



# HECAT: Module PHW

## PERSONAL HEALTH AND WELLNESS CURRICULUM

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

### Healthy Behavior Outcomes (HBO)

A pre-K-12 personal health and wellness curriculum should enable students to...

- HBO 1.** Practice appropriate hygiene habits.
- HBO 2.** Get an appropriate amount of sleep and rest.
- HBO 3.** Prevent vision and hearing loss.
- HBO 4.** Prevent damage from the sun.
- HBO 5.** Practice behaviors that prevent infectious diseases.
- HBO 6.** Practice behaviors that prevent chronic diseases.
- HBO 7.** Practice behaviors that promote mental and emotional wellbeing.
- HBO 8.** Practice behaviors that prevent foodborne and waterborne illnesses.
- HBO 9.** Prevent serious health problems that result from common chronic diseases and conditions, such as allergies, asthma, diabetes, and epilepsy.
- HBO 10.** Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.
- HBO 11.** Seek out healthcare professionals for appropriate screenings and examinations.
- HBO 12.** Prevent health problems that result from fads or trends.

This module uses the *National Health Education Standards (NHES)* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential knowledge and skills that promote personal health and wellness.

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain behaviors that promote personal health and wellness. Appendix 6 also

includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

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

Some knowledge and skill expectations are relevant to more than one health topic. Look in other health topic modules for any related knowledge or skill expectations that might be added for the review of personal health and wellness curricula. If a curriculum focuses on additional topics, such as safety, food and nutrition, or physical activity, use these modules as well.

### Overall Instructions

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

# Standard 1

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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 personal health and wellness (HBOs, page PHW-1). The HECAT lists the essential knowledge expectations to be completed by grades 2, 5, 8, and 12. These are listed by grade span: pre-K–2; 3–5; 6–8; and 9–12, starting on page PHW-3. The relationship of each knowledge expectation to a HBO is identified following each expectation in parentheses.

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, PHW1.5.1 would represent Personal Health and Wellness, standard 1, grade span 3–5, knowledge expectation item 1.

## Directions for Standard 1

1. Review the knowledge expectations (pages PHW-3 through PHW-10).
2. Decide if any of the knowledge expectations need to be deleted or modified or if any additional expectations should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Review other standards before making changes to the knowledge expectations in Standard 1. Some relevant knowledge expectations may be reflected in the skill expectations in Standards 2–8, and some might be found in other health topic modules. Look in other related topic modules for those that might be edited and added to the list of expectations for this topic.
3. Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
4. Place a check in the box next to each knowledge expectation that is addressed by the curriculum and determine the *Knowledge Expectations Coverage Score*. **Important**—a knowledge expectation is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate understanding of this concept. Some knowledge expectations might require more evidence than others.
5. Transfer the *Knowledge Expectations Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
6. Record notes to justify scores and to inform group discussions and curriculum decisions.
7. Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade span, complete a separate analysis of Standard 1 for each span.
8. Complete a separate *Overall Summary Form* for each curriculum and grade span.

**Instructions for Standards 2–8 are provided on page PHW-12.**

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades Pre-K-2 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

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

- PHW1.2.1** Identify the proper steps for brushing and flossing teeth daily. (HBO 1)
- PHW1.2.2** Explain why hygiene is important for good health. (HBO 1)
- PHW1.2.3** Identify the benefits of personal health care practices such as washing hair and bathing regularly. (HBO 1)
- PHW1.2.4** Explain the importance and steps of proper hand washing. (HBO 1 & 5)
- PHW1.2.5** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.2.6** Explain how hearing can be damaged by loud noise. (HBO 3)
- PHW1.2.7** Identify ways to protect vision or hearing. (HBO 3)
- PHW1.2.8** List ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.2.9** Identify different ways that disease-causing germs are transmitted. (HBO 5 & 8)
- PHW1.2.10** Identify ways to prevent the spread of germs that cause common infectious diseases. (HBO 5, 8 & 10)
- PHW1.2.11** Identify food and non-food triggers that are common causes of allergic reactions. (HBO 5, 6 & 9)
- PHW1.2.12** Explain that food and water can contain germs that can cause illness. (HBO 5 & 8)
- PHW1.2.13** Identify food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.2.14** Identify proper steps for treating a wound to reduce chances of infection. (HBO 5 & 9)
- PHW1.2.15** Identify ways to stay safe around chemicals used for cleaning and disinfection, including alcohol-based hand rubs and sanitizers. (HBO 1, 5 & 8)

**Personal Health and Wellness, Grades Pre-K-2 continued on next page.**



# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades 3–5 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

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

- PHW1.5.1** Describe the benefits of personal care practices such as brushing and flossing teeth daily, washing hair, and bathing regularly. (HBO 1)
- PHW1.5.2** Explain why sleep and rest are important for proper growth and good health. (HBO 2)
- PHW1.5.3** Explain how hearing can be damaged by loud sounds. (HBO 3)
- PHW1.5.4** Describe how vision can be damaged. (HBO 3)
- PHW1.5.5** Describe ways to prevent vision or hearing damage. (HBO 3)
- PHW1.5.6** Explain benefits of proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.5.7** Describe ways to prevent harmful effects of the sun. (HBO 4)
- PHW1.5.8** Explain the difference between infectious diseases and non-infectious diseases. (HBO 5 & 6)
- PHW1.5.9** Describe ways that common infectious diseases are transmitted. (HBO 5)
- PHW1.5.10** Describe ways to prevent the spread of germs that cause infectious diseases. (HBO 5 & 8)
- PHW1.5.11** Describe symptoms that occur when a person sick. (HBO 5 & 6)
- PHW1.5.12** Identify health problems associated with common childhood chronic conditions (e.g., asthma, allergies, diabetes, and epilepsy). (HBO 6)
- PHW1.5.13** Describe the symptoms of someone who is seriously ill and needs immediate medical attention. (HBO 10)
- PHW1.5.14** Describe the importance of seeking help and treatment for common infectious diseases. (HBO 10)
- PHW1.5.15** Describe how foodborne and waterborne illnesses can spread at school or in the community. (HBO 5 & 8)
- PHW1.5.16** Describe how germs can spread from direct and indirect person-to-person contact. (HBO 5 & 8)
- PHW1.5.17** Describe how to keep food and water safe from harmful germs. (HBO 5 & 8)
- PHW1.5.18** Explain how hand washing removes germs and chemicals from hands to protect the health of oneself and others. (HBO 1, 5 & 8)
- PHW1.5.19** Explain how alcohol-based hand rubs and sanitizers work and when and how to properly and safely use them. (HBO 1, 5 & 8)
- PHW1.5.20** Explain the difference between cleaning and disinfecting. (HBO 1, 5 & 8)

**Personal Health and Wellness, Grades 3–5 continued on next page.**

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

**Grades 3-5 Knowledge Expectations (continued):** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

## Additional Knowledge Expectations

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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 promoting personal health and wellness.**

**Grades 6–8 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

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

- PHW1.8.1** Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 1)
- PHW1.8.2** Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 2)
- PHW1.8.3** Identify common causes of noise-induced hearing loss. (HBO 3)
- PHW1.8.4** Describe appropriate ways to protect vision and hearing. (HBO 3)
- PHW1.8.5** Describe proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)
- PHW1.8.6** Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 4)
- PHW1.8.7** Explain the difference between infectious, noninfectious, and chronic diseases. (HBO 5, 6 & 8)
- PHW1.8.8** Summarize the symptoms of someone who is sick or getting sick. (HBO 5 & 6)
- PHW1.8.9** Summarize the symptoms of someone who is seriously ill and needs immediate medical attention, including attention for mental health. (HBO 10)
- PHW1.8.10** Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 7, 9 & 10)
- PHW1.8.11** Summarize ways that common infectious diseases are transmitted. (HBO 5 & 8)
- PHW1.8.12** Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.8.13** Describe food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)
- PHW1.8.14** Identify appropriate situations for using different hand hygiene approaches (e.g., hand washing, alcohol-based hand rubs and sanitizers). (HBO 1, 5 & 8)
- PHW1.8.15** Explain when surfaces or objects should be cleaned, disinfected, or both; which cleaning agents are appropriate; and how to safely apply them. (HBO 1, 5 & 8)
- PHW1.8.16** Explain ways to prevent the spread of germs that cause infectious diseases by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 1, 5 & 12)
- PHW1.8.17** Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses. (HBO 6, 7 & 9)
- PHW1.8.18** Describe how a sedentary lifestyle contributes to chronic disease. (HBO 6)
- PHW1.8.19** Describe the potential health and social consequences of popular fads or trends. (HBO 12)

**Personal Health and Wellness, Grades 6–8 continued on next page.**

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.**

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

## Additional Knowledge Expectations

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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 promoting personal health and wellness.**

**Grades 9–12 Knowledge Expectations:** Check the box next to each personal health and wellness-related knowledge expectation addressed in the curriculum.

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

- PHW1.12.1** Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HBO 2)
- PHW1.12.2** Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HBO 3)
- PHW1.12.3** Summarize personal strategies for avoiding vision damage. (HBO 3)
- PHW1.12.4** Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene. (HBO 1 & 3)
- PHW1.12.5** Summarize personal strategies for minimizing potential harm from sun exposure. (HBO 4)
- PHW1.12.6** Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HBO 5 & 8)
- PHW1.12.7** Analyze how common foodborne and waterborne diseases are transmitted. (HBO 5 & 8)
- PHW1.12.8** Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease. (HBO 1, 5 & 8)
- PHW1.12.9** Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 5 & 12)
- PHW1.12.10** Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 5 & 12)
- PHW1.12.11** Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness. (HBO 6, 7 & 9)
- PHW1.12.12** Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)
- PHW1.12.13** Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 9 & 10)
- PHW1.12.14** Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health. (HBO 10 & 11)
- PHW1.12.15** Summarize the potential health and social consequences of popular fads or trends. (HBO 12)

**Personal Health and Wellness, Grades 9–12 continued on next page.**

# Standard 1

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

After implementing this curriculum, students will comprehend concepts important for promoting personal health and wellness.

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

## Additional Knowledge Expectations

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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**



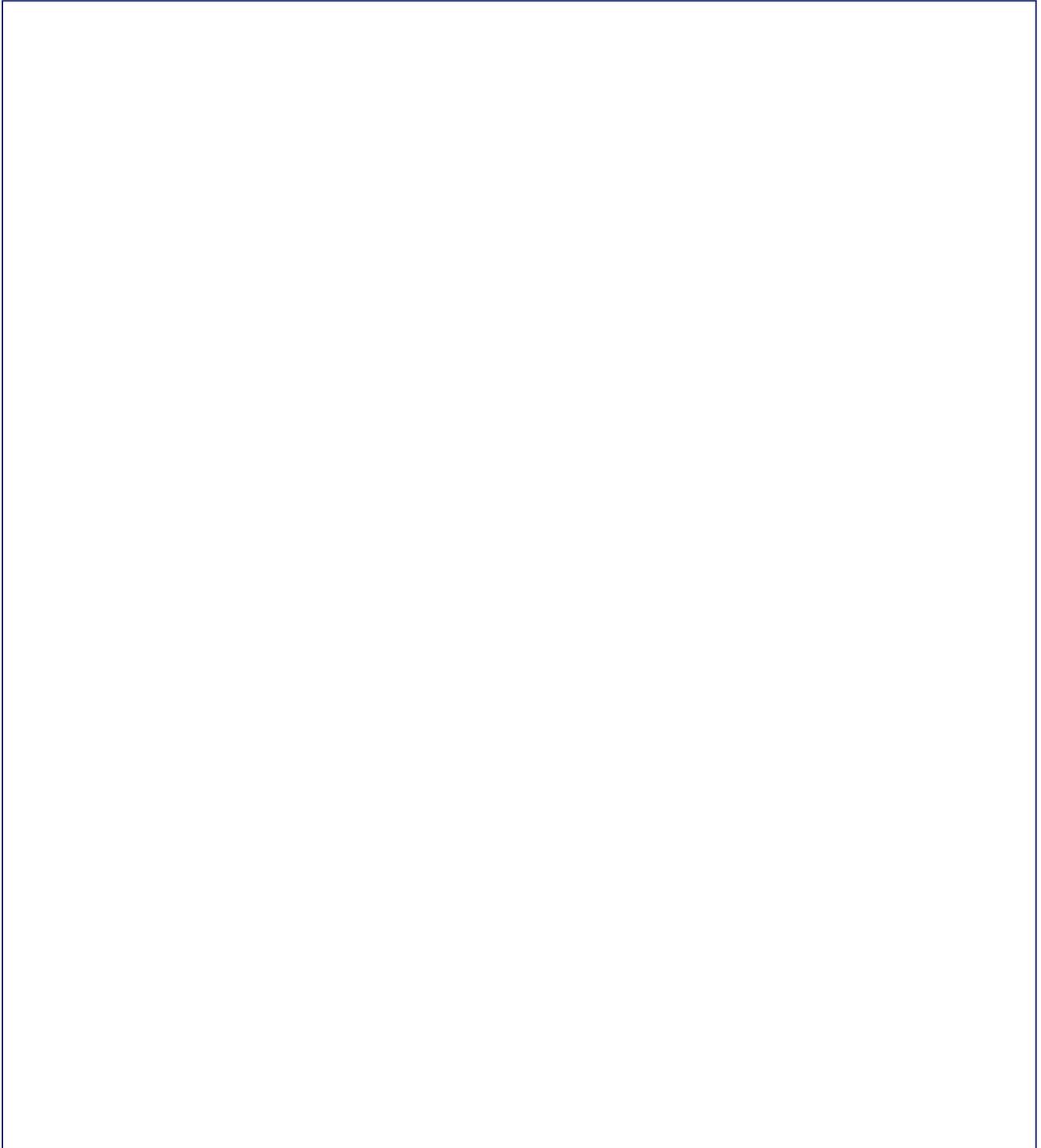
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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.

**This is the end of Standard 1**

**Notes:**

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## 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 personal health and wellness (HBO, page PHW-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

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

Each Standard 2–8 lists the personal health and wellness-specific skill expectations for each grade span. The personal health and wellness-specific skill expectations are based on the general skill expectations listed in Appendix 4: HECAT Skill Expectations for Skill Standards 2–8.

The phrase “personal health and wellness practices and behaviors” is used for the skill expectations in place of the specific behaviors (e.g., hand washing, hearing protection, brushing teeth) identified in Standard 1. School districts should determine the specific personal health and wellness behaviors on which to focus in order to meet Standards 2–8.

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

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

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, PHW3.5.1 would represent Personal Health and Wellness, standard 3, grade span 3–5, skill expectation item 1.

### Directions for Standards 2–8

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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

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

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

- PHW2.2.1** Identify how family can influence personal health and wellness practices and behaviors.
- PHW2.2.2** Identify how school can influence personal health and wellness practices and behaviors.
- PHW2.2.3** Identify how media and technology can influence personal health and wellness practices and behaviors.
- PHW2.2.4** Describe positive influences on personal health and wellness practices and behaviors.
- PHW2.2.5** Describe negative influences on personal health and wellness practices and behaviors.

### Additional Skill Expectations

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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 personal health and wellness practices and behaviors.**

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

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

### Student Skill Practice Score

(Total number of checks)



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

### Notes:

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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

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

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

- PHW2.5.1** Identify how culture influences personal health and wellness-related practices and behaviors.
- PHW2.5.2** Identify how peers influence personal health and wellness-related practices and behaviors.
- PHW2.5.3** Identify how community influences personal health and wellness-related practices and behaviors.
- PHW2.5.4** Describe how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.5.5** Describe how school and community settings influence personal health and wellness-related practices and behaviors.
- PHW2.5.6** Describe how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.5.7** Describe how peers influence personal health and wellness-related practices and behaviors.

### Additional Skill Expectations

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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 personal health and wellness practices and behaviors.**

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

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

### Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

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

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

- PHW2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., hand hygiene policies) influence personal health and wellness-related practices and behaviors.
- PHW2.8.2** Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.3** Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.8.4** Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
- PHW2.8.5** Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.8.6** Analyze how family and culture influence personal health and wellness-related practices and behaviors.
- PHW2.8.7** Analyze how school and community influence personal health and wellness-related practices and behaviors.
- PHW2.8.8** Analyze how media and technology influence personal health and wellness-related practices and behaviors.
- PHW2.8.9** Analyze how peers influence personal health and wellness-related practices and behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

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

**The curriculum addresses:**

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

### SKILL EXPECTATIONS COVERAGE SCORE



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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

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

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

### Student Skill Practice Score

(Total number of checks)



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

### Notes:

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

# Standard 2

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

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on personal health and wellness practices and behaviors.**

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

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

- PHW2.12.1** Explain how public health policies influence personal health and wellness-related practices and behaviors.
- PHW2.12.2** Analyze how culture supports and challenges personal health and wellness-related beliefs, practices, and behaviors.
- PHW2.12.3** Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.4** Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related practices and behaviors.
- PHW2.12.5** Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
- PHW2.12.6** Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- PHW2.12.7** Analyze how school and community settings influence personal health and wellness-related practices and behaviors.
- PHW2.12.8** Analyze how media and technology influence personal, family, and community health and wellness.
- PHW2.12.9** Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors.
- PHW2.12.10** Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.

## Additional Skill Expectations

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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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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 personal health and wellness practices and behaviors.**

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

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

### Student Skill Practice Score

(Total number of checks)



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

### Notes:

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

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

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

- PHW3.2.1** Identify trusted adults at home who can help promote personal health and wellness.
- PHW3.2.2** Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.3** Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, social workers, police officer, religious leaders, mentors).
- PHW3.2.4** Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse, counselor, classroom teacher).
- PHW3.2.5** Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, police officer, firefighter, paramedic, counselor).

## Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

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

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

- PHW3.5.1** Describe characteristics of valid personal health and wellness information.
- PHW3.5.2** Describe characteristics of valid personal health and wellness products.
- PHW3.5.3** Describe characteristics of valid personal health and wellness services.
- PHW3.5.4** Demonstrate how to locate sources of valid personal health and wellness information.

### Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

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

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

- PHW3.8.1** Analyze the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.8.2** Analyze the validity of personal health and wellness products.
- PHW3.8.3** Describe situations that call for professional personal health and wellness services.
- PHW3.8.4** Determine the availability of valid personal health and wellness products.
- PHW3.8.5** Access valid personal health and wellness information from home, school, or community.
- PHW3.8.6** Locate valid personal health and wellness products when needed or appropriate.

## Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

# Standard 3

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

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain behaviors that promote personal health and wellness.**

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

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

- PHW3.12.1** Evaluate the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- PHW3.12.2** Evaluate the validity of personal health and wellness products.
- PHW3.12.3** Evaluate the validity of personal health and wellness services.
- PHW3.12.4** Determine the accessibility of valid personal health and wellness products.
- PHW3.12.5** Determine when professional personal health and wellness services may be required.
- PHW3.12.6** Determine the accessibility of valid personal health and wellness services.
- PHW3.12.7** Use resources that provide valid personal health and wellness information.
- PHW3.12.8** Use valid personal health and wellness products when needed or appropriate.
- PHW3.12.9** Use valid personal health and wellness services when needed or appropriate.

## Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

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

- PHW4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
- PHW4.2.2** Demonstrate effective active listening skills, including paying attention and verbal and nonverbal feedback, to enhance personal health and wellness.
- PHW4.2.3** Demonstrate effective refusal skills, including firmly saying “no” and moving away, to avoid participating in behaviors that negatively affect personal health and wellness.
- PHW4.2.4** Demonstrate how to communicate care and concern for others.

### Additional Skill Expectations

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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 personal health and wellness.**

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

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

**Student Skill Practice Score**

(Total number of checks)

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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

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

- PHW4.5.1** Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.5.2** Explain how to be empathetic and compassionate toward others.
- PHW4.5.3** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.4** Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.5.5** Demonstrate how to effectively ask for help to improve personal health and wellness.
- PHW4.5.6** Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

### Additional Skill Expectations

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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 4: COMMUNICATION SKILLS (SKILL EXPECTATIONS COVERAGE)* LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

**Check the box if,**

**Criteria met**

- 1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
- 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)

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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

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

- PHW4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
- PHW4.8.2** Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.3** Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
- PHW4.8.4** Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
- PHW4.8.5** Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.

## Additional Skill Expectations

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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%)**
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- 1 = a few of the skill expectations. (1-33%)**
- 0 = none of the skill expectations. (0)**

### SKILL EXPECTATIONS COVERAGE SCORE



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

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

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

**Student Skill Practice Score**

(Total number of checks)

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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

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

- PHW4.12.1** Demonstrate effective communication skills to enhance personal health and wellness.
- PHW4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.
- PHW4.12.3** Demonstrate how to effectively ask for assistance to improve personal health and wellness.
- PHW4.12.4** Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.

### Additional Skill Expectations


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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to enhance personal health and wellness.**

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

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

**Student Skill Practice Score**

(Total number of checks)

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

**Notes:**

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

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

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

- PHW5.2.1** Identify situations that need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).
- PHW5.2.2** Identify how family, peers, culture, technology, or media influence a personal health and wellness-related decision.
- PHW5.2.3** Explain the potential positive and negative outcomes from personal health and wellness-related decisions.
- PHW5.2.4** Describe when help is needed and when it is not needed to make a personal health and wellness-related decision.

## Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

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

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

- PHW5.5.1** Identify situations that need a decision related to personal health and wellness.
- PHW5.5.2** Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.
- PHW5.5.3** Explain how family, culture, peers, technology, or media influence a personal health and wellness-related decision.
- PHW5.5.4** Identify options and their potential outcomes when making a personal health and wellness-related decision.
- PHW5.5.5** Choose a healthy option when making a personal health and wellness-related decision.
- PHW5.5.6** Describe the final outcome of a personal health and wellness-related decision.

### Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

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

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

- PHW5.8.1** Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
- PHW5.8.2** Determine when personal health and wellness situations require a decision.
- PHW5.8.3** Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
- PHW5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.8.5** Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives of a personal health and wellness-related decision.
- PHW5.8.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.8.8** Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

## Additional Skill Expectations

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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 personal health and wellness.**

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

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

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



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

**Notes:**

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

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

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

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

- PHW5.12.1** Examine barriers that can hinder choosing healthy alternatives when making a personal health and wellness-related decision.
- PHW5.12.2** Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.
- PHW5.12.3** Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.
- PHW5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- PHW5.12.5** Generate alternatives when making a decision related to personal health and wellness.
- PHW5.12.6** Predict potential short- and long-term consequences of alternatives to a personal health and wellness-related decision.
- PHW5.12.7** Choose a healthy alternative when making a personal health and wellness-related decision.
- PHW5.12.8** Evaluate the effectiveness of personal health and wellness-related decisions.

## Additional Skill Expectations


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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

# Standard 5

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

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote personal health and wellness.**

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

**Check the box if,**

**Criteria met**

1. The curriculum provides information to help students understand the relevance of applying the health skill expectations in their daily lives.
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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

- PHW6.2.1** Identify a realistic short-term goal to improve a personal health and wellness-related practice.
- PHW6.2.2** Take steps to achieve a goal to improve personal health and wellness.
- PHW6.2.3** Identify people who can help achieve a personal health and wellness-related goal.

### Additional Skill Expectations

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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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

- PHW6.5.1** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.5.2** Track progress toward achieving a personal health and wellness-related goal.
- PHW6.5.3** Identify resources that can help achieve a personal health and wellness-related goal.

### Additional Skill Expectations

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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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

- PHW6.8.1** Assess personal health and wellness-related practices.
- PHW6.8.2** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.8.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.8.4** Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.8.5** Use strategies and skills to achieve a personal health and wellness-related goal.

### Additional Skill Expectations

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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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

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



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

**Notes:**

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

# Standard 6

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

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

- PHW6.12.1** Assess personal health and wellness-related practices and behaviors.
- PHW6.12.2** Set a realistic goal to improve a personal health and wellness-related practice.
- PHW6.12.3** Assess the barriers to achieving a personal health and wellness-related goal.
- PHW6.12.4** Develop a plan to attain a personal health and wellness-related goal.
- PHW6.12.5** Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.
- PHW6.12.6** Use strategies to overcome barriers to achieving a personal health and wellness-related goal.
- PHW6.12.7** Formulate an effective long-term plan to achieve a personal health and wellness-related goal.

## Additional Skill Expectations

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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 personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.**

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

- PHW7.2.1** Identify personal health and wellness-related practices that reduce or prevent health risks.
- PHW7.2.2** Demonstrate positive personal health and wellness-related practices.
- PHW7.2.3** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
- \_\_\_\_\_

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

**The curriculum addresses:**

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

### SKILL EXPECTATIONS COVERAGE SCORE



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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

**Student Skill Practice Score**

(Total number of checks)

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

**Notes:**

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

- PHW7.5.1** Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.
- PHW7.5.2** Demonstrate positive personal health and wellness-related practices and behaviors.
- PHW7.5.3** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations

- \_\_\_\_\_
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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 7: PRACTICING HEALTHY BEHAVIORS (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

### Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

- PHW7.8.1** Explain the importance of being responsible for personal health and wellness-related behaviors.
- PHW7.8.2** Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.8.3** Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
- PHW7.8.4** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

### Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

- PHW7.12.1** Analyze the role of individual responsibility in enhancing personal health and wellness.
- PHW7.12.2** Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.
- PHW7.12.3** Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.
- PHW7.12.4** Commit to practicing positive personal health and wellness-related behaviors.

### Additional Skill Expectations



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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain personal health and wellness.**

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

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

**Student Skill Practice Score**

(Total number of checks)

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

**Notes:**

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

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

- PHW8.2.1** Make requests to others to promote positive personal health and wellness-related practices.
- PHW8.2.2** Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

**Additional Skill Expectations**

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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 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

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



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

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

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

- PHW8.5.1** Give factual information to improve the personal health and wellness of others.
- PHW8.5.2** State personal beliefs to improve the personal health and wellness of others.
- PHW8.5.3** Demonstrate how to persuade others to make positive personal health and wellness-related choices.

### Additional Skill Expectations

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**



TRANSFER THIS SCORE TO *STANDARD 8: ADVOCACY (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

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



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

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

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

- PHW8.8.1** State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
- PHW8.8.2** Persuade others to make positive personal health and wellness-related choices.
- PHW8.8.3** Collaborate with others to advocate for individuals, families, and schools to be healthy.
- PHW8.8.4** Demonstrate how to adapt a personal health and wellness-related message for different audiences.

### Additional Skill Expectations

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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 personal health and wellness.**

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

**Check the box if,**

**Criteria met**

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

**Student Skill Practice Score**

(Total number of checks)



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

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

# Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

- PHW8.12.1** Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.
- PHW8.12.2** Persuade and support others to make positive choices related to personal health and wellness.
- PHW8.12.3** Collaborate with others to advocate for improving personal, family, and community health and wellness.
- PHW8.12.4** Encourage school and community environments to promote the health and wellness of others.
- PHW8.12.5** Adapt personal health and wellness messages and communication techniques for a specific target audience.
- PHW8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.

## Additional Skill Expectations

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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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TRANSFER THIS SCORE TO *STANDARD 8:  
ADVOCACY (SKILL EXPECTATIONS COVERAGE)*  
LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

# Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve personal health and wellness.**

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

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

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



TRANSFER THIS SCORE TO STANDARD 8:  
ADVOCACY (STUDENT SKILL PRACTICE) LINE  
OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

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

**This concludes the health education curriculum analysis items related to personal health and wellness. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.**

**Additional Notes:**