



# 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://www.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

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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

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**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

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**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

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**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

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**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%)
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**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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**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

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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

  

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**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**

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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

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**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

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**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

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**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.	<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 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.
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 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

  

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**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**

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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**

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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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

  

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**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

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**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.
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 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

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**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**

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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**

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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

  

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**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.	<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 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**

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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

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**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:**