhancing position, supported with accurate information, to improve the safety of others.
- S8.8.2** Persuade others to make positive safety and injury prevention choices.
- S8.8.3** Collaborate with others to advocate for individual, family, and community safety and injury prevention.
- S8.8.4** Demonstrate how to adapt safety and injury prevention messages for different audiences.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- SH8.8.1** State a health-enhancing position on a sexual and reproductive health-related topic, supported with accurate information, to improve the health of self and others.
- SH8.8.2** Persuade others to avoid or reduce risky sexual behaviors.
- SH8.8.3** Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality and gender (e.g., sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
- SH8.8.4** Collaborate with others to advocate for safe, respectful, and responsible relationships.
- SH8.8.5** Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.
- SH8.8.6** Demonstrate how to adapt positive sexual health-related messages for different audiences.

**Standard 8, Grades 6–8 Skill Expectations continued on next page.**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 6–8 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- T8.8.1** State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
- T8.8.2** Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
- T8.8.3** Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
- T8.8.4** Demonstrate how to adapt tobacco-free messages for different audiences.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 8, students will be able to:

- V8.8.1** State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
- V8.8.2** Persuade others to prevent violence.
- V8.8.3** Collaborate with others to advocate for individuals, families, and schools to prevent violence.
- V8.8.4** Demonstrate how to adapt violence prevention messages for different audiences.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 6-8 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

## Grades 9–12: Standard 1

---

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected Healthy Behavior Outcomes (HBO pgs. CHE-2 and CHE-3). This section lists the knowledge expectations to be completed by grade 8 (grade span 6–8).

It is unlikely that a comprehensive curriculum will cover every knowledge expectation aligned with every HBO at all grade levels in this grade span. It is important to identify the knowledge expectations that are most critical for students to know at each grade level, prior to your analysis, to make sure your analysis yields useful results.

### Directions for Standard 1

1. Decide if any of the knowledge expectations need to be deleted or modified or if any additional knowledge expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some knowledge expectations may appear in more than one topic area.
2. Delete unnecessary or redundant knowledge expectations. Review all other standards before making changes to the knowledge expectations in Standard 1.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Review the concepts included for each health topic and grade span in the curriculum. Review the applicable grade-level knowledge expectations for each health topic (CHE-168–CHE-178). The HECAT health topic titles might not be an identical match to those health topics found in the curriculum under review. However, if the curriculum is comprehensive, the expected HBOs and related knowledge expectations should be identifiable in the curriculum, regardless of topic titles.
5. Complete the 3-step scoring process for Standard 1 (CHE-166) and the *Knowledge Expectations Coverage Score* (CHE-167). Note that Step 1 will require the analysis of individual topic knowledge expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.
6. Transfer the *Knowledge Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
7. Record notes to justify scores and to inform group discussions and curriculum decisions.
8. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 1 for each span.
9. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

**Directions for Grades 9–12, Standards 2–8 are provided on page CHE-179.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9-12 Knowledge Expectations Coverage Score

The knowledge expectations for grades 9-12, across nine topic areas, are provided on pages CHE-168-CHE-178. Below are the directions and forms for scoring Standard 1.

**Step 1:** Select the Standard 1 knowledge expectations aligned with the selected Healthy Behavior Outcomes (CHE-2 and CHE-3) and correspond with the grade span(s) included in the curriculum. Delete any knowledge expectations that are not aligned with the selected Healthy Behavior Outcomes.

On each relevant topic knowledge expectations page, check the boxes next to the knowledge expectations that are addressed within the curriculum. (A knowledge expectation is "addressed" if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept.)

**Step 2:** After completing the relevant knowledge expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2

3-5

6-8

9-12

#### Knowledge Expectations Summary:

Using the information gathered in Step 1 and in the analyses of relevant knowledge expectations on pages CHE-168-CHE-178, check the box that best applies to the percentage of knowledge expectations addressed for each topic. To determine the *Knowledge Expectations Summary* percent for each topic, count the number checked divided by the number of concepts listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

#### Check the topics that are included in the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9-12 Knowledge Expectations Coverage Score (continued)

The knowledge expectations for grades 9-12, across nine topic areas, are provided on pages CHE-168-CHE-178. Below are the directions and forms for scoring Standard 1.

**Step 3:** Based on the information in the completed *Knowledge Expectations Summary Coverage Chart* in Step 2, complete the *Knowledge Expectations Coverage Score* below

1. How many topics are included in the curriculum?

2. How many of these topics received a Knowledge Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Knowledge Expectations Coverage Score.

**KNOWLEDGE EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**After completing Standard 1, move to Grades 9-12, Standard 2, pg. CHE-179.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise knowledge expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9–12 Knowledge Expectations

Standard 1 knowledge expectations for grades 9–12 are listed, starting below and through pages CHE-178, in the following topical order:

- Alcohol and Other Drugs
- Food and Nutrition
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD1.12.1** Differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)
- AOD1.12.2** Differentiate between proper use and abuse of over-the-counter medications. (HBO 1 & 2)
- AOD1.12.3** Differentiate between proper use and abuse of prescription medications. (HBO 1 & 2)
- AOD1.12.4** Describe how to read and interpret prescription and over-the-counter medication labels. (HBO 1 & 2)
- AOD1.12.5** Describe how to store medications safely. (HBO 1)
- AOD1.12.6** Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use). (HBO 2, 3 & 4)
- AOD1.12.7** Describe the harmful effects of binge drinking. (HBO 3 & 4)
- AOD1.12.8** Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications. (HBO 2, 3 & 4)
- AOD1.12.9** Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships. (HBO 2, 3 & 4)
- AOD1.12.10** Explain the effects of alcohol- and other drug-use during pregnancy. (HBO 2, 3 & 4)
- AOD1.12.11** Evaluate situations that could lead to the use of alcohol and other drugs. (HBO 2, 3 & 4)
- AOD1.12.12** Summarize why alcohol or other drug use is an unhealthy way to manage weight or stress. (HBO 2, 3 & 4)
- AOD1.12.13** Analyze why individuals choose to use or not to use alcohol and other drugs. (HBO 2, 3 & 4)
- AOD1.12.14** Analyze short- and long-term benefits of remaining alcohol- and drug-free. (HBO 2, 3, 4 & 8)
- AOD1.12.15** Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HBO 2, 3, 4, 5, 6 & 8)
- AOD1.12.16** Analyze the relationship between alcohol- and other drug-use and the major causes of death and disease in the United States. (HBO 2, 3, 4, 5 & 6)
- AOD1.12.17** Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)
- AOD1.12.18** Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)
- AOD1.12.19** Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HBO 3 & 7)
- AOD1.12.20** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 5 & 6)
- AOD1.12.21** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 5 & 6)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 9–12 Knowledge Expectations (continued)

**ALCOHOL AND OTHER DRUGS (continued):** Check the box next to each alcohol- and other drug-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD1.12.22** Analyze how addiction to alcohol and other drugs can be treated. (HBO 7 & 8)
- AOD1.12.23** Analyze how alcohol and drug cessation programs can be successful. (HBO 7 & 8)
- AOD1.12.24** Summarize family rules, school rules, and community laws about alcohol- and other drug-use. (HBO 2, 3, 4, 5, 6 & 8)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN1.12.1** Describe the recommendations of the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.2** Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.3** Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy eating pattern. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)
- FN1.12.4** Identify food sources that provide key nutrients including fiber, calcium, potassium, iron, and vitamin D. (HBO 1, 2, 3, 4 & 5)
- FN1.12.5** Describe the importance of choosing a variety of foods and beverages to meet daily nutrient and energy needs. (HBO 1, 2 & 12)
- FN1.12.6** Explain the importance of trying new foods. (HBO 1 & 2)
- FN1.12.7** Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 2, 4 & 8)
- FN1.12.8** Describe a balanced vegetarian eating pattern. (HBO 1, 3, 4, 10 & 12)
- FN1.12.9** Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)
- FN1.12.10** Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10)
- FN1.12.11** Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 1 & 12)
- FN1.12.12** Summarize how to identify nutrient-dense food selections when dining out. (HBO 8, 9 & 11)
- FN1.12.13** Describe the benefits of avoiding energy drinks. (HBO 6 & 7)
- FN1.12.14** Summarize the relationship between access to food and personal food choices. (HBO 7, 8, 9, 10 & 11)
- FN1.12.15** Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10)
- FN1.12.16** Describe the relationship between nutrition and overall health. (HBO 1, 11 & 12)
- FN1.12.17** Identify characteristics of a “fad diet.” (HBO 1, 2 & 12)
- FN1.12.18** Analyze healthy and risky approaches to weight management. (HBO 1 & 12)
- FN1.12.19** Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)
- FN1.12.20** Explain the effects of eating disorders on healthy growth and development. (HBO 1 & 12)
- FN1.12.21** Identify signs of eating disorders. (HBO 12)
- FN1.12.22** Analyze the benefits of healthy eating patterns. (HBO 1 & 12)
- FN1.12.23** Describe the benefits of eating meals with family and friends. (HBO 11 & 12)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 9–12 Knowledge Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH1.12.1** Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)
- MEH1.12.2** Discuss how brain development and emotions change during adolescence. (HBO 4)
- MEH1.12.3** Discuss how automatic thoughts can influence feelings. (HBO 1, 2, 3 & 4)
- MEH1.12.4** Analyze how feelings can influence behavior. (HBO 1, 2, 3 & 4)
- MEH1.12.5** Describe situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)
- MEH1.12.6** Explain potential positive and negative consequences of the influence of feelings and emotions on behavior, including health behavior. (HBO 1, 2, 3, 4 & 5)
- MEH1.12.7** Explain how person and context may influence appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5 & 7)
- MEH1.12.8** Analyze characteristics and practices of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)
- MEH1.12.9** Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7, 8 & 9)
- MEH1.12.10** Analyze the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)
- MEH1.12.11** Discuss how self-efficacy, self-respect, and self-awareness influence behavior. (HBO 2 & 9)
- MEH1.12.12** Summarize personal stressors at home, in school, and with friends. (HBO 3 & 4)
- MEH1.12.13** Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact. (HBO 2, 3, 4, 5 & 9)
- MEH1.12.14** Analyze the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)
- MEH1.12.15** Summarize strategies for coping with sadness, loss, and grief. (HBO 1 & 4)
- MEH1.12.16** Discuss how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)
- MEH1.12.17** Summarize characteristics of someone who demonstrates self-respect and self-control. (HBO 2 & 5)
- MEH1.12.18** Discuss situations where people have demonstrated resilience. (HBO 1 & 4)
- MEH1.12.19** Summarize impulsive behaviors and strategies for controlling them. (HBO 5)
- MEH1.12.20** Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)
- MEH1.12.21** Determine when to seek help for mental and emotional health problems. (HBO 2, 6 & 9)
- MEH1.12.22** Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them. (HBO 1, 2, 4, 6, 8 & 9)
- MEH1.12.23** Summarize the benefits of talking with parents or other trusted adults about feelings. (HBO 1, 2, 8 & 9)
- MEH1.12.24** Differentiate characteristics of healthy and unhealthy relationships. (HBO 8)
- MEH1.12.25** Summarize qualities of healthy dating or sexual relationships. (HBO 8)
- MEH1.12.26** Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)
- MEH1.12.27** Describe the benefits of healthy family and peer relationships. (HBO 8)
- MEH1.12.28** Explain how to build and maintain healthy family and peer relationships. (HBO 8)
- MEH1.12.29** Summarize healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 9–12 Knowledge Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH (continued):** Check the box next to each mental and emotional health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH1.12.30** Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)
- MEH1.12.31** Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, or dating or sexual partners. (HBO 3, 8 & 9)
- MEH1.12.32** Identify strategies to resolve conflict in a group. (HBO 3, 7, 8 & 9)
- MEH1.12.33** Analyze strategies for managing interpersonal conflicts. (HBO 2, 3, 5, 8 & 9)
- MEH1.12.34** Analyze how differences in power and control in a relationship can contribute to aggression and violence. (HBO 3, 5 & 8)
- MEH1.12.35** Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)
- MEH1.12.36** Analyze how empathy can influence behavior. (HBO 1, 2, 3, 4, 5, 7 & 8)
- MEH1.12.37** Describe characteristics that make people unique or special. (HBO 2 & 9)
- MEH1.12.38** Summarize the benefits of living in a diverse society. (HBO 7)
- MEH1.12.39** Summarize how intolerance can affect self, others, and society. (HBO 7)
- MEH1.12.40** Discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, and explain their impact on self, others, and society. (HBO 3, 4, 5 & 7)
- MEH1.12.41** Recognize bullying, harassment, bias, prejudice, and discrimination in self, others, organizations, and institutions. (HBO 3, 4, 5, 7 & 9)
- MEH1.12.42** Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 7 & 9)
- MEH1.12.43** Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW1.12.1** Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HBO 2)
- PHW1.12.2** Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HBO 3)
- PHW1.12.3** Summarize personal strategies for avoiding vision damage. (HBO 3)
- PHW1.12.4** Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene. (HBO 1 & 3)
- PHW1.12.5** Summarize personal strategies for minimizing potential harm from sun exposure. (HBO 4)
- PHW1.12.6** Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HBO 5 & 8)
- PHW1.12.7** Analyze how common foodborne and waterborne diseases are transmitted. (HBO 5 & 8)
- PHW1.12.8** Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease. (HBO 1, 5 & 8)
- PHW1.12.9** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 5 & 12)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9–12 Knowledge Expectations (continued)

**PERSONAL HEALTH AND WELLNESS (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW1.12.10** Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 5 & 12)
- PHW1.12.11** Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness. (HBO 6, 7 & 9)
- PHW1.12.12** Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.12.13** Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 9 & 10)
- PHW1.12.14** Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health. (HBO 10 & 11)
- PHW1.12.15** Summarize the potential health and social consequences of popular fads or trends. (HBO 12)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA1.12.1** Analyze how an inactive lifestyle contributes to chronic disease. (HBO 1 & 2)
- PA1.12.2** Analyze ways to increase physical activity and decrease inactivity. (HBO 1 & 5)
- PA1.12.3** Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)
- PA1.12.4** Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1, 2, 5, 6 & 7)
- PA1.12.5** Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment. (HBO 1, 5 & 7)
- PA1.12.6** Differentiate between various sports and physical activities in terms of health and skill-related fitness. (HBO 2)
- PA1.12.7** Evaluate the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)
- PA1.12.8** Summarize physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 1, 2, 5 & 7)
- PA1.12.9** Describe methods for avoiding and responding to climate-related physical conditions during physical activity. (HBO 3 & 4)
- PA1.12.10** Summarize the importance of warming up before and cooling down after physical activity. (HBO 3 & 6)
- PA1.12.11** Explain ways to reduce the risk of injuries from participation in sports and other physical activities. (HBO 3, 6 & 7)
- PA1.12.12** Describe the effects of hydration and dehydration on physical performance. (HBO 4)
- PA1.12.13** Determine the necessary protective gear for wheel sports and activities including biking, inline skating, riding a scooter, and skateboarding. (HBO 6)
- PA1.12.14** Describe the use of safety equipment for specific physical activities. (HBO 6)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 9–12 Knowledge Expectations (continued)

**SAFETY:** Check the box next to each safety-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S1.12.1** Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (HBO 1, 2 & 3)
- S1.12.2** Summarize the necessary protective gear for riding an ATV, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1 & 3)
- S1.12.3** Explain ways to reduce the risk of injuries when using tools or machinery. (HBO 3, 4, 5 & 6)
- S1.12.4** Explain ways to reduce the risk of work-related injuries. (HBO 1, 3, 4, 5, 6 & 8)
- S1.12.5** Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 2)
- S1.12.6** Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 2)
- S1.12.7** Analyze the relationship between unintentional injuries and using alcohol or other drugs. (HBO 2, 4 & 8)
- S1.12.8** Explain ways to reduce the risk of injuries due to alcohol- and other drug-use. (HBO 2, 4, 5, 6, 7 & 8)
- S1.12.9** Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 8)
- S1.12.10** Explain ways to reduce the risk of injuries around water. (HBO 3, 4, 5 & 6)
- S1.12.11** Summarize ways to reduce injuries when playing sports. (HBO 3, 4, 5 & 6)
- S1.12.12** Summarize ways to reduce the risk of injuries from firearms. (HBO 4, 5, 6 & 8)
- S1.12.13** Summarize ways to reduce safety hazards in the home. (HBO 4, 5, 6 & 8)
- S1.12.14** Summarize ways to reduce safety hazards at school. (HBO 4, 5, 6 & 8)
- S1.12.15** Summarize ways to reduce safety hazards in the community. (HBO 4, 5, 6 & 8)
- S1.12.16** Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. (HBO 4, 6 & 8)
- S1.12.17** Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)
- S1.12.18** Analyze the benefits of reducing the risk of injuries. (HBO 8)
- S1.12.19** Summarize ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)

**SEXUAL HEALTH:** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.1** Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)
- SH1.12.2** Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)
- SH1.12.3** Summarize the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)
- SH1.12.4** Describe the human sexual response cycle, including the role of hormones and pleasure. (HBO 1)
- SH1.12.5** Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)
- SH1.12.6** Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)
- SH1.12.7** Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9–12 Knowledge Expectations (continued)

**SEXUAL HEALTH (continued):** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.8** Describe sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 1 & 3)
- SH1.12.9** Analyze associations between sexual orientation and health. (HBO 1 & 3)
- SH1.12.10** Analyze characteristics of healthy relationships. (HBO 2)
- SH1.12.11** Summarize the qualities of a healthy dating or sexual relationship. (HBO 2)
- SH1.12.12** Explain how to build and maintain healthy family and peer relationships. (HBO 2)
- SH1.12.13** Describe the range of family and peer relationship structures and dynamics (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)
- SH1.12.14** Describe the range of dating and sexual relationship structures. (HBO 2)
- SH1.12.15** Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)
- SH1.12.16** Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.17** Examine how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.18** Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, phone and tablet applications). (HBO 2, 3 & 9)
- SH1.12.19** Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 3 & 9)
- SH1.12.20** Analyze the impact of technology and social media on peer, dating, and sexual relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)
- SH1.12.21** Evaluate effective strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 2)
- SH1.12.22** Summarize why it is wrong to tease or bully others based on their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 7)
- SH1.12.23** Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 2 & 3)
- SH1.12.24** Summarize the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 2 & 3)
- SH1.12.25** Summarize ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 2 & 3)
- SH1.12.26** Analyze stereotypes, myths, and stigma about STIs, including HIV, and people living with AIDS. (HBO 3 & 6)
- SH1.12.27** Define consent and its importance for decisions about sexual behaviors. (HBO 2, 4, 6, 7 & 8)
- SH1.12.28** Summarize why individuals have the right to refuse sexual contact. (HBO 4, 5 & 9)
- SH1.12.29** Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 2 & 4)
- SH1.12.30** Describe how to communicate consent for all sexual behaviors. (HBO 4 & 9)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 9–12 Knowledge Expectations (continued)

**SEXUAL HEALTH (continued):** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.31** Explain how to receive consent and accept a lack or retraction of consent. (HBO 2, 4, 6, 7 & 9)
- SH1.12.32** Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2, 4 & 9)
- SH1.12.33** Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)
- SH1.12.34** Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 5, 6, 7, 8 & 9)
- SH1.12.35** Analyze situations that could lead to being pressured to having sex. (HBO 4 & 9)
- SH1.12.36** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 2, 3 & 9)
- SH1.12.37** Describe how a person can call attention to or leave an uncomfortable or dangerous situation, including instances of sexual violence. (HBO 8 & 9)
- SH1.12.38** Summarize the importance of setting personal limits to avoid risky sexual behavior. (HBO 2, 3 & 4)
- SH1.12.39** Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. (HBO 2, 8 & 9)
- SH1.12.40** Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.12.41** Analyze the factors that protect one against engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 10)
- SH1.12.42** Analyze the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 9)
- SH1.12.43** Summarize how the most common STIs and HIV are transmitted. (HBO 6)
- SH1.12.44** Summarize the signs and symptoms of the most common STIs, including HIV. (HBO 6)
- SH1.12.45** Summarize the problems associated with asymptomatic STIs and HIV. (HBO 6)
- SH1.12.46** Summarize the short- and long-term consequences of the most common STIs, including HIV. (HBO 6)
- SH1.12.47** Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects. (HBO 6 & 7)
- SH1.12.48** Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)
- SH1.12.49** Summarize the importance of using condoms consistently and correctly to reduce risk of STIs, including HIV, and unintended pregnancy. (HBO 6 & 7)
- SH1.12.50** Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of STIs (e.g., chlamydia, syphilis), including HIV, and unintended pregnancy. (HBO 6 & 7)
- SH1.12.51** Explain the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)
- SH1.12.52** Analyze the importance of using condoms with all sexual partners. (HBO 6, 7, 8 & 9)
- SH1.12.53** Summarize ways to prevent common STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)
- SH1.12.54** Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1 1 Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9–12 Knowledge Expectations (continued)

**SEXUAL HEALTH (continued):** Check the box next to each sexual health-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH1.12.55** Describe the role of HIV treatment (e.g., antiretroviral therapy (ART)) in preventing HIV transmission. (HBO 6)
- SH1.12.56** Analyze the emotional, social, physical, and financial effects of becoming a parent. (HBO 4 & 8)
- SH1.12.57** Explain what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 3, 4, 6, 7 & 10)
- SH1.12.58** Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)
- SH1.12.59** Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)
- SH1.12.60** Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)
- SH1.12.61** Summarize young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)
- SH1.12.62** Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)
- SH1.12.63** Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health. (HBO 6 & 10)
- SH1.12.64** Explain the importance of STI and HIV testing and counseling if sexually active. (HBO 6 & 10)
- SH1.12.65** Explain the importance of contraceptive counseling and services if sexually active. (HBO 6 & 10)
- SH1.12.66** Explain the basic side effects and costs of treatment for STIs. (HBO 6 & 10)
- SH1.12.67** Explain the basic side effects and costs of treatment for HIV. (HBO 6 & 10)
- SH1.12.68** Explain why it is important to know the STI and HIV status of oneself and of a sexual partner. (HBO 2, 6 & 10)
- SH1.12.69** Describe how the Human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other HPV-related health issues. (HBO 6 & 10)

**TOBACCO:** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T1.12.1** Examine situations that could lead to tobacco use. (HBO 1)
- T1.12.2** Analyze short- and long-term physical effects of tobacco use. (HBO 1)
- T1.12.3** Analyze short- and long-term psychological and social effects of tobacco use. (HBO 1)
- T1.12.4** Analyze the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.12.5** Summarize long-term health benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.12.6** Describe the effects of tobacco use on the fetus. (HBO 1 & 2)
- T1.12.7** Summarize the effects of secondhand smoke and aerosol. (HBO 2)
- T1.12.8** Summarize why individuals choose to use or not use tobacco. (HBO 1, 2 & 3)
- T1.12.9** Evaluate community laws and policies related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.12.10** Evaluate the financial costs of tobacco use to the individual, society, and environment. (HBO 1 & 3)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

## Students will comprehend concepts related to health promotion and disease prevention.

### Grades 9–12 Knowledge Expectations (continued)

**TOBACCO (continued):** Check the box next to each tobacco-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T1.12.11** Summarize the impact of tobacco industry marketing on health disparities. (HBO 3)
- T1.12.12** Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)
- T1.12.13** Analyze how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.12.14** Analyze how smoking cessation programs can be successful. (HBO 4 & 5)

**VIOLENCE PREVENTION:** Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- VI.12.1** Analyze why prosocial behaviors can help prevent violence. (HBO 1, 3 & 4)
- VI.12.2** Analyze why being able to identify and label emotions is important for managing conflict nonviolently. (HBO 2)
- VI.12.3** Analyze why communicating effectively is important for resolving conflict nonviolently. (HBO 1)
- VI.12.4** Describe strategies to communicate effectively to manage conflict nonviolently. (HBO 1)
- VI.12.5** Analyze why it is important to understand the perspectives of others in resolving a conflict. (HBO 1)
- VI.12.6** Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 1 & 2)
- VI.12.7** Analyze how mental and emotional health can affect violence-related behaviors. (HBO 2, 3 & 4)
- VI.12.8** Describe ways to express anger nonviolently. (HBO 1 & 2)
- VI.12.9** Summarize nonviolent ways to respond to stress when angry or upset. (HBO 2)
- VI.12.10** Summarize impulsive behaviors that can lead to violence and strategies for controlling them. (HBO 2, 3 & 4)
- VI.12.11** Analyze the relationship between using alcohol or other drugs and violence. (HBO 5)
- VI.12.12** Analyze situations that could lead to different types of violence. (HBO 5)
- VI.12.13** Summarize why the presence of weapons increases the likelihood of serious violent injuries. (HBO 5 & 6)
- VI.12.14** Analyze how gang involvement can contribute to violence. (HBO 6)
- VI.12.15** Describe characteristics of the school or community that can increase or decrease the likelihood of violence. (HBO 5)
- VI.12.16** Analyze how changing behavior or changing the environment interact to increase or decrease the likelihood of violence. (HBO 1, 4, 5 & 6)
- VI.12.17** Analyze the consequences of stigma, bias, prejudice, and discrimination resulting from racism, sexism, and hate crimes. (HBO 3, 4 & 7)
- VI.12.18** Analyze how gender stereotypes can contribute to violence. (HBO 3 & 4)
- VI.12.19** Analyze how power and control differences in relationships (peer, dating, sexual, or family relationships) can contribute to aggression and violence. (HBO 1, 2, 4, 5 & 8)
- VI.12.20** Summarize the qualities of a healthy dating or sexual relationship. (HBO 1, 2 & 4)
- VI.12.21** Explain why it is an individual's and partner's responsibility to verify that all sexual acts are consensual. (HBO 4)

**Grades 9–12 Knowledge Expectations continued on next page.**

# Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

## Grades 9–12 Knowledge Expectations (continued)

**VIOLENCE PREVENTION (continued):** Check the box next to each violence-related knowledge expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- VI.12.22** Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 4)
- VI.12.23** Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 4 & 8)
- VI.12.24** Summarize why individuals have the right to refuse sexual contact. (HBO 4 & 8)
- VI.12.25** Explain why a person who has been raped or sexually assaulted is not at fault. (HBO 7 & 8)
- VI.12.26** Explain why rape and sexual assault should be reported to a trusted adult. (HBO 7, 8 & 9)
- VI.12.27** Analyze the negative consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)
- VI.12.28** Explain how bystanders can help prevent violence by reporting dangerous situations or actions. (HBO 3 & 7)
- VI.12.29** Describe federal, state, and local laws intended to prevent violence. (HBO 8, 9 & 10)
- VI.12.30** Analyze how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)
- VI.12.31** Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.12.32** Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. (HBO 7 & 10)
- VI.12.33** Explain that self-directed violence is the result of an accumulation of multiple problems rather than just one problem. (HBO 2 & 10)
- VI.12.34** Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)
- VI.12.35** Explain when to seek help for mental health issues that contribute to violence. (HBO 2 & 10)
- VI.12.36** Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or caregiver. (HBO 7, 9 & 10)
- VI.12.37** Describe actions to take in case of a disaster, emergency, or act of terrorism. (HBO 9 & 10)

## Grades 9–12: Standards 2–8

---

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skill expectations students should be able to perform; the second reflects the extent to which the curriculum provides opportunities for students to practice each skill.

The *National Health Education Standards (NHES)* 2–8 describe the key processes and performance indicators that help students promote personal, family and community health. CDC reviewed these and other state-level indicators, analyzed the research on effective programs, and used input from experts in health education to develop a list of relevant general skill expectations for each standard.

Each Standard 2–8 begins with score pages. These are followed by the generic and the topic-specific skill expectations for that standard. The topic-specific skill expectations are based on the generic skill expectations also listed in *Appendix 4: HECAT Skill Expectations for Skill Standards 2–8*. There are some grade spans for which topic-specific skill expectations are not applicable. These include the statement “*NA—Skill expectations are not identified for this grade span.*”

Add, delete, or revise skill expectations to reflect community needs and meet the curriculum requirements of the school district. Refer to *Appendix 4* for guidance when considering additions, deletions or revisions.

### **Skill Analysis in Comprehensive Curricula**

A comprehensive health education curriculum should address the skills and skill expectations reflected in Standards 2–8. It is important that a comprehensive curriculum focus on each skill standard across all grade spans and among a variety of topics. While it should address the skill expectations for every standard across all grade spans, it is unlikely that every skill expectation in all topics at every grade span will be addressed.

It might be most appropriate to ensure some skills are achieved in certain topic areas at a particular grade span. For example, it might be more appropriate for students to develop skills to analyze influences (Standard 2) on personal safety in grades pre-K–2 and 3–5, rather than analyzing influences on sexual health at these grades. It might be more appropriate for students to develop decision-making skills

(Standard 5) to avoid alcohol use in grades 6–8, rather than develop decision-making skills to promote mental and emotional health in these grades. It is essential that the analysis of a CHE curriculum determine the extent to which the curriculum addresses the skills at the grade spans and topics where they make most sense. *Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education* provides an example as to how essential skill learning might be achieved across topics and grade spans (*Appendix 5, Figure 2*).

### **Directions for Standards 2–8**

#### **Skill Expectations Coverage Score**

1. Decide if any of the skill expectations need to be deleted or modified or if any additional skill expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some skill expectations may appear in more than one topic area. Delete unnecessary or redundant skill expectations. Review all other standards before making changes to skill expectations in one Standard.
2. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey skill expectations.
3. Review the skill focus for each health topic and grade span in the curriculum. Review the applicable grade-level skill expectations for each health standard and health topic found on the following pages:
  - Standard 2 (CHE-183–CHE-188)
  - Standard 3 (CHE-192–CHE-195)
  - Standard 4 (CHE-199–CHE-201)
  - Standard 5 (CHE-205–CHE-209)
  - Standard 6 (CHE-213–CHE-215)
  - Standard 7 (CHE-219–CHE-221)
  - Standard 8 (CHE-225–CHE-228)

The HECAT health topic titles might not be an identical match to those health topics found in the curriculum. However, if the curriculum is comprehensive, the expected related skill expectations should be identifiable in the curriculum, regardless of topic titles.

4. Complete the 3-step skill expectations scoring process and the *Skill Expectations Coverage Score* for each Standard found on the following pages:

- Standard 2 (CHE-181)
- Standard 3 (CHE-190)
- Standard 4 (CHE-197)
- Standard 5 (CHE-203)
- Standard 6 (CHE-211)
- Standard 7 (CHE-217)
- Standard 8 (CHE-223)

Note that Step 1 will require the analysis of individual topic skill expectations pages. Step 2 and 3 can be completed based on the analysis results from Step 1.

5. Transfer the *Skill Expectations Coverage Score* to the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

### ***Student Skill Practice Score***

1. During the analysis of each topic area's skill expectations, note the number of times that students are provided opportunities to practice each skill.
2. Complete the 3-step student skill practice scoring process and the *Student Skill Practice Score* at the end of each Standard's analysis pages.
3. Transfer the *Student Skill Practice Score* to the *Overall Summary Form* (Chapter 3).
4. Record notes to justify scores and to inform group discussions and curriculum decisions.
5. Analyze Standard 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade span, conduct a separate analysis of Standard 2–8 for each span.
6. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Skill Expectations Coverage Score

The Standard 2 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-183–CHE-188. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-189.

- Step 1:** Review the Standard 2 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

 Pre-K-2

 3-5

 6-8

 9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-183–CHE-188, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 2 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-183–CHE-188. Below are the scoring directions and forms for scoring the skill expectations for Standard 2. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-189.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Expectations

Standard 2 skill expectations for grades 9–12 are listed below through page CHE-188. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will be able to meet the following skill expectations:

- Explain how public health policies influence health practices and behaviors.
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers and perceptions of norms influence healthy and unhealthy practices and behaviors.
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy practices and behaviors.
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- Analyze how school and community settings influence personal health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.
- Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on health practices and behaviors.
- Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD2.12.1** Explain how public health policies influence alcohol and other drug-use practices and behaviors.
- AOD2.12.2** Analyze how culture supports and challenges alcohol and other drug-use beliefs, practices, and behaviors.
- AOD2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.
- AOD2.12.4** Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol and other drug-use behaviors.
- AOD2.12.5** Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).
- AOD2.12.6** Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug use.
- AOD2.12.7** Analyze how school and community settings influence practices and behaviors related to alcohol- and other drug-use.
- AOD2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to alcohol- and other drug-use.
- AOD2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on practices and behaviors related to alcohol- and other drug-use.
- AOD2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support prevention or cessation of alcohol and other drugs for oneself and others.

**Standard 2, Grades 9–12 Skill Expectations continued on next page.**

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Expectations (continued)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN2.12.1** Explain how public health policies and guidelines influence food choices and other eating practices and behaviors.
- FN2.12.2** Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.
- FN2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.
- FN2.12.4** Analyze how personal attitudes, values, and beliefs influence food choices and other eating practices and behaviors.
- FN2.12.5** Analyze how laws, rules, and regulations influence food choices and other eating practices and behaviors.
- FN2.12.6** Analyze how school and community affect food choices and other eating practices and behaviors.
- FN2.12.7** Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.
- FN2.12.8** Analyze how media and technology influence personal, family, and community food choices and other eating practices and behaviors.
- FN2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on food choices and other eating practices and behaviors.
- FN2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable opportunities for healthy eating practices and behaviors for oneself and others.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH2.12.1** Explain how public health policies influence mental and emotional health practices and behaviors.
- MEH2.12.2** Analyze how culture supports and challenges mental and emotional health beliefs, practices, and behaviors.
- MEH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health practices and behaviors.
- MEH2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health practices and behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
- MEH2.12.6** Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.
- MEH2.12.7** Analyze how school and community settings influence mental and emotional health practices and behaviors.
- MEH2.12.8** Analyze how media and technology influence personal, family, and community mental and emotional health.

**Standard 2, Grades 9–12 Skill Expectations continued on next page.**

# Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH (continued):** Check the box next to each mental and emotional health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors, including self-concept and body image.
- MEH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW2.12.1** Explain how public health policies influence personal health and wellness-related practices and behaviors.
- PHW2.12.2** Analyze how culture supports and challenges personal health and wellness-related beliefs, practices, and behaviors.
- PHW2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.12.6** Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- PHW2.12.7** Analyze how school and community settings influence personal health and wellness practices and behaviors.
- PHW2.12.8** Analyze how media and technology influence personal, family, and community health and wellness.
- PHW2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
- PHW2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.

**Standard 2, Grades 9–12 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Expectations (continued)

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA2.12.1** Explain how public health policies influence physical activity practices and behaviors.
- PA2.12.2** Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors.
- PA2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity practices and behaviors.
- PA2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity practices and behaviors.
- PA2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in physical activity practices and behaviors (e.g., personal health and wellness).
- PA2.12.6** Analyze how laws, rules, and regulations (e.g., transportation) influence physical activity practices and behaviors.
- PA2.12.7** Analyze how school and community settings influence physical activity practices and behaviors.
- PA2.12.8** Analyze how media and technology influence personal, family, and community physical activity practices and behaviors.
- PA2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors.
- PA2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support physical activity practices and behaviors for oneself and others.

**SAFETY:** Check the box next to each safety-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S2.12.1** Explain how public health policies influence safety and injury prevention practices and behaviors.
- S2.12.2** Analyze how culture supports and challenges safety and injury prevention beliefs, practices, and behaviors.
- S2.12.3** Analyze how peers and perceptions of norms influence safety and injury prevention practices and behaviors.
- S2.12.4** Analyze how personal attitudes, values, and beliefs influence safety and injury prevention practices and behaviors.
- S2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors (e.g., how alcohol- and other drug-use increase the risk of a motor vehicle crash).
- S2.12.6** Analyze how laws, rules, and regulations influence safety and injury prevention practices and behaviors.
- S2.12.7** Analyze how school and community settings influence safety and injury prevention practices and behaviors.
- S2.12.8** Analyze how media and technology influence personal, family, and community safety and injury prevention practices and behaviors.
- S2.12.9** Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.
- S2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.

**Standard 2, Grades 9–12 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH2.12.1** Explain how public health policies and state laws influence sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.2** Analyze how culture supports and challenges sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.
- SH2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health relationships, practices, and behaviors.
- SH2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol- and other drug-use).
- SH2.12.6** Analyze how laws, rules, and regulations influence behaviors related to sexual and reproductive health.
- SH2.12.7** Analyze how school and community settings influence personal sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.8** Analyze how media (e.g., pornography, sexually-explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.
- SH2.12.9** Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image.
- SH2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support sexual and reproductive health for oneself and others.

**TOBACCO:** Check the box next to each tobacco-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T2.12.1** Explain how public health policies influence tobacco-related practices and behaviors.
- T2.12.2** Analyze how culture supports and challenges tobacco-related beliefs, practices and behaviors.
- T2.12.3** Analyze how peers and perceptions of norms influence tobacco-related practices and behaviors.
- T2.12.4** Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and behaviors.
- T2.12.5** Analyze how some health risk behaviors, like alcohol- and other drug-use, influence likelihood of engaging in tobacco use.
- T2.12.6** Analyze how laws, rules, and regulations influence behaviors related to tobacco use.
- T2.12.7** Analyze how school and community settings influence tobacco-related practices and behaviors.
- T2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to tobacco use.
- T2.12.9** Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal tobacco-related practices and behaviors.
- T2.12.10** Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco-use prevention and cessation for oneself and others.

**Standard 2, Grades 9–12 Skill Expectations continued on next page.**

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Expectations (continued)

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 2 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V2.12.1** Explain how public health policies influence violence practices and behaviors.
- V2.12.2** Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors.
- V2.12.3** Analyze how peers and perceptions of norms influence violence and violence prevention practices and behaviors.
- V2.12.4** Analyze how personal attitudes, values, and beliefs influence violence and violence prevention practices and behaviors.
- V2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol- and other drug-use influence violent behaviors).
- V2.12.6** Analyze how laws, rules, and regulations influence violence practices and behaviors.
- V2.12.7** Analyze how school and community settings influence violence practices and behaviors.
- V2.12.8** Analyze how media and technology influence personal, family, and community violence prevention practices and behaviors.
- V2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors.
- V2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others.

# Standard 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

## Grades 9–12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)




TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9–12 Skill Expectations Coverage Score

The Standard 3 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-192–CHE-195. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-196.

**Step 1:** Review the Standard 3 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.

On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)

**Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-192–CHE-195, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

- all = 100%**
- most = 67-99%**
- some = 34-66%**
- few = 1-33%**
- none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 3 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-192–CHE-195. Below are the scoring directions and forms for scoring the skill expectations for Standard 3. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-196.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

4 = 81–100%

3 = 61–80%

2 = 41–60%

1 = 1–40%

0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**




TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9–12 Student Skill Expectations

Standard 3 skill expectations for grades 9–12 are listed below through page CHE-195. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will meet the following skill expectations:

- Evaluate the validity and reliability of health information.
- Evaluate the validity and reliability of health products.
- Evaluate the validity and reliability of health services.
- Determine the accessibility of valid and reliable health products.
- Determine when professional health services may be required.
- Determine the accessibility of valid and reliable health services.
- Use resources that provide valid and reliable health information.
- Use valid and reliable health products.
- Use valid and reliable health services.

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD3.12.1** Evaluate the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- AOD3.12.2** Evaluate the validity of information for alcohol- and other drug-use prevention.
- AOD3.12.3** Evaluate the validity of alcohol and other drug-use prevention and cessation products.
- AOD3.12.4** Evaluate the validity of alcohol and other drug-use treatment services.
- AOD3.12.5** Determine the accessibility of valid alcohol and other drug-use prevention and cessation products.
- AOD3.12.6** Determine the accessibility of valid alcohol- and other drug-use treatment services.
- AOD3.12.7** Determine when professional alcohol- and other drug-use cessation services may be required.
- AOD3.12.8** Use resources that provide valid alcohol- and other drug-use prevention information.

**Standard 3, Grades 9–12 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN3.12.1** Evaluate the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- FN3.12.2** Evaluate the validity of nutrition products (e.g., dietary supplements, “cleanses,” “detox”).
- FN3.12.3** Evaluate the validity of nutrition services (e.g., credentialed professionals, food assistance programs).
- FN3.12.4** Determine the accessibility of valid nutrition products.
- FN3.12.5** Determine when professional nutrition services may be required.
- FN3.12.6** Determine the accessibility of valid nutrition services.
- FN3.12.7** Use resources that provide valid nutrition information.
- FN3.12.8** Use valid nutrition products when needed or appropriate.
- FN3.12.9** Use valid nutrition services when needed or appropriate.
- FN3.12.10** Identify false or misleading claims on food packaging and promotions.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH3.12.1** Evaluate the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- MEH3.12.2** Evaluate the validity of mental and emotional health products.
- MEH3.12.3** Evaluate the validity of mental and emotional health services.
- MEH3.12.4** Determine the accessibility of valid mental and emotional health products.
- MEH3.12.5** Determine when professional mental and emotional health services may be required.
- MEH3.12.6** Determine the accessibility of valid mental and emotional health services.
- MEH3.12.7** Use resources that provide valid mental and emotional health information.
- MEH3.12.8** Use valid mental and emotional health products when needed or appropriate.
- MEH3.12.9** Use valid mental and emotional health services when needed or appropriate.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW3.12.1** Evaluate the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.12.2** Evaluate the validity of personal health and wellness products.
- PHW3.12.3** Evaluate the validity of personal health and wellness services.
- PHW3.12.4** Determine the accessibility of valid personal health and wellness products.
- PHW3.12.5** Determine when professional personal health and wellness services may be required.
- PHW3.12.6** Determine the accessibility of valid personal health and wellness services.

**Standard 3, Grades 9–12 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS (continued):** Check the box next to each personal health and wellness-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW3.12.7** Use resources that provide valid personal health and wellness information.
- PHW3.12.8** Use valid personal health and wellness products when needed or appropriate.
- PHW3.12.9** Use valid personal health and wellness services when needed or appropriate.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA3.12.1** Evaluate the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PA3.12.2** Evaluate the validity of physical activity products (e.g., sports performance supplements).
- PA3.12.3** Evaluate the validity of physical activity services.
- PA3.12.4** Determine the accessibility of valid physical activity products.
- PA3.12.5** Determine when professional physical activity services may be required.
- PA3.12.6** Determine the accessibility of valid physical activity services.
- PA3.12.7** Use resources that provide valid physical activity information.
- PA3.12.8** Use valid physical activity products when needed or appropriate.
- PA3.12.9** Use valid physical activity services when needed or appropriate.

**SAFETY:** Check the box next to each safety-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S3.12.1** Evaluate the validity and reliability of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- S3.12.2** Evaluate the validity and reliability of safety and injury prevention products.
- S3.12.3** Evaluate the validity and reliability of safety and injury prevention services.
- S3.12.4** Determine the accessibility of valid and reliable safety and injury prevention products.
- S3.12.5** Determine when professional safety and injury prevention services may be required.
- S3.12.6** Determine the accessibility of valid and reliable safety and injury prevention services.
- S3.12.7** Use resources that provide valid and reliable safety and injury prevention information.
- S3.12.8** Use valid and reliable safety and injury prevention products when needed or appropriate.
- S3.12.9** Use valid and reliable safety and injury prevention services when needed or appropriate.

**Standard 3, Grades 9–12 Skill Expectations continued on next page.**

# Standard **3** Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH3.12.1** Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- SH3.12.2** Evaluate the validity of sexual and reproductive healthcare products.
- SH3.12.3** Evaluate the validity of sexual and reproductive healthcare services.
- SH3.12.4** Determine the accessibility of valid sexual and reproductive healthcare products.
- SH3.12.5** Determine when professional sexual and reproductive healthcare services may be required.
- SH3.12.6** Determine the accessibility of valid sexual and reproductive healthcare services.
- SH3.12.7** Use resources that provide valid sexual and reproductive health information.
- SH3.12.8** Use valid sexual and reproductive healthcare products when needed or appropriate.
- SH3.12.9** Use valid sexual and reproductive healthcare services when needed or appropriate.

**TOBACCO:** Check the box next to each tobacco-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T3.12.1** Evaluate the validity of tobacco-related prevention and cessation information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.12.2** Evaluate the validity of tobacco cessation products.
- T3.12.3** Evaluate the validity of tobacco cessation services.
- T3.12.4** Determine the accessibility of valid tobacco cessation products.
- T3.12.5** Determine when professional tobacco cessation services may be required.
- T3.12.6** Determine the accessibility of valid tobacco cessation services.
- T3.12.7** Use resources that provide valid tobacco-related prevention and cessation information.
- T3.12.8** Use valid tobacco cessation products when needed or appropriate.
- T3.12.9** Use valid tobacco cessation services when needed or appropriate.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 3 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V3.12.1** Evaluate the validity of violence prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- V3.12.2** Evaluate the validity of violence prevention or intervention services.
- V3.12.3** Determine when professional violence prevention or intervention services may be required.
- V3.12.4** Determine the accessibility of valid violence prevention or intervention services.
- V3.12.5** Use resources that provide valid violence prevention information.
- V3.12.6** Use valid violence prevention or intervention services when needed or appropriate.

# Standard 3

Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.

## Grades 9-12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 3: ACCESSING VALID INFORMATION (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 9-12 Skill Expectations Coverage Score

The Standard 4 skill expectations for grades 9-12, across nine topic areas, are provided on pages CHE-199-CHE-201. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-202.

- Step 1:** Review the Standard 4 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-199-CHE-201, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 4 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-199–CHE-201. Below are the scoring directions and forms for scoring the skill expectations for Standard 4. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-202.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
  
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
  
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO STANDARD 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 9–12 Student Skill Expectations

Standard 4 skill expectations for grades 9–12 are listed below through page CHE-201. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will be able to meet the following skill expectations:

- Demonstrate effective communication skills to enhance health.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively offer assistance to improve the health of others.

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict non-violently, and asking for help when needed.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD4.12.1** Demonstrate effective communication skills to avoid taking someone else's prescription medication.
- AOD4.12.2** Demonstrate effective communication skills to be alcohol- and other drug-free.
- AOD4.12.3** Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD4.12.4** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol- and other drug-use.
- AOD4.12.5** Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.
- AOD4.12.6** Demonstrate how to offer assistance to help others quit alcohol- or other drug-use.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN4.12.1** Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.
- FN4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.
- FN4.12.3** Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
- FN4.12.4** Demonstrate how to effectively support others in improving food choices and eating behaviors.

**Standard 4, Grades 9–12 Skill Expectations continued on next page.**

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 9–12 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH4.12.1** Demonstrate effective communication skills to enhance mental and emotional health.
- MEH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.
- MEH4.12.3** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- MEH4.12.4** Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- MEH4.12.5** Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW4.12.1** Demonstrate effective communication skills to enhance personal health and wellness.
- PHW4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
- PHW4.12.3** Demonstrate how to effectively ask for assistance to improve personal health and wellness.
- PHW4.12.4** Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA4.12.1** Demonstrate effective communication skills to enhance physical activity.
- PA4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being sedentary.
- PA4.12.3** Demonstrate how to effectively ask for assistance to improve physical activity.
- PA4.12.4** Demonstrate how to effectively ask for assistance to safely use physical activity equipment (e.g., weight lifting equipment).
- PA4.12.5** Demonstrate how to effectively offer assistance or improve the physical activity of others.

**SAFETY:** Check the box next to each safety-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S4.12.1** Demonstrate effective communication skills to enhance safety and injury prevention.
- S4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries.
- S4.12.3** Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.
- S4.12.4** Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.

**Standard 4, Grades 9–12 Skill Expectations continued on next page.**

# Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 9–12 Student Skill Expectations (continued)

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH4.12.1** Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health.
- SH4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
- SH4.12.3** Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
- SH4.12.4** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
- SH4.12.5** Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain sexual health.
- SH4.12.6** Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity) are different from one's own.

**TOBACCO:** Check the box next to each tobacco-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T4.12.1** Demonstrate effective communication skills to be tobacco-free.
- T4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use.
- T4.12.3** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.12.4** Demonstrate how to effectively offer assistance to help others quit tobacco use.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 4 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V4.12.1** Demonstrate effective communication skills to prevent violence.
- V4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.
- V4.12.3** Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.
- V4.12.4** Demonstrate how to effectively ask for assistance to prevent violence.
- V4.12.5** Demonstrate how to effectively offer assistance to help others prevent violence.

# Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Grades 9-12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 4:  
COMMUNICATION SKILLS (STUDENT SKILL PRACTICE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9–12 Skill Expectations Coverage Score

The Standard 5 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-205–CHE-209. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-210.

- Step 1:** Review the Standard 5 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-205–CHE-209, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 6-8 Skill Expectations Coverage Score (continued)

The Standard 5 skill expectations for grades 9-12, across nine topic areas, are provided on pages CHE-205-CHE-209. Below are the scoring directions and forms for scoring the skill expectations for Standard 5. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-210.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO THE *STANDARD 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9–12 Student Skill Expectations

Standard 5 skill expectations for grades 9–12 are listed below through page CHE-209. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will be able to meet the following skill expectations:

- Examine barriers to healthy decision making.
- Determine the value of applying thoughtful decision making.
- Justify when individual or collaborative decision making is appropriate.
- Analyze how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Generate alternatives when making a health-related decision.
- Predict potential short- and long-term consequences of alternatives to health-related decisions.
- Choose a healthy alternative when making a health-related decision.
- Evaluate the effectiveness of health-related decisions.

Decision-making skills help students make choices, individually or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts. They increase the likelihood that students will make healthy decisions when facing potentially unhealthy situations. To promote these skills, students must identify when a decision is needed and how it relates to health; determine if help is needed to make the decision; evaluate outcomes and potential alternatives; and reflect.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD5.12.1** Examine barriers to making a decision to be alcohol- and other drug-free.
- AOD5.12.2** Determine the value of applying thoughtful decision making related to alcohol- and other drug-use.
- AOD5.12.3** Justify when individual or collaborative decision related to alcohol- and other drug-use is appropriate.
- AOD5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.
- AOD5.12.5** Generate alternatives when making a decision related to alcohol- and other drug-use.
- AOD5.12.6** Predict the potential short- and long-term consequences of alternatives when making a decision related to alcohol- and other drug-use.
- AOD5.12.7** Choose a healthy alternative when making a decision related to alcohol- and other drug-use.
- AOD5.12.8** Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using alcohol or other drugs.
- AOD5.12.9** Evaluate the effectiveness of decisions related to alcohol- and other drug-use.

**Standard 5, Grades 9–12 Skill Expectations continued on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN5.12.1** Examine barriers to making a decision related to food and nutrition.
- FN5.12.2** Justify when individual or collaborative decision making related to food and nutrition is appropriate.
- FN5.12.3** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to food and nutrition.
- FN5.12.4** Generate alternatives when making a decision related to eating behaviors.
- FN5.12.5** Predict the potential short- and long-term consequences of alternatives to decisions related to food and nutrition.
- FN5.12.6** Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.
- FN5.12.7** Evaluate the effectiveness of decisions related to food and nutrition.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH5.12.1** Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.2** Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.
- MEH5.12.3** Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.
- MEH5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, managing emotional stress).
- MEH5.12.5** Generate alternatives when making a mental and emotional health-related decision.
- MEH5.12.6** Predict potential short- and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help).
- MEH5.12.7** Choose a healthy alternative when making a mental and emotional health-related decision.
- MEH5.12.8** Evaluate the effectiveness of mental and emotional health-related decisions.

**Standard 5, Grades 9–12 Skill Expectations continued on next page.**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW5.12.1** Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.
- PHW5.12.2** Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.
- PHW5.12.3** Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.
- PHW5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.12.5** Generate alternatives when making a decision related to personal health and wellness.
- PHW5.12.6** Predict potential short- and long-term consequences of alternatives to a health and wellness-related decision.
- PHW5.12.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.12.8** Evaluate the effectiveness of personal health and wellness-related decisions.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA5.12.1** Examine barriers to making a decision to be physically active.
- PA5.12.2** Determine the value of applying thoughtful decision making to a situation related to physical activity.
- PA5.12.3** Justify when individual or collaborative decision making is appropriate regarding a situation related to physical activity.
- PA5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.
- PA5.12.5** Generate alternatives when making a decision related to physical activity.
- PA5.12.6** Predict the potential short- and long-term consequences of alternatives to decisions related to physical activity.
- PA5.12.7** Choose a healthy alternative when making a decision related to physical activity.
- PA5.12.8** Evaluate the effectiveness of decisions related to physical activity.

**Standard 5, Grades 9–12 Skill Expectations continued on next page.**

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S5.12.1** Examine barriers to making a decision related to safety and injury prevention.
- S5.12.2** Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.
- S5.12.3** Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention.
- S5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
- S5.12.5** Generate alternatives when making a decision related to safety and injury prevention.
- S5.12.6** Predict potential short- and long-term consequences of alternatives to decisions related to safety and injury prevention.
- S5.12.7** Choose a healthy alternative when making a decision related to safety and injury prevention.
- S5.12.8** Evaluate the effectiveness of decisions related to safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH5.12.1** Examine barriers to making a decision related to healthy relationships and sexual and reproductive health.
- SH5.12.2** Determine the value of applying thoughtful decision making regarding sexual health related situations or experiences.
- SH5.12.3** Justify when individual or collaborative decision making is appropriate regarding sexual situations or experiences.
- SH5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
- SH5.12.5** Generate alternatives when making a decision related to healthy relationships and sexual and reproductive health.
- SH5.12.6** Predict potential short- and long-term consequences of alternatives of sexual and reproductive health-related decisions.
- SH5.12.7** Choose a healthy alternative when making a sexual and reproductive health-related decision.
- SH5.12.8** Evaluate the effectiveness of sexual and reproductive health-related decisions.

**Standard 5, Grades 9–12 Skill Expectations continued on next page.**

# Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T5.12.1** Examine barriers to making a decision related to being tobacco-free.
- T5.12.2** Determine the value of applying thoughtful decision making related to tobacco use.
- T5.12.3** Justify when individual or collaborative decision making related to tobacco use is appropriate.
- T5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.12.5** Generate alternatives when making a decision related to tobacco use.
- T5.12.6** Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.
- T5.12.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.12.8** Evaluate the effectiveness of decisions related to tobacco use.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 5 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V5.12.1** Examine barriers to making a decision that could be potentially violent.
- V5.12.2** Determine the value of applying thoughtful decision making to a potentially violent situation.
- V5.12.3** Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.
- V5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision that could be potentially violent.
- V5.12.5** Generate alternatives when making a decision that could be potentially violent.
- V5.12.6** Predict potential short- and long-term consequences of alternatives to decisions that could be potentially violent.
- V5.12.7** Choose a healthy alternative when making a decision that could be potentially violent.
- V5.12.8** Evaluate the effectiveness of decisions that could be potentially violent.

# Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

## Grades 9-12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 5: DECISION MAKING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 9–12 Skill Expectations Coverage Score

The Standard 6 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-213–CHE-215. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-216.

- Step 1:** Review the Standard 6 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-213–CHE-215, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 6 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-213–CHE-215. Below are the scoring directions and forms for scoring the skill expectations for Standard 6. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-216.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of “all” or “most”?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81–100%
- 3 = 61–80%
- 2 = 41–60%
- 1 = 1–40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO THE *STANDARD 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 9–12 Student Skill Expectations

Standard 6 skill expectations for grades 9–12 are listed below through page CHE-215. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will be able to meet the following skill expectations:

- Assess personal health practices and behaviors.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Develop a plan to attain a personal health goal.
- Implement strategies, including self monitoring, to achieve a personal health goal.
- Use strategies to overcome barriers to achieving a personal health goal.
- Formulate an effective long-term plan to achieve a health goal.

Goal-setting skills are critical in helping students adopt, practice, and maintain health-enhancing behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve both short- and long-term goals. Students can build confidence in their abilities to set and achieve goals by following clearly defined steps toward their goals, tracking progress over time, seeking help and support when needed, and reflecting on impacts on their overall health.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD6.12.1** Assess personal practices and behaviors related to alcohol- and other drug-use.
- AOD6.12.2** Set a realistic goal to remain alcohol- and other drug-free, to quit using alcohol or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD6.12.3** Assess the barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.4** Develop a plan to attain a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.6** Use strategies to overcome barriers to achieving a personal goal related to alcohol- and other drug-use prevention.
- AOD6.12.7** Formulate a long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN6.12.1** Assess personal eating practices and behaviors.
- FN6.12.2** Set a realistic personal goal related to improve eating patterns.
- FN6.12.3** Assess the barriers to achieving a personal goal to improve eating patterns.
- FN6.12.4** Develop a plan to attain a personal goal to improve eating patterns.
- FN6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to improve eating patterns.
- FN6.12.6** Use strategies to overcome barriers to be achieving a personal goal to improve eating patterns.
- FN6.12.7** Formulate a long-term plan to achieve a health goal to improve eating patterns.

**Standard 6, Grades 9–12 Skill Expectations continued on next page.**

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH6.12.1** Assess personal mental and emotional health practices and behaviors.
- MEH6.12.2** Set a realistic personal goal to improve or maintain positive emotional health.
- MEH6.12.3** Assess the barriers to achieving a goal to improve or maintain positive emotional health.
- MEH6.12.4** Develop a plan to achieve a goal to improve or maintain positive emotional health.
- MEH6.12.5** Implement strategies, including self-monitoring, to achieve a personal mental and emotional health goal.
- MEH6.12.6** Use strategies to overcome barriers to achieve a goal to improve or maintain positive mental and emotional health.
- MEH6.12.7** Formulate a long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW6.12.1** Assess personal health and wellness-related practices and behaviors.
- PHW6.12.2** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.12.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.12.4** Develop a plan to attain a personal health and wellness-related goal.
- PHW6.12.5** Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.
- PHW6.12.6** Use strategies to overcome barriers to achieve a personal health and wellness-related goal.
- PHW6.12.7** Formulate a long-term plan to achieve a personal health and wellness-related goal.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA6.12.1** Assess personal physical activity practices and behaviors.
- PA6.12.2** Set a realistic personal goal to be physically active.
- PA6.12.3** Assess the barriers to achieving a personal goal to be physically active.
- PA6.12.4** Develop a plan to attain a personal goal of being physically active.
- PA6.12.5** Implement strategies, including self-monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active.
- PA6.12.6** Use strategies to overcome barriers to achieve a personal goal to be physically active.
- PA6.12.7** Formulate a long-term personal health plan to achieve a personal goal to be physically active.

**SAFETY:** Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S6.12.1** Assess personal safety and injury prevention practices and behaviors.
- S6.12.2** Set a realistic personal goal to avoid or reduce injury.
- S6.12.3** Assess the barriers to achieving a personal goal to avoid or reduce injury.

**Standard 6, Grades 9–12 Skill Expectations continued on next page.**

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 9–12 Student Skill Expectations (continued)

**SAFETY (continued):** Check the box next to each safety-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S6.12.4** Develop a plan to attain a personal goal to avoid or reduce injuries.
- S6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.
- S6.12.6** Use strategies to overcome barriers to achieve a personal goal to avoid or reduce injuries.
- S6.12.7** Formulate a long-term personal health plan to achieve a goal to avoid or reduce injuries.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH6.12.1** Assess personal practices and behaviors related to sexual and reproductive health.
- SH6.12.2** Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.3** Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.4** Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.5** Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.6** Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.
- SH6.12.7** Formulate a long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.

**TOBACCO:** Check the box next to each tobacco-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T6.12.1** Assess personal tobacco-related practices and behaviors.
- T6.12.2** Set a realistic personal goal to remain tobacco-free or quit using tobacco.
- T6.12.3** Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.
- T6.12.4** Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.
- T6.12.5** Implement strategies, including self monitoring, to achieve a goal to remain tobacco-free or quit tobacco.
- T6.12.6** Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.
- T6.12.7** Formulate a long-term plan to remain tobacco-free or quit tobacco.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 6 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V6.12.1** Assess personal violent and non-violent practices.
- V6.12.2** Set a realistic personal goal to prevent violence.
- V6.12.3** Assess the barriers to achieving a personal goal to prevent violence.
- V6.12.4** Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
- V6.12.5** Use strategies and skills to achieve a personal goal to prevent violence.

# Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

## Grades 9-12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

### Check the box if,

### Criteria met

1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

### Student Skill Practice Score

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 6: GOAL SETTING (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

### Notes:

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 9-12 Skill Expectations Coverage Score

The Standard 7 skill expectations for grades 9-12, across nine topic areas, are provided on pages CHE-219-CHE-221. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-222.

- Step 1:** Review the Standard 7 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K-2; 3-5; 6-8; and 9-12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-219-CHE-221, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67-99%**  
**some = 34-66%**  
**few = 1-33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 7 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-219–CHE-221. Below are the scoring directions and forms for scoring the skill expectations for Standard 7. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-222.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?

2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?

3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81-100%
- 3 = 61-80%
- 2 = 41-60%
- 1 = 1-40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO *STANDARD 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 9–12 Student Skill Expectations

Standard 7 skill expectations for grades 3–5 are listed below through page CHE-221. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will be able to meet the following skill expectations:

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD7.12.1** Analyze the role of individual responsibility for being alcohol- and other drug-free.
- AOD7.12.2** Evaluate personal practices and behaviors that reduce or prevent alcohol- and other drug-use.
- AOD7.12.3** Demonstrate alcohol-use prevention behaviors and practices to improve the health of oneself and others.
- AOD7.12.4** Commit to being alcohol and drug-free.
- AOD7.12.5** Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD7.12.6** Commit to not driving a motor vehicle while under the influence of alcohol or other drugs.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN7.12.1** Analyze the role of individual responsibility in enhancing eating patterns and behaviors.
- FN7.12.2** Evaluate personal healthy eating patterns and behaviors that reduce or prevent health risks.
- FN7.12.3** Demonstrate healthy eating patterns and behaviors to improve the health of oneself and others.
- FN7.12.4** Commit to practicing healthy eating patterns and behaviors.

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH7.12.1** Analyze the role of individual responsibility in enhancing personal mental and emotional health.
- MEH7.12.2** Evaluate personal mental and emotional health practices that reduce or prevent health risks.
- MEH7.12.3** Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
- MEH7.12.4** Commit to practicing healthy mental and emotional health behaviors.

**Standard 7, Grades 9–12 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 9–12 Student Skill Expectations

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW7.12.1** Analyze the role of individual responsibility in enhancing personal health and wellness.
- PHW7.12.2** Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.12.3** Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
- PHW7.12.4** Commit to practicing positive personal health and wellness-related behaviors.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA7.12.1** Analyze the role of individual responsibility for being physically active.
- PA7.12.2** Evaluate personal practices and behaviors that reduce or prevent sedentary behavior.
- PA7.12.3** Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.
- PA7.12.4** Commit to being physically active.

**SAFETY:** Check the box next to each safety-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S7.12.1** Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.
- S7.12.2** Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries.
- S7.12.3** Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
- S7.12.4** Commit to practicing safety and injury prevention.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH7.12.1** Analyze the role of individual responsibility for sexual and reproductive health.
- SH7.12.2** Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
- SH7.12.3** Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.
- SH7.12.4** Commit to practicing healthy sexual behaviors.

**Standard 7, Grades 9–12 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 9–12 Student Skill Expectations

**TOBACCO:** Check the box next to each tobacco-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T7.12.1** Analyze the role of individual responsibility for being tobacco-free.
- T7.12.2** Evaluate personal practices and behaviors that prevent tobacco use.
- T7.12.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.12.4** Commit to being tobacco-free.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 7 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V7.12.1** Analyze the role of individual responsibility for practicing violence prevention behaviors.
- V7.12.2** Evaluate personal practices and behaviors that reduce or prevent violence.
- V7.12.3** Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
- V7.12.4** Commit to practicing violence prevention behaviors.

**Standard 7, Grades 9–12 Skill Expectations continued on next page.**

# Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Grades 9-12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An "opportunity" means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 7: PRACTICING HEALTHY BEHAVIORS (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Skill Expectations Coverage Score

The Standard 8 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-225–CHE-228. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-229.

- Step 1:** Review the Standard 8 skill expectations pages and select the topics that correspond with the health topics and grade span included in the curriculum.
- On each relevant topic skill expectations page, check the boxes next to the skill expectations that are addressed within the curriculum. (A skill expectation is “addressed” if the curriculum includes objectives, student activities, assessment, instructional strategies, or other information related to the expectation.)
- Step 2:** After completing the skill expectations pages for all topics included in the curriculum, use the results to complete the chart below. Complete a separate chart for each grade span (pre-K–2; 3–5; 6–8; and 9–12).

### Summary Coverage Chart

**Grades:** Check the grade span being assessed.

Pre-K-2       3-5       6-8       9-12

### Skill Expectations Summary:

Using the information gathered in Step 1 and completion of analysis of relevant skill expectations on pages CHE-225–CHE-228, check the box that best applies to the percentage of skill expectations addressed for each topic. To determine which *Skill Expectations Summary Score* for each topic, count the number checked and divide by the number listed.

**all = 100%**  
**most = 67–99%**  
**some = 34–66%**  
**few = 1–33%**  
**none = 0%**

### Check the topics that are addressed by the curriculum:

Topic	All	Most	Some	Few	None
<input type="checkbox"/> Alcohol and Other Drug Use	<input type="checkbox"/>				
<input type="checkbox"/> Food and Nutrition	<input type="checkbox"/>				
<input type="checkbox"/> Mental and Emotional Health	<input type="checkbox"/>				
<input type="checkbox"/> Personal Health and Wellness	<input type="checkbox"/>				
<input type="checkbox"/> Physical Activity	<input type="checkbox"/>				
<input type="checkbox"/> Safety	<input type="checkbox"/>				
<input type="checkbox"/> Sexual Health	<input type="checkbox"/>				
<input type="checkbox"/> Tobacco Use	<input type="checkbox"/>				
<input type="checkbox"/> Violence Prevention	<input type="checkbox"/>				

**Proceed to Step 3 on next page.**

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Skill Expectations Coverage Score (continued)

The Standard 8 skill expectations for grades 9–12, across nine topic areas, are provided on pages CHE-225–CHE-228. Below are the scoring directions and forms for scoring the skill expectations for Standard 8. Complete the Skill Expectations Coverage Score before completing the Student Skill Practice Score on page CHE-229.

**Step 3:** Based on the information in the completed *Summary Coverage Chart* in Step 2, complete the *Skill Expectations Coverage Score* below.

1. How many topics are included in the curriculum?
2. How many of these topics received a Skill Expectations Summary Score of "all" or "most"?
3. Divide your answer to #1 by your answer to #2 and use the scale below to determine your Skill Expectations Coverage Score.

**SKILL EXPECTATIONS COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = 81–100%
- 3 = 61–80%
- 2 = 41–60%
- 1 = 1–40%
- 0 = 0

**SKILL EXPECTATIONS COVERAGE SCORE**

—————→

TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)  
LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill expectations to reflect community needs and to meet the curriculum requirements of the school district.

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Student Skill Expectations

Standard 8 skill expectations for grades 9–12 are listed below through page CHE-228. The topic-specific skill expectations are based on the following generic skill expectations:

### By the end of grade 12, students will be able to meet the following skill expectations:

- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- Persuade and support others to make positive health choices.
- Collaborate with others to advocate for improving personal, family and community health.
- Encourage school and community environments to promote the health of others.
- Adapt health messages and communication techniques for a specific target audience.
- Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.

**ALCOHOL AND OTHER DRUGS:** Check the box next to each alcohol- and other drug-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- AOD8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes being alcohol- and other drug-free.
- AOD8.12.2** Persuade and support others to be alcohol- and other drug-free.
- AOD8.12.3** Persuade and support others to avoid driving while under the influence of alcohol or other drugs.
- AOD8.12.4** Persuade and support others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD8.12.5** Collaborate with others to advocate for personal, family, and community alcohol- and other drug-use prevention.
- AOD8.12.6** Encourage school and community environments to promote being alcohol- and other drug-free.
- AOD8.12.7** Adapt alcohol- or other drug-free health messages and communication techniques for a specific target audience.
- AOD8.12.8** Persuade school and community leaders about the importance of ensuring safe, accessible, equitable, and affordable alcohol and other drug-use prevention and treatment services.

**FOOD AND NUTRITION:** Check the box next to each food and nutrition-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- FN8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating patterns and behaviors.
- FN8.12.2** Use knowledge of available, valid services and health risks of disordered eating to seek professional support for oneself or help peers.
- FN8.12.3** Persuade and support others to make positive choices related to food and nutrition.
- FN8.12.4** Collaborate with others to advocate for improving personal, family, and community food and nutrition.
- FN8.12.5** Encourage school and community environments to promote healthy eating patterns and behaviors.
- FN8.12.6** Adapt food and nutrition messages and communication techniques to reach a specific target audience.
- FN8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others.

**Standard 8, Grades 9–12 Skill Expectations continued on next page.**

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Student Skill Expectations (continued)

**MENTAL AND EMOTIONAL HEALTH:** Check the box next to each mental and emotional health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- MEH8.12.1** Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.
- MEH8.12.2** Persuade and support others to make positive mental and emotional health choices.
- MEH8.12.3** Collaborate with others to advocate for improving personal, family and community mental and emotional health.
- MEH8.12.4** Encourage school and community environments to promote the mental and emotional health of others.
- MEH8.12.5** Adapt mental and emotional health messages and communication techniques for a specific target audience.
- MEH8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.

**PERSONAL HEALTH AND WELLNESS:** Check the box next to each personal health and wellness-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PHW8.12.1** Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
- PHW8.12.2** Persuade and support others to make positive choices related to personal health and wellness.
- PHW8.12.3** Collaborate with others to advocate for improving personal, family and community health and wellness.
- PHW8.12.4** Encourage school and community environments to promote the health and wellness of others.
- PHW8.12.5** Adapt personal health and wellness messages and communication techniques for a specific target audience.
- PHW8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.

**PHYSICAL ACTIVITY:** Check the box next to each physical activity-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- PA8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity.
- PA8.12.2** Persuade and support others to make healthy and safe physical activity choices.
- PA8.12.3** Collaborate with others to advocate for improving personal, family, and community physical activity.
- PA8.12.4** Encourage school and community environments to promote the physical activity of others.
- PA8.12.5** Adapt physical activity health messages and communication techniques for a specific target audience.
- PA8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.

**Standard 8, Grades 9–12 Skill Expectations continued on next page.**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Student Skill Expectations (continued)

**SAFETY:** Check the box next to each safety-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- S8.12.1** Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.
- S8.12.2** Persuade and support others to prevent injuries.
- S8.12.3** Collaborate with others to advocate for improving personal, family and community safety and injury prevention.
- S8.12.4** Encourage school and community environments to promote safety and injury prevention.
- S8.12.5** Adapt safety and injury prevention messages and communication techniques for a specific target audience.
- S8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable safety and injury prevention opportunities, products, and services to improve the health of oneself and others.

**SEXUAL HEALTH:** Check the box next to each sexual health-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- SH8.12.1** Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about promoting healthy sexuality and avoiding or reducing risky sexual behaviors.
- SH8.12.2** Persuade and support others to avoid or reduce risky sexual behaviors.
- SH8.12.3** Persuade and support others to make positive and healthy choices about sexual relationships, practices, and behaviors.
- SH8.12.4** Collaborate with others to advocate for improving personal, family, and community sexual and reproductive health.
- SH8.12.5** Encourage school and community environments and policies to protect and affirm promote the sexual health of others with regard to aspects of their sexuality and gender (such as sexual activity, sexual abstinence, sexual orientation, and gender expression or identity).
- SH8.12.6** Adapt sexual health messages and communication techniques for reach a specific target audience.
- SH8.12.7** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable sexual and reproductive health opportunities, products, and services to improve the health of oneself and others.

**Standard 8, Grades 9–12 Skill Expectations continued on next page.**

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Student Skill Expectations (continued)

**TOBACCO:** Check the box next to each tobacco-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- T8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.
- T8.12.2** Persuade and support others to be tobacco-free and avoid exposure to secondhand smoke.
- T8.12.3** Collaborate with others to advocate for personal, family, and community to be tobacco-free.
- T8.12.4** Encourage school and community environments to promote tobacco prevention.
- T8.12.5** Adapt tobacco-free health messages and communication techniques to reach a specific audience.
- T8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.

**VIOLENCE PREVENTION:** Check the box next to each violence prevention-related Standard 8 skill expectation addressed in the curriculum. By the end of grade 12, students will be able to:

- V8.12.1** Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.
- V8.12.2** Persuade and support others to prevent violence.
- V8.12.3** Collaborate with others to advocate for preventing personal, family and community violence.
- V8.12.4** Encourage school and community environments to prevent violence.
- V8.12.5** Adapt violence prevention messages and communication techniques for a specific target audience.
- V8.12.6** Persuade school and community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

## Grades 9–12 Student Skill Practice

Complete the skill practice score by checking the box for each criterion that applies to the curriculum under review and summing the checks.

**Check the box if,**

**Criteria met**

- 1. The curriculum provides **at least three** opportunities for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 2. The curriculum provides **three opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 3. The curriculum provides **four to five opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*
- 4. The curriculum provides **six or more opportunities across multiple topic areas** for students to practice the skills needed to meet this standard. *(An “opportunity” means that students are taught the skill, practice or rehearse the skill, and get feedback about their skill performance.)*

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8: ADVOCACY (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

**This concludes the comprehensive health education curriculum analysis items. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**

# Appendix 1: HECAT Contributors

CDC expresses appreciation to the following experts for their review and contribution to the 2007 Health Education Curriculum Analysis Tool, 2011 revisions, and 2021 digitization project and content updates. Affiliation indicates location at the time of contribution.

## General Review

---

**Diane Allensworth, PhD**

CDC, National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), Division of Adolescent and School Health (DASH)

**Lisa Barrios, DrPH**

CDC, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention (NCHHSTP), DASH

**Jessica Bogli, MS**

Portland, OR

**Marcia Campbell, MA**

Rhode Island Department of Education

**Debra Christopher, MS**

ETR, Boulder, CO

**Shelly Diaz**

CDC, NCHHSTP, DASH

**Patricia Dittus, PhD**

CDC, NCHHSTP, DASH

**Ginny Ehrlich, MPH, MS**

RMC, Lakewood, CO

**Jill English, PhD CHES**

California State University, Fullerton

**Melissa Fahrenbruch, MEd**

CDC, NCCDPHP, Division of Population Health (DPH)

**Carolyn Fisher, EdD**

CDC, NCCDPHP, DASH

**Bindi Gandhi, MA**

CDC, NCCDPHP, DASH

**Kari Gloppen, MPH**

CDC, NCCDPHP, DASH

**Sally Goss, MS**

CDC, NCHHSTP, DASH

**Carol Hamilton, EdD**

CDC, NCCDPHP, DASH

**Holly Hunt, MA**

CDC, NCCDPHP, DASH

**Pete Hunt, MPH, MEd**

CDC, NCHHSTP, DASH

**Rick Hull, PhD**

CDC, NCCDPHP, Office of Communications

**Bill Kane, PhD (Deceased)**

University of New Mexico

**Laura Kann, PhD**

CDC, NCHHSTP, DASH

**Sarah Kleinman, MPH**

New Jersey Department of Education

**Sarah Lee, PhD**

CDC, NCCDPHP, DPH

**Nicole Liddon, PhD**

CDC, NCHHSTP, DASH

**Eva Marx**

Education Development Center (EDC)

**Shannon Michael, MPH**

CDC, NCCDPHP, Division of Diabetes Translation (DDT)

**Katherine Mollenkamp**

Graphic Designer, Northrop Grumman

**Anu Pejavara, MPH**

CDC, NCCDPHP, DASH

**Michael A. Penrod, PhD**

CDC, NCHHSTP, DASH

**Seraphine Pitt Barnes, PhD, MPH, CHES**

CDC, NCCDPHP, DPH

**LaShaun Polk, MPH**

CDC, NCHHSTP, Division of HIV Prevention (DHP)

**Catherine N. Rasberry, PhD, MCHES**

CDC, NCHHSTP, DASH

**Susan Russell, EdD**

CDC, NCCDPHP, DASH (Contractor)

**Leigh E. Szucs, PhD, CHES, FASHA**

CDC, NCHHSTP, DASH

**Sue Shaw, MPH**

CDC, NCCDPHP, DASH

**Joyner Sims, PhD**

CDC, NCCDPHP, DASH

**Merry Stanford, MEd, MSW**

Michigan Department of Education

**Barbara Sullivan, MS**

Baltimore, MD

**Marlene K. Tappe, PhD, CHES**

Minnesota State University

**Susan Telljohann, HSD, CHES**

University of Toledo, Ohio (Contractor)

**Michael Waldmiller, MPH**

CDC, NCCDPHP, DASH

**Lani Wheeler, MD**

CDC, NCCDPHP, DASH (Contractor)

**Doug White, MS**

Wisconsin Department of Public Instruction

**KyMBER Williams, PhD**

CDC, NCHHSTP, DASH

**Curtis Wommack**

Graphic Designer, Peraton

**Susan Wooley, PhD**

American School Health Association

**Emily Young, MEd, MPH**

Oak Ridge Institute for Science and Education (ORISE)

## Alcohol and Other Drugs

---

**Bob Brewer, MD, MSPH**

CDC, NCCDPHP, DPH

**Aria Davis Crump, ScD**

NIH, National Institute on Drug Abuse (NIDA)

**Joel Dubenitz, PhD**

HHS, Office of the Assistant Secretary for Planning and Evaluation (ASPE), Division of Behavioral Health Policy (DBHP)

**Marci Hertz, MEd**

CDC, NCHHSTP, DASH

**Pete Hunt, MEd, MPH**

CDC, NCHHSTP, DASH

**Janet Linton, MS**

NIH, NIDA, Office of Science Policy and Communication (OSPC)

**Jacqueline Miller, MD**

CDC, NCCDPHP, DPH

**Anne Rancourt, MPS**

NIH, NIDA, OSPC

**Greg Wolfe**

California Department of Education

**Ralph J. Wood, PhD**

Southeastern Louisiana University

## Food and Nutrition

---

**Julie Allington, MS, RD, CD**

Wisconsin Department of Public Instruction

**S. Bryn Austin, ScD**

Harvard T.H. Chan School of Public Health; Harvard Medical School; Boston Children's Hospital

**Isobel Contento, PhD**

Teachers College, Columbia University  
Karen Cullen, PhD, RD, LD  
Baylor College of Medicine

**Karen Cullen, PhD, RD, LD**

Baylor College of Medicine

**Sally Davis, PhD**

University of New Mexico School of Medicine

**Suzanne Domel Baxter, PhD, RD, FADA**

University of South Carolina

**Melissa Fahrenbruch, MEd**

CDC, NCCDPHP, DPH

**Mara Galic, MHSc, RD, LD**

CDC, NCCDPHP, DASH  
(Contractor)

**Deanna Hoelscher, PhD, RD, LD, CNS**

University of Texas-Houston School of Public Health

**Vickie L. James, RD, LD**

Healthy Kids Challenge

**Carolyn C. Johnson, PhD, NCC, LPC**

Tulane University School of Public Health & Tropical Medicine

**Leah Johnson, MPH, CDR, USPHS**

CDC, NCCDPHP, DPH

**Erica Kenney, ScD, MPH**

Harvard T.H. Chan School of Public Health

**Pamela Koch, EdD, RD**

Teachers College, Columbia University

**Sarah Kuester, MS, RD**

CDC, NCCDPHP, Division of Nutrition, Physical Activity, and Obesity Prevention (DNPAO)

**Leslie Lytle, PhD, RD**

University of Minnesota School of Public Health

**Helen Magnuson, MPH, RD**

California Department of Education

**Amanda Manning, MS, MPA**

Charleston, South Carolina

**Mary McKenna, MS, RD**

CDC, NCCDPHP, DASH

**Elaine McLaughlin, MS, RD**

Food and Nutrition Services (FNS), Child Nutrition Division (CND), United States Department of Agriculture (USDA)

**Caitlin Merlo, MPH, RD**

CDC, NCCDPHP, DPH

**Terry O'Toole, PhD**

CDC, NCCDPHP, DNPAO

**Judy Schure, MS**

Colorado Department of Education

**Sarah Sliwa, PhD, MS**

CDC, NCCDPHP, DPH

**Julie Stauss, MPH, RD**

FNS, CND, USDA

**Mary Story, PhD**

University of Minnesota School of Public Health

**Raynika Trent, MEd, MA**

Teachers College, Columbia University

**Jean Wiecha, PhD**

Harvard Prevention Research Center

**Yibo Wood, PhD, LN**

FNS, CND, USDA

## Mental and Emotional Health

---

**Howard Adelman, PhD**

Center for Mental Health in Schools  
University of California at Los Angeles

**S. Bryn Austin, ScD**

Harvard T.H. Chan School of Public Health; Harvard Medical School; Boston Children's Hospital

**Sandra Chafouleas, PhD**

University of Connecticut

**Kate Hendricks, MD, MPH**

The Medical Institute for Sexual Health

**Marci Hertz, MEd**

CDC, NCHHSTP, DASH

**Sharon Hoover, PhD**

University of Maryland School of Medicine

**Joe S. McIlhaney, MD**

The Medical Institute for Sexual Health

**Diane Santa Marie, MSN**

The Medical Institute for Sexual Health

**Patricia Thickstun, PhD**

The Medical Institute for Sexual Health

**Mary Vernon-Smiley, MD**

CDC, NCHHSTP, DASH

**Roger Weisberg, PhD**

University of Illinois at Chicago

**Mark D. Weist, PhD**

University of Maryland School of Medicine

## Personal Health and Wellness

---

**Ashley Andujar, MHSA**

CDC, NCEZID, DFWED

**David Berendes, PhD, MSPH**

CDC, National Center for Emerging and Zoonotic Infectious Disease (NCEZID), Division of Foodborne, Waterborne, and Environmental Diseases (DFWED)

**Jennifer Cope, PhD**

CDC, NCEZID, DFWED

**Amanda Garcia-Williams, PhD**

CDC, NCEZID, DFWED

**Kate Hendricks, MD, MPH**

The Medical Institute for Sexual Health

**Pete Hunt, MEd, MPH**

CDC, NCHHSTP, DASH

**Diane Santa Marie, MSN**

The Medical Institute for Sexual Health

**Joe S. McIlhaney, MD**

The Medical Institute for Sexual Health

**Sarah Merkle, MPH**

CDC, NCCDPHP, DASH

**Erica Odom, MPH**

CDC, NCCDPHP, DASH

**Patricia Thickstun, PhD**

The Medical Institute for Sexual Health

## Physical Activity

---

**S. Bryn Austin, ScD**

Harvard T.H. Chan School of Public Health; Harvard Medical School; Boston Children's Hospital

**Kymm Ballard, EdD**

Society of Health and Physical Educators (SHAPE) America

**Charlene Burgeson, MA**

Action for Healthy Kids

**Jacqueline Epping, MEd**

CDC, NCCDPHP, DNPAO

**Debra C. Harris, PhD**

West Linn High School, OR

**Erica Kenney, ScD, MPH**

Harvard T.H. Chan School of Public Health

**Sarah Lee, PhD**

CDC, NCCDPHP, DPH

**Mary Marks, PhD**

Fairfax County Public Schools, VA

**Barbara J. Marshall, MS**

Tulsa Public Schools, OK

**Caitlin Merlo, MPH, RD**

CDC, NCCDPHP, DPH

**Bonnie Mohnsen, PhD**

Cerritos, California

**Allison Nihiser, MPH**

CDC, NCCDPHP, DPH

**Bob Pangrazi, PhD**

Arizona State University

**Sarajane Quinn, MEd**

Baltimore County Schools, MD

**Sarah Sliwa, PhD, MS**

CDC, NCCDPHP, DPH

**Rick Stevenson**

West Chester Area School District, PA

**Barbara Weigand, MS, CAGS**

U. S. Department of Defense Education Activity

**Judy Young, PhD**

American Alliance for Health, Physical Education, Recreation and Dance

## Safety

---

**Meri-K Appy**

Home Safety Council

**Lisa Barrios, DrPH**

CDC, NCHHSTP, DASH

**Stephanie Bryn, MPH**

Health Resources and Services Administration (HRSA)

**Marci Hertz, MSEd**

CDC, NCHHSTP, DASH

**Angela D. Mickalide, PhD**

National SAFE KIDS Campaign

**Jerry Reed, PhD, MSW**

Education Development Center (EDC)

**Carol Runyan, PhD**

University of North Carolina at Chapel Hill

**David Sleet, PhD, FAAHB**

CDC, NCIPC, Division of Injury Prevention (DIP)

**Ellyson Stout, MS**

EDC

**Natalie Wilkins, PhD**

CDC, NCHHSTP, DASH

## Sexual Health

---

**Linda Berne, PhD**

University of North Carolina at Charlotte

**Mary Helen Deer**

Native American International Caucus of the United Methodist Church

**Richard Dunville, MPH, CDR, USPHS**

CDC, Office of the Associate Director For Policy and Strategy (OADPS)

**Maureen Duran, MEd**

A Choice in Education

**Kathleen A. Ethier, PhD**

CDC, NCHHSTP, DASH

**Jennifer Galbraith, PhD**

CDC, NCHHSTP, DHP

**Lorrie Gavin, PhD**

CDC, NCCDPHP, DRH

**Nora Gelperin, MEd**

Advocates for Youth

**Libby Gray**

Project Reality

**Brenda Greene, MFA**

National School Boards Association

**Angela Knowles Griffiths, DC**

The AWAIT & FIND Project

**Debra Hauser, MPH**

Advocates for Youth

**Kate Hendricks, MD, MPH**

The Medical Institute for Sexual Health

**Marci Hertz, MSEd**

CDC, NCHHSTP, DASH

**Barbara Huberman, MEd, RN**

Advocates for Youth

**Paula E. Jayne, PhD**

CDC, NCHHSTP, DASH

**Michelle M. Johns, PhD, MPH**

CDC, NCHHSTP, DASH

**Nicole Liddon, PhD**

CDC, NCHHSTP, DASH

**Diane Santa Marie, MSN**

The Medical Institute for Sexual Health

**Rebecca Maynard, PhD**

University of Pennsylvania

**Brittany McBride, MPH**

Advocates for Youth

**Joe S. McIlhaney, MD**

The Medical Institute for Sexual Health

**Kim Nolte, MPH**

CDC, NCCDPHP, DRH

**Sanjana Pampati, MPH**

ORISE

**J. Terry Parker, PhD**

CDC, NCHHSTP, DASH

**Leah Robin, PhD**

CDC, NCHHSTP, DASH

**Monica Rodriguez, MS**

Sexuality Information and Education Council of the United States

**Lisa Romero, DrPH**

CDC, NCCDPHP, DRH

**Mary Schauer, MSPH**

CDC, NCHHSTP, DASH

**Elizabeth Schroeder, EdD**

ANSWER, Rutgers University

**Dana Serrano**

Women's Resource Network

**Shepherd Smith**

The Institute for Youth Development

**Riley J. Steiner, PhD**

CDC, NCCDPHP, DRH

**Phyllis K. Storch, MPH**

CDC, NCHHSTP, DHP

**Patricia Sulak, MD**

Scott & White Hospital

**Leigh E. Szucs, PhD, CHES, FASHA**

CDC, NCHHSTP, DASH

**Julie Taylor**

ETR Associates

**Patricia Thickstun, PhD**

The Medical Institute for Sexual Health

**Emily Young, MSEd, MPH**

ORISE

## Tobacco

---

**Maeh Al-Shawaf, MPH**

CDC, NCCDPHP, Office on Smoking and Health (OSH)

**Rebekah Buckley, MPH, CRT, AE-C**

CDC, NCCDPHP, DPH

**Linda Crossett, RDH**

CDC, NCCDPHP, DASH

**Susan Ennett, PhD**

University of North Carolina at Chapel Hill School of Public Health

**Brian Flay, PhD**

University of Illinois at Chicago

**Carissa Baker Holmes, MPH**

CDC, NCCDPHP, OSH

**David Homa, PhD, MPH**

CDC, NCCDPHP, OSH

**Ruth Ellen Luehr, MS, RN, FNASN**

Minnesota Department of Education

**Stephanie Maya, MPH, MHA**

CDC, NCCDPHP, OSH

**Barbara Sullivan, MS**

Baltimore County Public Schools, MD

**Jane Pritzl, MA**

CDC, NCCDPHP, DASH (Contractor)

**Steve Sussman, PhD**

Institute for Health Promotion and Disease Prevention Research  
University of Southern California

**Kathy Wilbur, MEd**

Maine Department of Education

## Violence Prevention

---

**Lisa Barrios, DrPH**

CDC, NCHHSTP, DASH

**Alex Crosby, MD**

CDC, NCIPC, Division of Violence Prevention (DVP)

**Linda Dahlberg, PhD**

CDC, NCIPC, DVP

**Marci Hertz, MEd**

CDC, NCHHSTP, DASH

**Shannon Frattaroli, PhD**

Johns Hopkins Bloomberg School of Public Health

**Nancy Guerra, PhD**

University of California at Riverside

**Kate Hendricks, MD, MPH**

The Medical Institute for Sexual Health

**Joan Hoffman, PhD**

CDC, NCIPC, DVP

**Karen S. Lang, MSW**

CDC, NCIPC, DVP

**Rita Noonan, PhD**

CDC, NCIPC, DVP

**Diane Santa Marie, MSN**

The Medical Institute for Sexual Health

**Joe S. McIlhaney, MD**

The Medical Institute for Sexual Health

**Pamela Orpinas, PhD**

University of Georgia

**Lloyd Potter, PhD**

Education Development Center, Inc.

**Howard Spivak, MD**

New England Medical Center

**Patricia Thickstun, PhD**

The Medical Institute for Sexual Health

**Mark D. Weist, PhD**

University of Maryland School of Medicine

**Natalie Wilkins, PhD**

CDC, NCHHSTP, DASH

## HECAT Pilot Reviewers

---

CDC wishes to thank the following people for their pilot review of HECAT drafts and recommendations for improvements.

Charlotte-Mecklenburg Schools, NC

**Angelique C. Seifert, MA**

Faculty at Adelphi University

**Emilia Patricia T. Zarco, MD**

Faculty at the University of Toledo

**Cynthia Cook, MEd**

**Joseph Dake, PhD**

**Sue Telljohann, HSD, CHES**

Students at the University of Toledo, Department of Public Health and Rehabilitative Services

**Andrew Augsburger**

**Tony Maziarz**

**Laurie Gladieux**

**Carolyn Moore**

**Lisa Bean**

**Nick Miller**

**Summer Hardman**

**Heather Noland**

**Brett Busdeker**

**Emily Poskarbiewicz**

**Candice Hendershot**

**Andrea Reams**

**Jennifer Corona-Roth**

**Daniel Steffen**

**Denise Kaufman**

**Laura Shaw**

**Edward Erhardt**

**Ann Askins**

**Marie Kraus**

**Kay Stierwalt**

**Jeffery Hess**

**Christina Dake**

**Linda Sue Long**

**Leslie Wood**

**Sara Llewellyn**

**Elizabeth Gagen**

**John Lucas**

Faculty at Southeastern Louisiana University

**Millie Naquin, PhD**

## HECAT Online Developers and Reviewers

---

CDC wishes to thank the following people for their contributions to the development and review of HECAT Online.

### HECAT Online Developers

**Claude (West) Fullerton, PhD**

Karna

**John H. Vaughn**

Tanaq Support Services, LLC

**Shenandoah Evans**

Tanaq Support Services, LLC

**Daniel Martin, PMP**

Tanaq Support Services, LLC

**Saeed Nadjarun, MBA, PMP**

Tanaq Support Services, LLC

### HECAT Online Reviewers

**Sarah Benes, PhD**

Merrimack College

**Burt Jenkins**

NC Department of Public Instruction

**Susan Telljohan, HDS, CHES**

The University of Toledo, Ohio

**Ashlee Cappucci**

Hillsborough County Public Schools

**Jessica Lawrence, MS**

Cairn Guidance

**Cheryl Todisco, MS**

Boston Public Schools

**Pamela Drake, PhD**

ETR

**Susanne Schmal, MPH**

NC Department of Public Instruction

**Elizabeth A. Whitney, PhD**

Montgomery County Public Schools

## Appendix 2: Using the HECAT for the Review of Health Education Resource Materials

It is not unusual for health education curriculum resource materials, such as health textbooks, student workbooks, videos, or a collection of disconnected lessons to be assembled, labeled and marketed as health education curricula. However, such resources alone rarely include all the information, and instructional activities and assessment strategies expected in a complete and quality health education curriculum. Ideally, resource materials, such as a textbook or a set of lessons plans, should be considered as part of the curriculum in which they will be used and included as part of an initial overall curriculum analysis.

A health education curriculum should include:

1. A set of intended learning outcomes or objectives that directly relate to students' acquisition of health-related knowledge, attitudes, and skills.
2. A planned progression of developmentally appropriate lessons or learning experiences that lead to achieving health objectives.
3. Continuity between lessons or learning experiences that clearly reinforce the adoption and maintenance of specific health-enhancing behaviors.
4. Content or materials that correspond with the sequence of learning events and help teachers and students meet the learning objectives.
5. Assessment strategies to determine if students have achieved the desired learning.

It is not necessary to complete a formal, systematic HECAT analysis of each resource material or those being considered as supplements to an existing curriculum. But the HECAT does provide priorities for determining their selection.

- Any curriculum resource material, such as a textbook, should be accurate, acceptable, feasible, and affordable. Chapter 4 of the HECAT provides a list of questions and an analysis process (including analysis charts) that are useful to ask about any resource that may replace materials currently in use or added to an existing curriculum.
- Any curriculum resource material, such as a textbook, should reflect characteristics that are fundamental to any quality health education curriculum. The analysis items in Chapter 5 can

be used to evaluate a resource independent from a curriculum to assure the resource reflects appropriate and inclusive fundamental characteristics.

- Any curriculum resource material, such as a textbook, must provide functional information that students can use to make health-enhancing decisions. The resource should be consistent with local standards, complement a health education curriculum framework and course of study, and support the outcomes expected from the curriculum. A resource should also emphasize knowledge expectations that are relevant to these outcomes. The health topic modules in Chapter 6 provide lists of knowledge expectations that relate to topics in a health curriculum. Any resource that may replace materials currently in use or added to an existing curriculum should reinforce these expectations.
- Any curriculum resource material, such as a textbook, should help students learn and apply skills that contribute to achieving healthy practices and behaviors. The health topic modules in Chapter 6 emphasize the skill standards and skill expectations to be addressed in an existing curriculum. Any resource that may replace materials currently in use or added to an existing curriculum should reinforce these standards and skill expectations.

# Appendix 3: HECAT Healthy Behavior Outcomes for Grades Pre-K–12

## Alcohol and Other Drugs

---

**HBO 1.** Use prescription and over-the-counter medications correctly.

**HBO 2.** Avoid misuse and abuse of over-the-counter and prescription drugs.

**HBO 3.** Avoid the use of alcohol.

**HBO 4.** Avoid the use of illegal drugs.

**HBO 5.** Avoid driving while under the influence of alcohol and other drugs.

**HBO 6.** Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

**HBO 7.** Quit using alcohol and other drugs if already using.

**HBO 8.** Support others to be alcohol- and other drug-free.

## Food and Nutrition

---

**HBO 1.** Follow a healthy eating pattern that meets individual preferences and needs for growth and development.

**HBO 2.** Choose a variety of options within each food group.

**HBO 3.** Eat lots of fruits and vegetables.

**HBO 4.** Choose to eat whole grain products.

**HBO 5.** Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.

**HBO 6.** Drink lots of water.

**HBO 7.** Avoid sugary drinks.

**HBO 8.** Limit foods high in added sugars, saturated fats, trans fats, and sodium.

**HBO 9.** Choose to eat or drink nutrient-dense foods and beverages when dining.

**HBO 10.** Prepare good-tasting, nutrient-dense foods for yourself and others.

**HBO 11.** Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget.

**HBO 12.** Support healthy eating patterns for others.

## Mental and Emotional Health

---

**HBO 1.** Express feelings in a healthy way.

**HBO 2.** Engage in activities that are mentally and emotionally healthy.

**HBO 3.** Manage interpersonal conflict in healthy ways.

**HBO 4.** Prevent and manage emotional stress and anxiety in healthy ways.

**HBO 5.** Use self-control and impulse-control strategies to promote health.

**HBO 6.** Get help for troublesome thoughts, feelings, or actions for oneself and others.

**HBO 7.** Show acceptance of difference in others.

**HBO 8.** Establish and maintain healthy relationships.

**HBO 9.** Practice habits that promote mental and emotional wellbeing.

## Personal Health and Wellness

---

**HBO 1.** Practice appropriate hygiene habits.

**HBO 2.** Get an appropriate amount of sleep and rest.

**HBO 3.** Prevent vision and hearing loss.

**HBO 4.** Prevent damage from the sun.

**HBO 5.** Practice behaviors that prevent infectious diseases.

**HBO 6.** Practice behaviors that prevent chronic diseases.

**HBO 7.** Practice behaviors that promote mental and emotional wellbeing.

**HBO 8.** Practice behaviors that prevent foodborne or waterborne illnesses.

**HBO 9.** Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.

**HBO 10.** Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.

**HBO 11.** Seek out healthcare professionals for appropriate screenings and examinations.

**HBO 12.** Prevent health problems that result from fads or trends.

## Physical Activity

---

**HBO 1.** Engage in moderate to vigorous physical activity for at least 60 minutes every day.

**HBO 2.** Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.

**HBO 3.** Engage in warm-up and cool-down activities before and after structured exercise.

**HBO 4.** Drink plenty of water before, during, and after physical activity.

**HBO 5.** Follow a physical activity plan for healthy growth and development.

**HBO 6.** Avoid injury during physical activity.

**HBO 7.** Support others to be physically active.

## Safety

---

**HBO 1.** Follow appropriate safety rules when riding in or on a motor vehicle.

**HBO 2.** Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.

**HBO 3.** Use safety equipment appropriately and correctly.

**HBO 4.** Apply safety rules and procedures to avoid risky behaviors and injury.

**HBO 5.** Avoid safety hazards in the home and community.

**HBO 6.** Recognize and avoid dangerous surroundings.

**HBO 7.** Get help for oneself or others when injured or suddenly ill.

**HBO 8.** Support others to avoid risky behaviors and be safe.

## Sexual Health

---

**HBO 1.** Recognize developmental changes experienced by self and others during childhood and adolescence.

**HBO 2.** Establish and maintain healthy relationships.

**HBO 3.** Treat all people with dignity and respect with regard to their gender identity and sexual orientation.

**HBO 4.** Give and receive consent in all situations.

**HBO 5.** Be sexually abstinent.

**HBO 6.** Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.

**HBO 7.** Engage in behaviors that prevent or reduce unintended pregnancy.

**HBO 8.** Support others to avoid or reduce sexual risk behaviors.

**HBO 9.** Avoid pressuring others to engage in sexual behaviors.

**HBO 10.** Use appropriate health services to promote sexual and reproductive health.

## Tobacco

---

**HBO 1.** Avoid using (or experimenting with) any form of tobacco.

**HBO 2.** Avoid exposure to secondhand smoke and aerosol.

**HBO 3.** Support a tobacco-free environment.

**HBO 4.** Support others to be tobacco-free.

**HBO 5.** Quit using tobacco, if already using.

## Violence Prevention

---

**HBO 1.** Manage interpersonal conflict in nonviolent ways.

**HBO 2.** Manage emotional distress in nonviolent ways.

**HBO 3.** Avoid bullying or being a bystander to bullying, or being a victim of bullying.

**HBO 4.** Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

**HBO 5.** Avoid situations where violence is likely to occur.

**HBO 6.** Avoid associating with others who are involved in or who encourage violence or criminal activity.

**HBO 7.** Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.

**HBO 8.** Get help to prevent or stop unwanted or inappropriate touching.

**HBO 9.** Get help to stop being subjected to violence or physical abuse.

**HBO 10.** Get help for oneself or others who are in danger of hurting themselves.

## Appendix 4: HECAT Skill Expectations for Skill Standards 2–8

The *National Health Education Standards*<sup>1</sup> 2–8 broadly articulate the skills students should be able to do to adopt or maintain health-enhancing behaviors. More specific indicators are needed to determine the extent to which a curriculum could most appropriately address these skill standards. The *National Health Education Standards* provide performance indicators to help articulate these standards.<sup>1</sup> CDC reviewed these and other state-level indicators, analyzed the characteristics of effective curricula, and used input from experts in health education to develop a list of priority skill expectations to further delineate the essential skill focus for each standard. The Standard 2–8 skill expectations analysis items in each HECAT topic-specific module are based on the general skill expectations listed on the following pages.

---

<sup>1</sup> The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence* (2nd Edition). Atlanta, GA: American Cancer Society; 2007, pg. 24–50.

## **Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

### **By the end of Grade 2, students will meet the following skill expectations:**

- Identify how family influences health practices and behaviors.
- Identify how school personnel influence health practices and behaviors.
- Identify how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe positive influences on personal health practices and behaviors.
- Describe negative influences on personal health practices and behaviors.

### **By the end of Grade 5, students will meet the following skill expectations:**

- Identify how culture influences health practices and behaviors.
- Identify how peers influence health practices and behaviors.
- Identify how community influences health practices and behaviors.
- Describe how family and culture influence health practices and behaviors.
- Describe how school and community settings influence health practices and behaviors.
- Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Describe how peers influence health practices and behaviors.

### **By the end of Grade 8, students will be able to meet the following skill expectations:**

- Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.
- Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- Explain how social expectations influence healthy and unhealthy practices and behaviors.
- Explain how personal values and beliefs influence personal health practices and behaviors.
- Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how family and culture influence health practices and behaviors.
- Analyze how school and community settings influence health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- Analyze how peers influence health practices and behaviors.

### **By the end of Grade 12, students will be able to meet the following skill expectations:**

- Explain how public health policies influence health practices and behaviors.
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers and perceptions of norms influence healthy and unhealthy practices and behaviors.
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy practices and behaviors.
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- Analyze how school and community settings influence personal health practices and behaviors.
- Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.

- Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on health practices and behaviors.
- Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

**Standard 3: Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.**

The use of “valid” in the context of these skill expectations does not imply statistical rigor. Valid means accurate, credible, and trustworthy health information, health products, and health services.

**By the end of Grade 2, students will meet the following skill expectations:**

- Identify trusted adults at home who can help promote health.
- Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor, classroom teacher).
- Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, social worker, police officer, religious leader, mentor).
- Explain how to locate school health helpers (e.g., school nurse, school counselor, classroom teacher, coach).
- Explain how to locate community health helpers (e.g., police officer, firefighter, paramedic, counselor).
- Demonstrate how to locate school or community health helpers to enhance health.

**By the end of Grade 5, students will be able to meet the following skill expectations:**

- Describe characteristics of valid health information.
- Describe characteristics of valid health products.
- Describe characteristics of valid health services.
- Demonstrate how to locate sources of valid health information.

**By the end of Grade 8, students will be able to meet the following skill expectations:**

- Analyze the validity of health information.
- Analyze the validity of health products.
- Analyze the validity of health services.
- Describe situations that call for professional health services.
- Determine the availability of valid health products.
- Access valid health information from home, school, or community.
- Locate valid health products.
- Locate valid health services.

**By the end of Grade 12, students will be able to meet the following skill expectations:**

- Evaluate the validity of health information.
- Evaluate the validity of health products.
- Evaluate the validity of health services.
- Determine the accessibility of valid health products.
- Determine when professional health services may be required.
- Determine the accessibility of valid health services.
- Use resources that provide valid health information.
- Use valid health products.
- Use valid health services.

## **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Interpersonal communication includes four unique sub-skills including effective verbal and nonverbal cues for speaking and listening, using refusal and negotiation to set boundaries, managing conflict using resolution, and asking for help to strengthen collaboration.

### **By the end of Grade 2, students will meet the following skill expectations:**

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate effective refusal skills including firmly saying no and moving away.
- Demonstrate how to effectively tell a trusted adult when feeling threatened, harmed, or unsafe.
- Demonstrate how to communicate care and concern for others.

### **By the end of Grade 5, students will be able to meet the following skill expectations:**

- Explain how to be empathetic and compassionate toward others.
- Demonstrate effective verbal and nonverbal communication skills.
- Demonstrate effective peer resistance skills to avoid or reduce health risk.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for help to improve personal health.
- Demonstrate how to effectively communicate support for others.

### **By the end of Grade 8, students will be able to meet the following skill expectations:**

- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- Demonstrate effective peer resistance skills to avoid or reduce health risks.
- Demonstrate effective negotiation skills to avoid or reduce health risks.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively communicate empathy and support for others.

### **By the end of Grade 12, students will be able to meet the following skill expectations:**

- Demonstrate effective communication skills to enhance health.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively offer assistance to improve the health of others.

## **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

Decision making skills help students make choices individually, or collaboratively, that can improve their health and quality of life. These skills allow students to make important decisions that require thoughtful, critical thinking outside of high-risk and high-stake contexts, increasing the likelihood of making healthy decisions when facing potentially unhealthy situations that can impact health. To promote these skills, students must identify when a decision is needed and how it relates to health, determine if help is needed to make the decision, evaluate outcomes and potential obstacles and alternatives, make the decision, and reflect.

### **By the end of Grade 2, students will be able to meet the following skill expectations:**

- Identify situations that need a health-related decision.
- Identify how family, peers, culture, technology, or media influence a health-related decision.
- Explain the potential positive and negative outcomes from health-related decisions.
- Describe when help is needed and when it is not needed to make a healthy decision.

### **By the end of Grade 5, students will be able to meet the following skill expectations:**

- Identify situations that need a health-related decision.
- Decide when help is needed and when it is not needed to make a healthy decision.
- Explain how family, culture, peers, technology, or media influence a health-related decision.
- Identify options and their potential outcomes when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the final outcome of a health-related decision.

### **By the end of Grade 8, students will be able to meet the following skill expectations:**

- Identify circumstances that help or hinder healthy decision making.
- Determine when situations require a health-related decision.
- Distinguish when health-related decisions should be made individually or with the help of others.
- Explain how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Distinguish between healthy and unhealthy alternatives of a health-related decision.
- Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- Choose a healthy alternative when making a health-related decision.
- Analyze the effectiveness of a final outcome of a health-related decision.

### **By the end of Grade 12, students will be able to meet the following skill expectations:**

- Examine barriers to healthy decision making.
- Determine the value of applying thoughtful decision making.
- Justify when individual or collaborative decision making is appropriate.
- Analyze how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- Generate alternatives when making a health-related decision.
- Predict potential short- and long-term consequences of alternatives to health-related decisions.
- Choose a healthy alternative when making a health-related decision.
- Evaluate the effectiveness of health-related decisions.

## **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

Goal setting skills are critical in helping students adopt, practice, and maintain healthy behaviors. Goals should be specific, measurable, realistic, and time bound (SMART) in order to help students achieve short- and long-term goals that influence their health. Students can gain confidence in their abilities to set and achieve health goals by following clearly defined steps, tracking progress over time, seeking help and support when needed, and reflecting on impacts to their overall health.

### **By the end of Grade 2, students will be able to meet the following skill expectations:**

- Identify a realistic personal short-term health goal.
- Take steps to achieve the personal health goal.
- Identify people who can help achieve a personal health goal.

### **By the end of Grade 5, students will be able to meet the following skill expectations:**

- Set a realistic personal health goal.
- Track progress toward achieving a personal health goal.
- Identify resources that can help achieve a personal health goal.

### **By the end of Grade 8, students will be able to meet the following skill expectations:**

- Assess personal health practices.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Apply strategies to overcome barriers to achieving a personal health goal.
- Use strategies and skills to achieve a personal health goal.

### **By the end of Grade 12, students will be able to meet the following skill expectations:**

- Assess personal health practices and behaviors.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Develop a plan to attain a personal health goal.
- Implement strategies, including self-monitoring, to achieve a personal health goal.
- Use strategies to overcome barriers to achieving a personal health goal.
- Formulate an effective long-term plan to achieve a health goal.

## **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### **By the end of Grade 2, students will be able to meet the following skill expectations:**

- Identify practices that prevent or reduce health risks.
- Demonstrate healthy practices.
- Commit to practicing healthy behaviors.

### **By the end of Grade 5, students will be able to meet the following skill expectations:**

- Describe practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors.
- Commit to practicing healthy behaviors.

**By the end of Grade 8, students will be able to meet the following skill expectations:**

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

**By the end of Grade 12, students will be able to meet the following skill expectations:**

- Analyze the role of individual responsibility in enhancing personal health.
- Evaluate personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Commit to practicing healthy behaviors.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**By the end of Grade 2, students will be able to meet the following skill expectations:**

- Make requests to others to promote personal health practices.
- Demonstrate how to encourage peers to make healthy choices.

**By the end of Grade 5, students will be able to meet the following skill expectations:**

- Give factual information to improve the health of others.
- State personal beliefs to improve the health of others.
- Demonstrate how to persuade others to make positive health choices.

**By the end of Grade 8, students will be able to meet the following skill expectations:**

- State a health-enhancing position, supported with accurate information, to improve the health of others.
- Persuade others to make positive health choices.
- Collaborate with others to advocate for healthy individuals, families and schools.
- Demonstrate how to adapt positive health-related messages for different audiences.

**By the end of Grade 12, students will be able to meet the following skill expectations:**

- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- Persuade and support others to make positive health choices.
- Collaborate with others to advocate for improving personal, family and community health.
- Encourage school and community environments to promote the health of others.
- Adapt health messages and communication techniques for a specific target audience.
- Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.

# Appendix 5: Using the HECAT to Develop a Scope and Sequence for Health Education

A scope and sequence provides a picture of a school district's entire curriculum in a subject area. It is intended to serve as a general guide for school board members, administrators, curriculum directors, teachers, students, and parents and caregivers. A health education scope and sequence outlines the breadth and arrangement of key health topics and concepts across grade levels (scope), and the logical progression of essential health knowledge, skills and behaviors to be addressed at each grade level (sequence) from pre-kindergarten to the 12th grade. A health education scope and sequence should identify *what* the student should know and do at the end of each grade or grade span and *when* it should be taught.

## A scope and sequence should:

- Correspond with national, state, or local health education standards, benchmarks and indicators.
- Correspond with the state health education framework.
- Reflect locally identified health priorities.
- Show an awareness of students' developmental needs.
- Address the concepts and skills students need before problems emerge.
- Exhibit effective coordination within a standard and across grades pre-K-12.
- Show balance, so that one grade is not overloaded.
- Show reinforcement of skills and concepts, without excessive repetition.

A scope and sequence is most often represented in a table or matrix. The format of the table may vary, but the essential elements common to a scope and sequence include the health topic, grade spans (e.g., Pre-K-2; 3-5, 6-8, 9-12) or individual grade levels (e.g., K, 1, 2, 3), key health education topics, and specific knowledge and skill expectations relevant to the health topic and grade span or grade level.

A scope and sequence can be simple or complex, typically arranged on multiple pages so that more specificity can be provided for topic and grade span or grade. Although national or local health education standards may not be specifically stated in a

curriculum scope and sequence, the knowledge and skill expectations or performance indicators identified for each topic and grade level should be based on those standards. To coincide with the maturity level and cognitive abilities of the learner, the progression of health education knowledge and skill expectations will increase in complexity as the sequence advances up grade levels.

## The difference between a scope and sequence and a pacing guide

A health education scope and sequence is commonly confused with a health education pacing guide; however, each serves a unique purpose. A **pacing guide** is designed to keep teachers on track to deliver the intended health education curriculum, outlining a sequential order and timeframe in which material is taught. A **scope and sequence** guides the development, selection, or revision of curriculum by outlining target healthy behavior outcomes across grade levels.

**Figure 1** (pg. APX-21) further demonstrates the differences and similarities between a pacing guide and scope and sequence.

**Figure 2** (pg. APX-22) provides a sample template for a single topic curriculum, sexual health. This sample addresses the *National Health Education Standards* for one topic, one grade span (grades 6-8), and knowledge and skill expectations appropriate for this topic and grade span. The knowledge and skill expectations are taken from the HECAT, Chapter 6, *Sexual Health (SH) Module*. For a single topic curriculum, a complete scope and sequence would consist of multiple pages, encompassing all health education standards, grade span(s), and pertinent knowledge and skill expectations. This template is also accessible using HECAT Online when working on a scope and sequence project. The template may be adapted to include multiple grade spans and health topic areas.

A scope and sequence for a comprehensive health education curriculum will have multiple topics, and will distribute the opportunities for students to learn, practice, and master skills in the developmentally appropriate grade spans or grade levels (i.e., pre-K through grade 12) where learning the topic is most suitable.

A comprehensive health education scope and sequence is unique from a single topic health education curriculum. A comprehensive curriculum ensures that all knowledge and skill expectations are covered across the breadth or range of topics in increasingly higher levels of complexity over time (grade spans or grade levels). In contrast, a single topic health education curriculum typically attempts to address all standards and the knowledge and skill expectations within the designated grade span(s) or grade level(s).

Figure 3 (pg. APX-23) provides a sample program coverage map of health education standards and topics. This map uses dots to illustrate which *National Health Education Standards* (knowledge and skills) are addressed in each grade span and health topic area. Information for this table would be derived from a scope and sequence.

The cumulative number of times that the standards are addressed at each grade span is identified in the "Total" column. In this example, within any single topic and grade span, not all of the standards may be addressed. The comprehensive approach provides for cumulative learning and skills practice across the breadth of topics and grade spans to achieve full coverage.

### Developing a Scope and Sequence for Health Education

A "ready-made" scope and sequence provided by commercial developers to match their curricula and ancillary instructional materials rarely addresses the unique needs of individual schools and school districts. A school district should develop its own health education scope and sequence.

The development of a health education scope and sequence is usually completed through a group process, facilitated by an experienced and knowledgeable leader. The leader establishes a regular meeting schedule and timeline for completion, and actively involves individuals with knowledge, expertise, and experience in health education, curriculum development, and the health needs of youth.

The scope and sequence development process will include these general steps:

1. Determine the necessary health education standards or benchmarks, and additional knowledge and skill expectations required at the local level.

2. Clarify health priorities by using local, state, and national health data on youth health-related behaviors including health problems and risk-taking behaviors among school-aged youth.<sup>2</sup>
3. Select key health topics, based on data that should be addressed in grades pre-K through grade 12.
4. Identify and prioritize expected healthy behavior outcomes for students for each topic which will meet the needs of the community and school district.
5. Determine the essential knowledge and skill expectations for each health topic that directly relate to the healthy behavior outcomes. The knowledge and skill expectations should specify what students should know and be able to do relevant to each of the key health topics and aligned with standards or benchmarks.
6. Decide specifically when each of the essential health education knowledge and skill expectations should be taught across the curriculum for all grades.
7. Determine the overall amount of instructional time. Allow sufficient time for each knowledge and skill expectation to be introduced, reinforced, and mastered, and for students to successfully develop the breadth and depth of knowledge of all health education concepts, and be able to perform all health behavior skills.
8. Review and validate the scope and sequence.
  - Ensure that all skills build progressively on one another, and that students will have sufficient time and opportunity to successfully develop skills relevant to all essential concepts across topics and grade levels.
  - Examine and verify that the specified outcomes, concepts and skills to be learned, for each topic and grade, are appropriate and meet the needs and maturity level of the students, as well as the needs of the community and school district.

A clearly organized scope and sequence is critical for developing or selecting appropriate health education curricula. For more details, see CDC's Developing a Scope and Sequence for Sexual Health Education step-by-step resource or brief overview. [https://www.cdc.gov/healthyouth/hecat/pdf/scope\\_and\\_sequence.pdf#:~:text=The%20development%20of%20a%20sexual%20health%20scope%20and,knowledgeable%20leader%2C%20such%20as%20the%20School%20Health%20Coordinator](https://www.cdc.gov/healthyouth/hecat/pdf/scope_and_sequence.pdf#:~:text=The%20development%20of%20a%20sexual%20health%20scope%20and,knowledgeable%20leader%2C%20such%20as%20the%20School%20Health%20Coordinator)

<sup>2</sup> A school district might have state or local data. Information about national state, territory, and local Youth Risk Behavior Surveillance data is available at [www.cdc.gov/HealthyYouth/yrbs](http://www.cdc.gov/HealthyYouth/yrbs).

## Using the HECAT Online to Inform a Scope and Sequence for Health Education

The HECAT provides valuable information to assist groups in the scope and sequence planning process. The HECAT articulates the *National Health Education Standards*, identifies the expected outcomes (Healthy Behavioral Outcomes) of a topic-specific curriculum, and identifies the essential knowledge and skill expectations that are directly related to each topic by standard and grade span. This information can be used directly or modified to expedite the development of a health education scope and sequence.

In addition, HECAT Online can also be used to inform the development of a scope and sequence for a single health topic or grade span, or for comprehensive health education across multiple health topics and grades pre-K through 12. Additional information about how to use HECAT Online to develop a scope and sequence is located in the Online User Guide and can be completed through the web application. <https://www.cdc.gov/healthyouth/HECAT/>

Once a school district has developed its scope and sequence, it can be used to inform revisions to the HECAT analysis tool and to identify appropriate health education curricula. Developing and using a locally developed scope and sequence chart and the HECAT will ensure the selection of the most appropriate health education curricula.

### Additional references on scope and sequence:

Centers for Disease Control and Prevention. Developing a Scope and Sequence for Sexual Health Education. Atlanta, GA: CDC; 2016. Available at [https://www.cdc.gov/healthyouth/hecat/pdf/scope\\_and\\_sequence.pdf](https://www.cdc.gov/healthyouth/hecat/pdf/scope_and_sequence.pdf)

Centers for Disease Control and Prevention. Sexual Health Education Scope and Sequence Processing Guide. Atlanta, GA: CDC; 2021. Available at [https://www.cdc.gov/healthyouth/health-education/docs/SHE\\_SS\\_Process\\_Guide\\_508.pdf](https://www.cdc.gov/healthyouth/health-education/docs/SHE_SS_Process_Guide_508.pdf)

Centers for Disease Control and Prevention. Sexual Health Education Scope and Sequence Checklist. Atlanta, GA: CDC; 2021. Available at [https://www.cdc.gov/healthyouth/health-education/docs/SHE\\_SS\\_Checklist\\_508.pdf](https://www.cdc.gov/healthyouth/health-education/docs/SHE_SS_Checklist_508.pdf)

Centers for Disease Control and Prevention. Health Education Pacing Guide and Unit Planner. Atlanta, GA: CDC; 2021. Available at [https://www.cdc.gov/healthyouth/health-education/docs/HED\\_Pacing\\_Guide\\_Unit-Planner\\_508.pdf](https://www.cdc.gov/healthyouth/health-education/docs/HED_Pacing_Guide_Unit-Planner_508.pdf)

English F. Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum (Millennium ed.). Thousand Oaks, CA: Sage Publications; 2000.

Fodor JT, Dalis GT, Giarratano Russell SC. Health Instruction in Schools: Planning, Implementing and Evaluating. Bangor, ME: Booklocker, Inc.; 2010.

Hale J. A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process. Thousand Oaks, CA: Corwin Press; 2007.

Jacobs HH. Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Alexandria, VA: Association for Supervision and Curriculum Development; 1997.

Telljohann S, Symons C, Pateman B. Health Education: Elementary and Middle School Applications (6th ed.). NY: McGraw Hill; 2008.

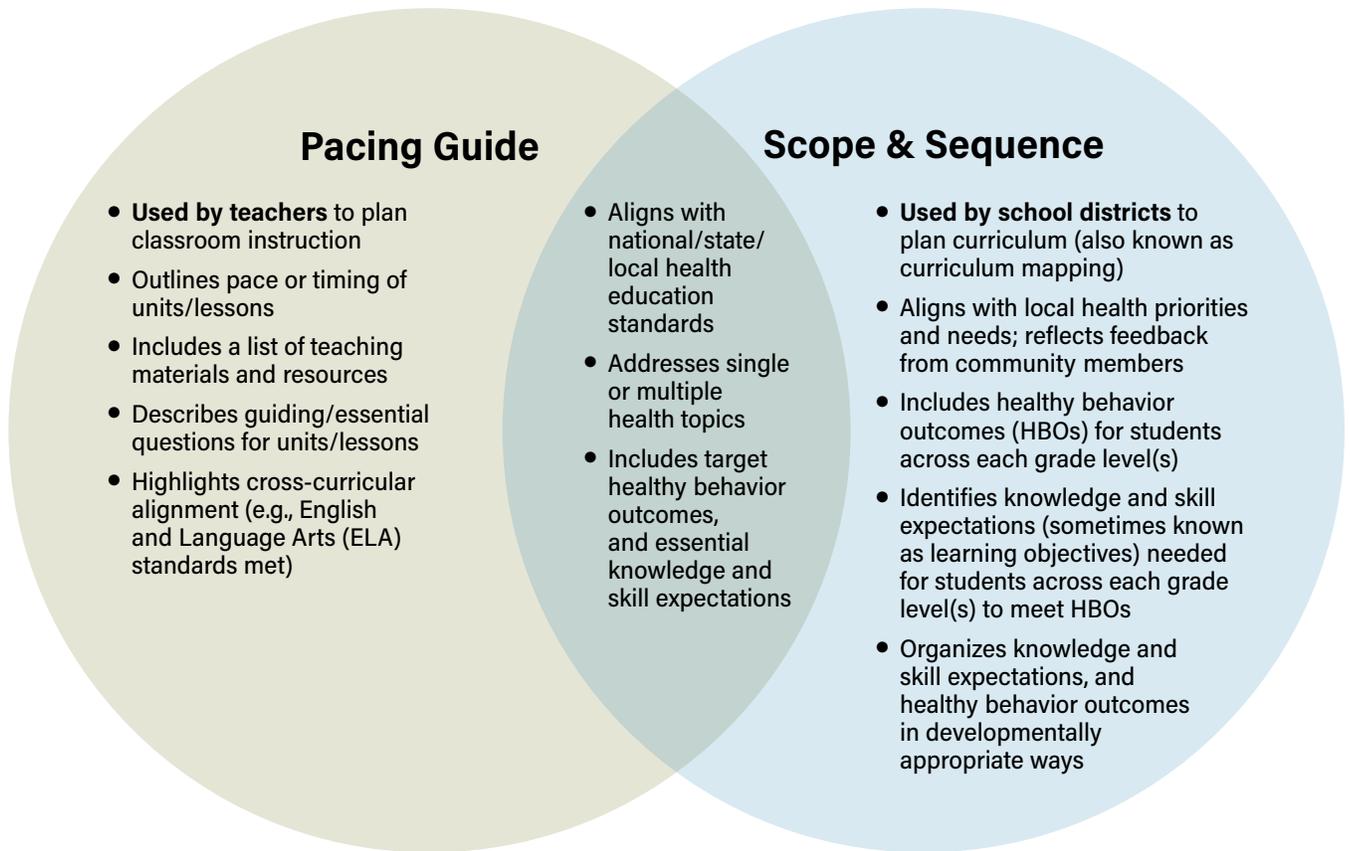
West-Christy J. Teaching Today. Roadmap to Success: A Curriculum Mapping Primer. New York, NY: Glencoe/McGraw-Hill; 2003.

Wiggins G, McTighe J. Understanding by Design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development; 2005.

Wiggins G, McTighe J. Understanding by Design: Guide to Creating High-Quality Units. Alexandria, VA: Association for Supervision and Curriculum Development; 2011.

Wiles J. Curriculum Essentials: A Resource for Educators (2nd ed.). Pearson/Allyn & Bacon; 2005.

Figure 1: Differences and Similarities between a Scope and Sequence and a Pacing Guide<sup>3-5</sup>



<sup>3</sup> Centers for Disease Control and Prevention. Developing a Scope and Sequence for Sexual Health Education, Atlanta, GA: CDC; 2016. [https://www.cdc.gov/healthyouth/hecat/pdf/scope\\_and\\_sequence.pdf](https://www.cdc.gov/healthyouth/hecat/pdf/scope_and_sequence.pdf)

<sup>4</sup> Centers for Disease Control and Prevention. Health Education Pacing Guide and Unit Planner, Atlanta, GA: CDC; 2021. [https://www.cdc.gov/healthyouth/health-education/docs/HED\\_Pacing\\_Guide\\_Unit-Planner\\_508.pdf](https://www.cdc.gov/healthyouth/health-education/docs/HED_Pacing_Guide_Unit-Planner_508.pdf)

<sup>5</sup> Centers for Disease Control and Prevention. Sexual Health Education Scope and Sequence Processing Guide, Atlanta, GA: CDC; 2021. [https://www.cdc.gov/healthyouth/health-education/docs/SHE\\_SS\\_Process\\_Guide\\_508.pdf](https://www.cdc.gov/healthyouth/health-education/docs/SHE_SS_Process_Guide_508.pdf)

<sup>6</sup> Centers for Disease Control and Prevention. Sexual Health Education Scope and Sequence Checklist, Atlanta, GA: CDC; 2021. [https://www.cdc.gov/healthyouth/health-education/docs/SHE\\_SS\\_Checklist\\_508.pdf](https://www.cdc.gov/healthyouth/health-education/docs/SHE_SS_Checklist_508.pdf)

Figure 2: Example Sexual Health Education Scope and Sequence Template (Grades 6–8)<sup>7</sup>

Grade	Behavioral Outcomes	Student Learning Objectives	Student Learning Objectives	Standards/Requirements
	Healthy Behavior Outcomes (HBOs)	Knowledge Expectations (KE)	Skill Expectations (SE)	State/Local
6 <i>(sample)</i>	<p><b>HBO 2:</b> Establish and maintain healthy relationships</p> <p><b>HBO 5:</b> Be sexually abstinent</p>	<p><b>SH1.8.10</b> Describe characteristics of healthy relationships. (HBO 2)</p> <p><b>SH1.8.13</b> Explain the qualities of a healthy dating or sexual relationship. (HBO 2)</p> <p><b>SH1.8.18</b> Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 5, 6, 7, 8 &amp; 9)</p> <p><b>SH1.8.33</b> Describe the benefits of being sexually abstinent. (HBO 5)</p> <p><b>SH1.8.34</b> Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 &amp; 7)</p>	<p><b>SH4.8.1</b> Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.</p> <p><b>SH4.8.3</b> Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.</p> <p><b>SH5.8.1</b> Identify circumstances that help or hinder making a decision related to a safe or potentially risky sexual situation.</p> <p><b>SH5.8.5</b> Distinguish between healthy and unhealthy alternatives to a sexual health-related decision.</p> <p><b>SH5.8.6</b> Predict the potential outcomes of healthy and unhealthy alternatives to a sexual-health related decision.</p>	None
7				
8				
9				
10				
11				
12				

<sup>7</sup> Adapted from the Health Education Curriculum Analysis Tool (HECAT) Online scope and sequence results summary table.



## Appendix 6: Using the HECAT to Analyze Curricula for Early Childhood Programs

The *National Health Education Standards* address student learning outcomes in pre-kindergarten through grade 12. However, some education agencies serve younger children at school sites, and others are working with community-based organizations and private early childhood care providers to establish a foundation for early healthy child development and learning.

The American Academy of Pediatrics, in partnership with the American Public Health Association; National Resource Center for Health and Safety in Child Care; and the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau<sup>1</sup> have produced standards that guide quality health and safety practices and policies in today's early care and education settings. These standards acknowledge that health education is not typically structured around a curriculum but is integrated into the overall early childhood education program. Critical health topics include:

- Body awareness
- Family relationships
- Personal social skills
- Expression of feelings
- Self-esteem and self-awareness
- Food and nutrition
- Personal and dental hygiene
- Safety
- Conflict management, violence prevention, and bullying prevention
- Basic first aid
- Physical activity and fitness

- Outdoor learning and play
- Healthy sleep habits
- Health risks of secondhand smoke
- Taking medications
- Dialing 911 for emergencies
- Signs and symptoms of common chronic conditions (e.g., food allergy, seizure disorders, asthma)

Many of these topics are addressed in the pre-K–2 sections of the HECAT. However, schools may wish to make some modifications to the HECAT knowledge and skill expectations to accommodate the developmental and learning differences of younger children. Figure 1 identifies example knowledge and skill expectations for early childhood education for children ages 3- to 5-years, consistent with the early childhood national health and safety performance standards and aligned with the *National Health Education Standards*. This list of expectations can guide the analysis of a health education curriculum to be used in an early childhood or preschool program. The examples have been selected from the relevant HECAT topic modules, grades pre-K–2.

Some state and local education agencies have expanded their school health education standards to address all ages of children served in school, including those enrolled in early childhood programs. Some state education agencies have worked with state partners to promote state-level early learning standards, guidelines, and professional competencies that include content related to early childhood health education. The HECAT can be modified to incorporate both types of standards if desired.

<sup>1</sup> American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*, 4th ed. Itasca, IL: American Academy of Pediatrics; 2019. <http://nrckids.org/files/CFOC4%20pdf-%20FINAL.pdf> <http://nrckids.org/files/CFOC4%20pdf-FINAL.pdf>

Figure 1: Example HECAT Health Education Knowledge and Skill Expectations for Early Childhood (Ages 3- to 5-years) aligned with the National Health Education Standards<sup>2</sup>

**National Health Education Standard #1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. Preschool students should be able to:

- State the steps for proper hand washing.
- Explain why sleep and rest are important for proper growth and good health.
- Identify ways to prevent the spread of germs that cause common infectious diseases.
- Identify foods and non-food triggers that are common causes of allergic reactions.
- Identify how injuries can be prevented.
- Identify people who can help when someone is injured or suddenly ill.
- Explain ways to be active every day.
- Identify a variety of healthy snacks.
- Explain why it is wrong to tease or bully others.
- Identify appropriate ways to express and deal with feelings.

**National Health Education Standard #2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Preschool students should be able to:

- Identify relevant influences of family on safety and injury prevention practices and behaviors.
- Identify relevant influences of media and technology on personal health and wellness practices and behaviors.

**National Health Education Standard #3:** Students will demonstrate the ability to access valid information and products and services to enhance health. Preschool students should be able to:

- Identify trusted adults at home who can help promote personal health and wellness.
- Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., police officer, 911).

**National Health Education Standard #4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Preschool students should be able to:

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

**National Health Education Standard #5:** Students will demonstrate the ability to use decision-making skills to enhance health. Preschool students should be able to:

- Identify situations which need a decision related to personal health and wellness (e.g., washing hands before eating; wearing sun protection; brushing teeth daily).
- Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.

**National Health Education Standard #6:** Students will demonstrate the ability to use goal-setting and skills to enhance health. Preschool students should be able to:

- Identify a realistic short-term goal to improve a personal health and wellness practice.
- Identify people who can help achieve a personal health and wellness goal.

**National Health Education Standard #7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Preschool students should be able to:

- Demonstrate positive personal health and wellness practices (such as brushing and flossing teeth, washing hands, covering mouth and nose when sneezing, getting proper rest and sleep).
- Identify health practices that reduce or prevent health risks (such as wearing seatbelts, washing hands, drinking plenty of water).
- Demonstrate safety and injury prevention practices.

**National Health Education Standard #8:** Students will demonstrate the ability to advocate for personal, family, and community health. Preschool students should be able to:

- Make requests to others to promote positive personal health and wellness practices.

<sup>2</sup> The Joint Committee on National Health Education Standards. National Health Education Standards: Achieving Excellence (2nd Edition). Atlanta, GA: American Cancer Society; 2007.

## Appendix 7: Understanding Health Education Assessment

For schools to be successful in achieving expected health education outcomes, it is essential to assess student learning, the instructional environment, and instructional programs. Assessment provides evidence reflecting students' individual growth toward acquiring the knowledge and skills that contribute to healthy behavioral outcomes. Assessment also helps teachers plan and deliver instruction and learning strategies to contribute to students' achievement of health education standards.

Traditionally, health education assessment has focused on testing student knowledge through written examination. While this has been useful in helping assess what a student knows, it has served as a poor indicator of the student's level of understanding of health-related concepts, their ability to demonstrate health skills, and their ability to apply conceptual learning and skills in ways that improve their personal health.

In today's approach to health education assessment, choosing the appropriate measures requires careful consideration of academic standards, or learning targets, student learning styles and preferences, the teacher's comfort level, and space, facilities, and instructional time. With this approach, the student's goal is not to compete with and "beat" other students, but rather, to reach proficiency in meeting the target standards and expectations. The teacher's goal is not to sort and rank, but to assess student work over time and provide descriptive feedback so students have the opportunity to improve and succeed.

Key questions to guide development and selection of student assessment strategies in health education include:

- Does the task or measure match the instructional intent?
- Does the task or measure adequately represent the content and skills you expect students to attain?
- Does the task or measure enable students to demonstrate their progress and capabilities?
- Does the task or measure involve authentic, real-world applications?

- Does the task or measure lend itself to an interdisciplinary approach?
- Can more than one goal/standard be met using this task or measure?

It is the ongoing assessment of student learning, related to meeting the standards that provides the teacher, student, and parent with the necessary information to move the student toward proficiency. An effective classroom assessment process occurs over time, includes a variety of methods, offers a personalized record of student achievement, and provides timely and descriptive feedback to the student. It is essential that the student know the learning targets (standards) and the assessment criteria (e.g., a rubric or performance checklist), and have continuous access to evidence of progress. The student can then partner with the teacher to work toward proficiency. Students will have the information they need to take responsibility for their learning and teachers will have the information necessary to improve their instruction.

At the national level, there are eight *National Health Education Standards*<sup>1</sup> and each is aligned with a set of performance indicators pre-K through 12th grade. Health education curricula should include two important aspects: 1) multiple strategies for assessing student performance in meeting the standard (knowledge and skill expectations) and 2) instructional and learning activities developed to help the student meet the standard (knowledge and skill expectations)—all aligned to promote maximum student learning. It is important to consider the depth and extent to which student assessment is included when appraising a health education curriculum.

<sup>1</sup> The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence* (2nd Edition). Atlanta, GA: American Cancer Society; 2007.

**For more information about health education assessment:**

Benes S, Alperin H. *The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment, Second Edition*. Human Kinetics; 2021.

Council of Chief State School Officers (CCSSO). State Collaborative on Assessment and Student Standards (SCASS). Health Education Assessment Project (HEAP). Washington, DC: CCSSO. Information available at: <http://scassheap.org/> and <http://www.toucaned.com/HEAP/>.

Fodor JT, Dalis GT, Giarratano Russell SC. *Health Instruction in Schools: Planning, Implementing and Evaluating*. Bangor, ME: Booklocker, Inc.; 2010.

Herman JL, Aschbachner PR, Winters L. *A Practical Guide to Alternative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development; 1992: 80–94.

The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving excellence* (2nd Edition). Atlanta, GA: American Cancer Society; 2007. Order information available at [https://www.cancer.org/docroot/pub/pub\\_0.asp?productCode=F2027.27](https://www.cancer.org/docroot/pub/pub_0.asp?productCode=F2027.27).

Popham WJ. *Classroom assessment: What Teachers Need to Know* (5th ed.). Boston, MA: Allyn and Bacon; 2008.

Popham, WJ. *Transformative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development; 2008.

Telljohann S, Symons C, Pateman B. *Health Education: Elementary and Middle School Applications* (6th ed.). New York, NY: McGraw Hill; 2008.

Wiggins GP, McTighe J. *Understanding by Design*. (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development; 2005.

Wiggins GP, McTighe, J. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development; 2011.

# Appendix 8: Health Education Improvement Plan Template<sup>1</sup>

## Instructions

1. In the first column: list in priority order the actions that the curriculum review team has agreed to implement.
2. In the second column: list the specific steps that need to be taken to implement each action.
3. In the third column: list the people who will be responsible for each step and when work will be completed.

Actions	Steps	By When and Whom
1.	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____	_____ _____ _____ _____ _____ _____ _____
2.	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____	_____ _____ _____ _____ _____ _____ _____
3.	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____	_____ _____ _____ _____ _____ _____ _____

<sup>1</sup> Adapted from: Centers for Disease Control and Prevention. School Health Index: A Self-Assessment and Planning Guide. Atlanta, GA. 2017.

# Glossary

**Attitudes:** An evaluation that one has toward oneself, other people, objects, concepts, activities, behaviors, events, trends, or other observations and occurrences.

**Benchmark:** A benchmark is a standard for judging performance. For example, a benchmark provides a description of student knowledge and skill expected at specific grades, ages, or developmental levels. Benchmarks are often used in conjunction with standards, and may be described quantitatively or qualitatively.

**Characteristics of Effective Health Education Curricula:** A summary of curriculum attributes that research findings indicate promote health-enhancing behaviors or reduce health risk-taking behaviors.

**Cisgender:** A person whose gender identity and expression are aligned with the gender they were assigned at birth or by society.

**Commercially Packaged Health Education Curricula:** Curricula that are preassembled to include instructional, learning, and assessment activities; designed for a mass market; and usually distributed for a financial profit by a developer or publisher. Commercially-packaged curricula can also include those pre-assembled curricula that are distributed at no-cost or minimal cost by non-profit organizations or state and federal agencies.

**Comprehensive Health Education Curriculum:** A set of instructional strategies and learning experiences, for students in pre-kindergarten through grade 12, that provides multiple opportunities to acquire the knowledge, attitudes, and skills required to make health-promoting decisions, achieve health literacy, adopt health-enhancing behaviors, and promote the health of others. A comprehensive curriculum is one that is broad in scope and content and addresses numerous health problems, issues, or topics. (See [Health Education Curriculum](#) and [Single-topic Curriculum](#).)

**Cultural Competence:** The ability of an individual to understand and respect values, attitudes, beliefs, and morals that differ across cultures. Culturally competent school staff applies this understanding in planning, implementing, and evaluating school health programs and services.

**Culturally Responsive Teaching:** Considering the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning encounters more relevant and effective for them. Culturally responsive educational programs encourage children and teachers to view events and situations from multiple perspectives.

**Curriculum:** An educational plan incorporating a structured, developmentally appropriate series of intended student learning outcomes and associated learning experiences; generally organized as a detailed set of text, graphics/images, instructional strategies, and materials.

**Developmentally Appropriate:** Curriculum materials that are consistent with an individual's cognitive, mental, emotional, physical, moral, and social development.

**Disease Prevention:** The processes of avoiding, preventing, reducing, or alleviating disease to minimize suffering and distress and promote, preserve, and restore health.

**Diversity:** The differences among individuals and groups of people based on factors such as race, ethnicity, sex, gender identity and expression, age, socioeconomic status, class, language, culture, religion, sexual orientation, ability, and geographical area.

**Evaluation (curriculum evaluation):** The systematic collection of information about the activities, characteristics, and intended outcomes of curriculum to make judgements about the curriculum, improve curriculum effectiveness, and/or inform decisions about future curriculum development or refinement.

**Evidence-based programs:** Programs or interventions supported by credible scientific studies that find associated decreases in risk behaviors (e.g., delay in alcohol use, increase consumption of fruits and vegetables, delay sexual initiation or increase condom-use) or adverse health outcomes (e.g., violence, alcohol-related motor vehicle accidents, HIV/STI transmission).

**Functional Knowledge:** Important concepts and information necessary to improve health-enhancing decisions, beliefs, skills, and behaviors as opposed to information that does not help to improve health decisions, beliefs, skills and behaviors. Examples of functional information include accurate information about risks of health-related behaviors, internal and external influences on health-risk behaviors, and socially normative behaviors.

**Gender:** A set of cultural identities, expressions and roles—codified as feminine or masculine—that are assigned to people, based upon the interpretation of their bodies, and more specifically, their sexual and reproductive anatomy. Since gender is a social construction, it is possible to reject or modify the assignment made, and develop something that feels truer and just to oneself.

**Gender Expression:** The way a person publicly expresses their gender to others through appearance and mannerisms (e.g., the way one dresses, talks, acts, moves). A person's gender expression does not necessarily indicate their sexual orientation.

**Gender Identity:** Defined as an individual's self-conception as being male or female (or in some cases, both or neither), as distinguished from actual biological sex. For most people, gender identity and biological characteristics are the same. However, some people experience little or no connection between biological sex and gender identity.

**Gender Roles:** The set of activities, expectations, and behaviors assigned to females and males based on what a society currently defines as appropriately masculine or feminine.

**Health:** A state of complete physical, social, and mental well-being, and not merely the absence of disease or infirmity; a functional state which allows a person to achieve goals and activities for a healthy life.

**Health Disparities:** Differences in health outcomes and their causes among segments of the population as defined by social, demographic, economic, environmental, or geographic category.

**Health Education:** A formal, structured combination of planned learning experiences that provide the opportunity to acquire information and skills needed to make health-promoting decisions, achieve health literacy, adopt health-enhancing behaviors, and promote the health of others.

**Health Education Curriculum:** A set of instructional strategies and learning experiences that provide students with opportunities to acquire the attitudes, knowledge, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. A health education curriculum should have:

- A set of intended learning outcomes or learning objectives that are directly related to students' acquisition of health-related knowledge, attitude, and skills.
- A planned progression of developmentally appropriate lessons or learning experiences that lead to achieving these objectives.
- Continuity between lessons or learning experiences that clearly reinforce the adoption and maintenance of specific health-enhancing behaviors.
- Accompanying content or materials that correspond with the sequence of learning events and help teachers and students meet the learning objectives.
- Assessment strategies to determine if students achieved the desired learning.

**Health Equity:** the absence of systematic, unfair disparities in health (or determinants of health) among population groups in a social hierarchy or with different levels of social advantage or disadvantage.

**Health Instruction:** The process, including delivery of lessons, facilitation of learning, directing of activities, events, and other components of the classroom experience, designed to help students acquire developmentally appropriate health knowledge and attitudes and improve health-enhancing skills and behaviors.

**Health Literacy:** The capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health.

**Health Promotion:** Any planned combination of educational, political, environmental, regulatory, and organizational mechanisms that support actions and conditions of living conducive to the health of individuals, families, groups, and communities.

**Health-Related Skills:** Abilities to translate knowledge and readiness into the performance of actions that enable students to deal with social pressures, avoid or reduce risk-taking behaviors, enhance and maintain personal health, and promote the health of others.

**Healthy Behavior Outcomes:** The anticipated or expected health-related behaviors that should guide the development and delivery of pre-K–12 health education.

**Integrated Curricula:** Curricula that are organized in ways that reinforce the development and application of knowledge and skills in more than one area of study, such as health, math, language arts, and science.

**Knowledge Expectations:** The developmentally appropriate functional information students should know in each health-related topic area and by the end of grades 2, 5, 8, and 12. (See [Functional Knowledge](#).)

**Locally Developed Health Education Curricula:** Curricula that are developed at the local school district, individual school, or classroom level and include predetermined instructional and assessment activities to address state/local laws or mandates, state/local health education standards and objectives, and the school district health education course of study.

**Medically Accurate Information:** Content verified or supported by the weight of scientific evidence, consistent with generally recognized scientific theory, conducted under accepted scientific methods, published in peer-reviewed journals, and recognized as accurate, objective, and complete by mainstream professional organizations (e.g., American Medical Association; American Public Health Association), government agencies, and scientific advisory groups (e.g., the Institute of Medicine).

**National Health Education Standards:** Written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and assessment of student knowledge and skills in health education.

**Norms:** Standards, models, beliefs, or patterns of behavior considered to be typical for a specific group. A norm is an implied agreement or understanding among a groups' membership about how members in a group behave or should behave.

**Pacing Guide:** A written schedule or chart displaying the concepts, topics, and skills in a health education unit or curriculum to be addressed over a defined period of time. A pacing guide is an itinerary for teaching. The guide maps out the topics that will be covered throughout the health education unit or curriculum and includes all essential information (e.g., learning objectives, instructional activities, etc.).

**Performance Assessment:** A form of assessment designed to measure what students know or are able to do through their ability to perform certain tasks.

**Performance Indicators:** Specific concepts that students should know and skills they should be able to do to demonstrate movement (progress or decline) relative to a given target or standard. An indicator describes specific and measurable aspects of a standard. The performance indicators described in the [National Health Education Standards](#) help educators focus on essential health knowledge and skills that are basic to the development of student learning of each standard and serve as a blueprint for student assessment.

**Protective Factors:** Assets (internal to individuals) and resources (external to individuals) that counteract, reduce, or eliminate the adverse effects of risk factors.

**Reliable:** Trustworthy, dependable, and appropriate information, products, and services.

**Research-Based:** Strategies, programs, and policies with evidence from the scientific literature that they have demonstrated effectiveness in accomplishing intended goals, objectives, and outcomes.

**Risk Behavior:** A activity that places a person at increased risk of suffering a particular condition, illness, or injury.

**Risk Avoidance:** Places an emphasis on eliminating or avoiding behaviors that lead to adverse health outcomes. Examples include: not smoking, not drinking alcohol or using other drugs; not engaging in sexual intercourse; and not engaging in violence.

**Risk Reduction:** Places an emphasis on lessening or reducing the frequency of behaviors that lead to adverse health outcomes, or the adopting additional behaviors that reduce the risk of adverse health outcomes. Examples include wearing seatbelts while driving or riding in a car; eating foods that are low in added fat and sugar; using condoms consistently and correctly if sexually active; and washing hands before eating or handling food.

**School-Based:** Used to describe any activity, program, project or event that is conducted or completed in schools, on school grounds, or under the sponsorship of schools.

**School District:** An education agency at the local level which exists primarily to operate public schools or to contract for public school services. Synonyms include local basic administrative unit, local education agency (LEA), parish, and independent school district.

**School Health Education:** The component of a Whole School, Whole Community, Whole Child (WSCC) approach that includes the development, delivery, and evaluation of a planned instructional program and other learning experiences to promote student health, pre-kindergarten through grade 12. It provides students with the knowledge, attitudes and values, and skills needed to maintain and improve their health, prevent disease, avoid or reduce health-related risk behaviors, and promote the health of others.

**School Policy:** Official mandates, adopted by an authoritative governing body (e.g., local school board, State board of education) that affect the school environment and the actions of students and employees. Policies include legal codes, rules, standards, administrative orders, guidelines, mandates, or resolutions. School policies can be adopted at the school district, state, or federal level but are implemented at the school level.

**Scope and Sequence:** Essential element of a curriculum framework intended to serve as a guide for curriculum directors, administrators, teachers, parents, and school board members. A health education scope and sequence (S&S) outlines the breadth and arrangement of key health topics and concepts across grade levels (scope), and the logical progression of essential health knowledge, skills, and behaviors to be addressed at each grade level (sequence) from pre-kindergarten through 12th grade. The S&S should be aligned with the national, state, or local health education standards, benchmarks, and performance indicators.

**Self-Efficacy:** The belief in one's capability to learn and/or perform specific tasks to achieve desired goals and that influence events that affect their life.

**Sexual Health Education:** A comprehensive and sequential combination of learning experiences that provide the opportunity to acquire information and skills needed to promote human sexual development and avoid or reduce HIV, other STIs, and unintended or mistimed pregnancy. Sexual health education uses medically accurate, developmentally appropriate, and culturally responsive information and evidence-based strategies across pre-kindergarten through 12th grade.

**Single-Topic Health Curriculum:** A set of instructional strategies and learning experiences that provide students with opportunities to acquire the knowledge, attitudes, and skills needed to make health-promoting decisions, achieve health literacy, adopt health-enhancing behaviors, and promote the health of others, specific to one health topic area (e.g., alcohol and other drug use, food and nutrition, mental and emotional health, personal health and wellness, physical activity, safety, sexual health, tobacco, or violence). (See [Comprehensive Health Education Curriculum](#) and [Health Education Curriculum](#).)

**Skill-Based Instruction:** A form of teaching that fosters classroom environments where critical thinking, collaboration, and active learning are developed at the same time as knowledge is acquired. A large portion of time is dedicated to practicing, assessing, and reflecting on skill development, and this instruction moves students toward independence and learning how to think critically and solve problems.

**Skill Expectations:** The developmentally appropriate skills (learning) students should perform in each health-related topic and by the end of grades 2, 5, 8, and 12.

**Student Assessment:** The process of gathering, describing, or quantifying information about student performance and level of achievement based on established standards.

**Valid:** Accurate, legitimate, authoritative, and authentic health information, health products, and health services.

**Values:** Principles, standards, or qualities regarded as worthwhile or desirable.

**Whole School, Whole Community, Whole Child (WSCC) Model:** An approach to school health established by the Centers for Disease Control and Prevention and ASCD that supports a systematic, integrated, and collaborative approach to health and learning. The WSCC model is designed to provide a shared framework and approach for decision making and action for health and education sectors to work together.