



# HECAT: Module T

## TOBACCO-USE PREVENTION CURRICULUM

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

### Healthy Behavior Outcomes (HBO)

A pre-K-12 tobacco-free curriculum should enable students to...

- HBO 1.** Avoid using (or experimenting with) any form of tobacco.
- HBO 2.** Avoid exposure to second-hand smoke and aerosol.
- HBO 3.** Support a tobacco-free environment.
- HBO 4.** Support others to be tobacco-free.
- HBO 5.** Quit using tobacco, if already using.

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

The specific knowledge and skill expectations included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K-12 adopt and maintain a tobacco-free lifestyle. Appendix 6 also includes suggested knowledge and skill expectations for children ages 3-5, who might be enrolled in a school-based early childhood program.

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

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

### Overall Instructions

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

# Standard 1

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

The knowledge expectations are numbered sequentially for the ease of identification and discussion. Before each knowledge expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and knowledge expectation item number. For example, T1.5.1 would represent Tobacco, standard 1, grade group 3–5, knowledge expectation item 1.

## Directions for Standard 1

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

**Instructions for Standards 2–8 are provided on page T-7.**

# Standard 1

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

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.

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

By grade 2, students will be able to:

- T1.2.1** Identify a variety of tobacco products (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco). (HBO 1)
- T1.2.2** Identify short- and long-term health effects of using tobacco products. (HBO 1)
- T1.2.3** Describe the benefits of not using tobacco. (HBO 1)
- T1.2.4** Describe the dangers of experimenting with tobacco. (HBO 1)
- T1.2.5** Identify family rules about avoiding tobacco use. (HBO 1 & 2)
- T1.2.6** Identify short- and long-term health effects of secondhand smoke and aerosol. (HBO 2)
- T1.2.7** Identify places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.2.8** Describe the environmental impacts of tobacco product waste (e.g., litter). (HBO 3)

### Additional Knowledge Expectations

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

The curriculum addresses:

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

Notes:

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

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

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

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

- T1.5.1** Identify short- and long-term health effects of using tobacco products, including e-cigarettes or vaping products. (HBO 1)
- T1.5.2** Describe the benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.5.3** Explain the dangers of experimenting with tobacco. (HBO 1)
- T1.5.4** Describe family rules about avoiding tobacco use, including smoke-free rules in the home and vehicles. (HBO 1 & 2)
- T1.5.5** Identify short- and long-term health effects of being exposed to secondhand smoke and aerosol. (HBO 2)
- T1.5.6** Identify common places where exposure to secondhand smoke and aerosol occurs. (HBO 2)
- T1.5.7** Identify environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.5.8** Identify the effects of tobacco use on social relationships. (HBO 1 & 4)
- T1.5.9** Explain that tobacco use is an addiction that can be treated. (HBO 1 & 4)
- T1.5.10** Describe how to support family and friends who are trying to stop using tobacco. (HBO 4)

## Additional Knowledge Expectations

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

**The curriculum addresses:**

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

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

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

- T1.8.1** Describe short- and long-term health effects of using tobacco. (HBO 1)
- T1.8.2** Describe the harmful chemicals in e-cigarettes or vaping products. (HBO 1)
- T1.8.3** Summarize the dangers of experimenting with tobacco products. (HBO 1)
- T1.8.4** Describe situations that could lead to the use of tobacco. (HBO 1)
- T1.8.5** Describe the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.8.6** Summarize the benefits of being tobacco-free. (HBO 1)
- T1.8.7** Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)
- T1.8.8** Summarize the effects of secondhand smoke and aerosol. (HBO 2)
- T1.8.9** Describe the difference between air pollutants and emissions from tobacco smoke and aerosol from e-cigarettes or vaping products. (HBO 2)
- T1.8.10** Analyze environmental impacts of tobacco product waste (e.g., litter). (HBO 3)
- T1.8.11** Summarize how the tobacco industry has targeted youth and minority populations. (HBO 3 & 4)
- T1.8.12** Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)
- T1.8.13** Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.8.14** Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)

**Tobacco, Grades 6–8 continued on next page.**

# Standard 1

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

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

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

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

- T1.8.15** Summarize how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.8.16** Summarize how smoking cessation programs can be successful. (HBO 4 & 5)
- T1.8.17** Describe ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)

### Additional Knowledge Expectations

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

**The curriculum addresses:**

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

**KNOWLEDGE EXPECTATIONS COVERAGE SCORE**



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

**Notes:**

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

# Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

**After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.**

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

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

- T1.12.1** Examine situations that could lead to tobacco use. (HBO 1)
- T1.12.2** Analyze short- and long-term physical effects of tobacco use. (HBO 1)
- T1.12.3** Analyze short- and long-term psychological and social effects of tobacco use. (HBO 1)
- T1.12.4** Analyze the relationship between using tobacco and using alcohol or other drugs. (HBO 1)
- T1.12.5** Summarize long-term health benefits of abstaining from or discontinuing tobacco use. (HBO 1)
- T1.12.6** Describe the effects of tobacco use on the fetus. (HBO 1 & 2)
- T1.12.7** Summarize the effects of secondhand smoke and aerosol. (HBO 2)
- T1.12.8** Summarize why individuals choose to use or not use tobacco. (HBO 1, 2 & 3)
- T1.12.9** Evaluate community laws and policies related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.12.10** Evaluate the financial costs of tobacco use to the individual, society, and environment. (HBO 1 & 3)
- T1.12.11** Summarize the impact of tobacco industry marketing on health disparities. (HBO 3)
- T1.12.12** Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)
- T1.12.13** Analyze how addiction to tobacco use can be treated. (HBO 4 & 5)
- T1.12.14** Analyze how smoking cessation programs can be successful. (HBO 4 & 5)

### Additional Knowledge Expectations

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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**



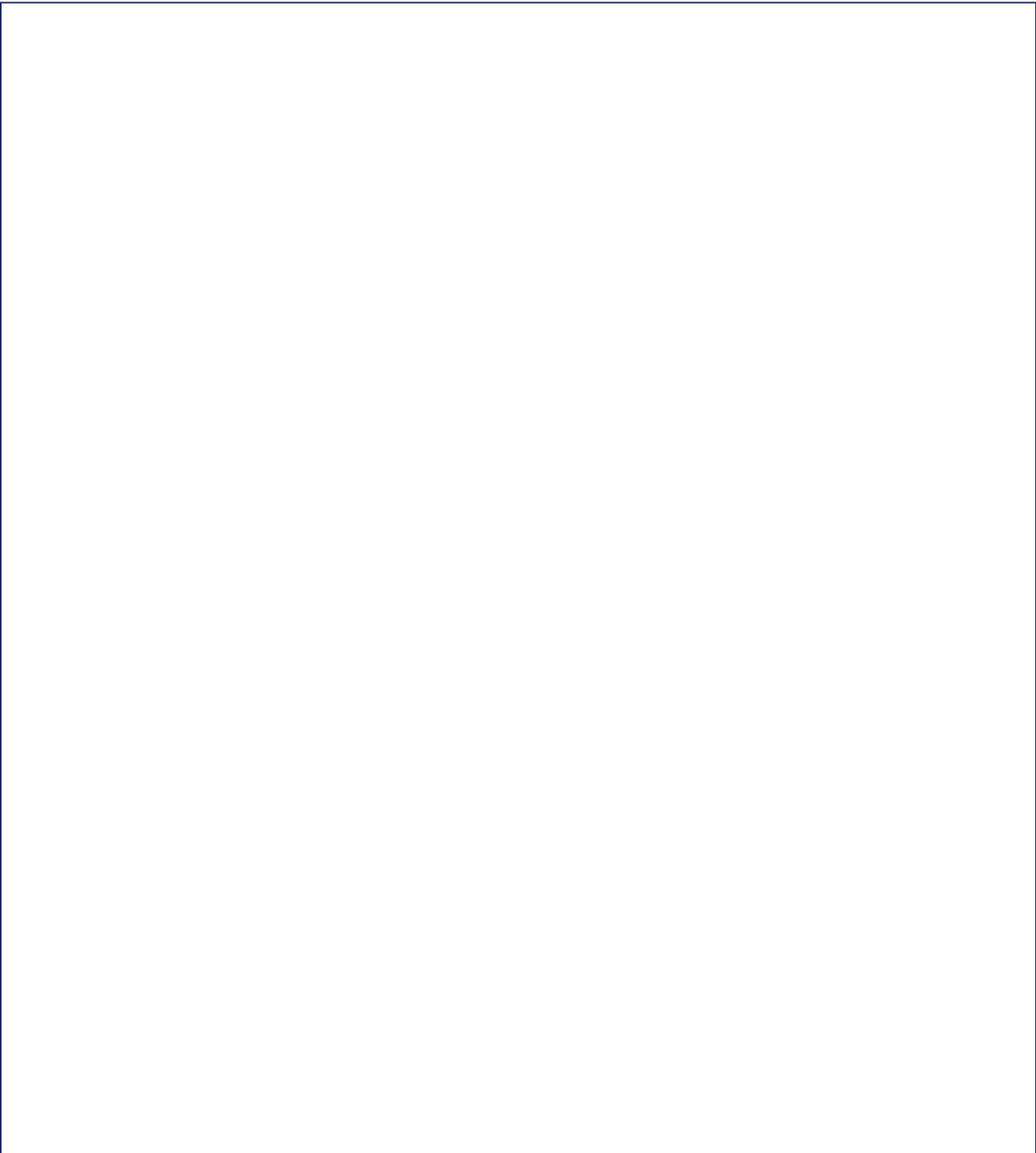
TRANSFER THIS SCORE TO THE *KNOWLEDGE EXPECTATIONS* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

**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:**

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



## Standards 2–8

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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 tobacco-free Healthy Behavior Outcomes (HBO, page T-1). The second reflects the extent to which the curriculum provides opportunities for students to understand and practice the skills necessary to meet these skill expectations.

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

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

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

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

The skill expectations are numbered sequentially for the ease of identification and discussion. Before each skill expectation, the number represents topic abbreviation, *NHES* standard number, grade span (last grade in that span), and skill expectation item number. For example, T3.5.1 would represent Tobacco, standard 3, grade group 3–5, skill expectation item 1.

### Directions for Standards 2-8

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

# Standard 2

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

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

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

By grade 2, students will be able to:

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

### Additional Skill Expectations

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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)
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

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SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO THE STANDARD 2: ANALYZING INFLUENCES (SKILL EXPECTATIONS COVERAGE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

# Standard 2

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

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

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

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

**Student Skill Practice Score**

(Total number of checks)



SCORE "NA" IF NO SKILL EXPECTATIONS WERE ANALYZED FOR THIS STANDARD. TRANSFER THIS SCORE TO STANDARD 2: ANALYZING INFLUENCES (STUDENT SKILL PRACTICE) LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

**Notes:**

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

# Standard 2

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

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

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

By grade 5, students will be able to:

- T2.5.1** Identify how culture influences tobacco-related practices and behaviors.
- T2.5.2** Identify how peers influence tobacco-related practices and behaviors.
- T2.5.3** Identify how community influences tobacco-related practices and behaviors.
- T2.5.4** Describe how family and culture influence tobacco-related practices and behaviors.
- T2.5.5** Describe how school and community settings influence tobacco-related practices and behaviors.
- T2.5.6** Describe how media and technology influence tobacco-use practices and behaviors.
- T2.5.7** Describe how peers influence tobacco-related practices and behaviors.

### Additional Skill Expectations

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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 tobacco-related behaviors.**

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

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

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

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

**Notes:**

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

# Standard 2

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

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

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

By grade 8, students will be able to:

- T2.8.1** Explain how school rules, community norms, and public health policies or laws (e.g., non-smoking policies, tobacco purchase restrictions) influence tobacco-related practices and behaviors.
- T2.8.2** Explain how perceptions of norms influence tobacco-related practices and behaviors.
- T2.8.3** Explain how social expectations influence tobacco-related practices and behaviors.
- T2.8.4** Explain how personal values and beliefs influence tobacco-related practices and behaviors.
- T2.8.5** Describe how some health risk behaviors influence the likelihood of engaging in tobacco use (e.g., how alcohol use influences tobacco use).
- T2.8.6** Analyze how family and culture influence tobacco-related practices and behaviors.
- T2.8.7** Analyze how school and community influence tobacco-related practices and behaviors.
- T2.8.8** Analyze how media and technology influence tobacco-related practices and behaviors.
- T2.8.9** Analyze how peers influence tobacco-related practices and behaviors.

## Additional Skill Expectations

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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 tobacco-related behaviors.**

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

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

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

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

**Notes:**

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

# Standard 2

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

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

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

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

- T2.12.1** Explain how public health policies influence tobacco-related practices and behaviors.
- T2.12.2** Analyze how culture supports and challenges tobacco-related beliefs, practices, and behaviors.
- T2.12.3** Analyze how peers and perceptions of norms influence tobacco-related practices, and behaviors.
- T2.12.4** Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and behaviors.
- T2.12.5** Analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use.
- T2.12.6** Analyze how laws, rules, and regulations influence behaviors related to tobacco use.
- T2.12.7** Analyze how school and community settings influence tobacco-related practices and behaviors.
- T2.12.8** Analyze how media and technology influence personal, family, and community behaviors related to tobacco-use.
- T2.12.9** Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal tobacco-related practices and behaviors.
- T2.12.10** Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco-use prevention and cessation for oneself and others.

## Additional Skill Expectations

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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 tobacco-related behaviors.**

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

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

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

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

**Notes:**

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

# Standard 3

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

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

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

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

- T3.2.1** Identify trusted adults at home who can help prevent tobacco use.
- T3.2.2** Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use.
- T3.2.3** Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.

### Additional Skill Expectations

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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 a tobacco-free lifestyle.**

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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

# Standard 3

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

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

**Grades 3-5 Student Skill Expectations:** Check the box next to each tobacco-related skill expectation added and addressed in the curriculum.

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

- T3.5.1** Describe characteristics of valid tobacco-use prevention information.
- T3.5.2** Demonstrate how to locate sources of valid tobacco-use prevention information.

### Additional Skill Expectations

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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 a tobacco-free lifestyle.**

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

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

## Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 3

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

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

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

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

- T3.8.1** Analyze the validity of tobacco-related prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.8.2** Analyze the validity of tobacco-related cessation products.
- T3.8.3** Analyze the validity of tobacco cessation services.
- T3.8.4** Describe situations that call for professional tobacco cessation services.
- T3.8.5** Determine the availability of valid tobacco cessation products.
- T3.8.6** Access valid tobacco-related prevention and cessation information from home, school, or community.
- T3.8.7** Locate valid tobacco cessation products when needed or appropriate.
- T3.8.8** Locate valid tobacco cessation services when needed or appropriate.

## Additional Skill Expectations

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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 a tobacco-free lifestyle.**

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

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

## Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 3

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

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

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

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

- T3.12.1** Evaluate the validity of tobacco-related prevention and cessation information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
- T3.12.2** Evaluate the validity of tobacco cessation products.
- T3.12.3** Evaluate the validity of tobacco cessation services.
- T3.12.4** Determine the accessibility of valid tobacco cessation products.
- T3.12.5** Determine when professional tobacco cessation services may be required.
- T3.12.6** Determine the accessibility of valid tobacco cessation services.
- T3.12.7** Use resources that provide valid tobacco-related prevention and cessation information.
- T3.12.8** Use valid tobacco cessation products when needed or appropriate.
- T3.12.9** Use valid tobacco cessation services when needed or appropriate.

**Additional Skill Expectations**

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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 a tobacco-free lifestyle.**

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

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

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



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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

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

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

- T4.2.1** Demonstrate how to effectively communicate needs, wants, and feelings that help avoid exposure to secondhand smoke.

### Additional Skill Expectations

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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 avoid or quit tobacco use.**

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

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

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

- T4.5.1** Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
- T4.5.2** Explain how to be empathetic and compassionate towards others who are trying to quit using tobacco.
- T4.5.3** Demonstrate effective peer resistance skills to prevent tobacco use.
- T4.5.4** Demonstrate how to effectively ask for help to avoid exposure to secondhand smoke.

### Additional Skill Expectations

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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 avoid or quit tobacco use.**

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

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

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



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

**Notes:**

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

# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

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

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

- T4.8.1** Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.2** Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.3** Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.4** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.8.5** Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.

### Additional Skill Expectations

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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 avoid or quit tobacco use.**

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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# Standard 4

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

**After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.**

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

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

- T4.12.1** Demonstrate effective communication skills to be tobacco-free.
- T4.12.2** Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use.
- T4.12.3** Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.12.4** Demonstrate how to effectively offer assistance to help others quit tobacco use.

### Additional Skill Expectations

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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 avoid or quit tobacco use.**

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

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

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



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

**Notes:**

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# Standard 5

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

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

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

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

- T5.2.1** Identify how family, peers, culture, technology, or media influence a decision to not use tobacco.

### Additional Skill Expectations

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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 5: DECISION MAKING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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

# Standard 5

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

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

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

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

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



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

**Notes:**

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

# Standard 5

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

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

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

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

- T5.5.1** Identify situations that need a decision related to tobacco use.
- T5.5.2** Decide when help is needed and when it is not needed to make a decision related to tobacco use.
- T5.5.3** Explain how family, culture, peers, technology, or media influence a decision related to tobacco use.
- T5.5.4** Identify options and their potential outcomes when making a decision related to tobacco use.
- T5.5.5** Choose a healthy option when making a decision about tobacco use.
- T5.5.6** Describe the final outcome of a decision related to tobacco use.

## Additional Skill Expectations

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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**



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

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

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

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

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

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

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



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

**Notes:**

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

# Standard 5

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

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

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

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

- T5.8.1** Identify circumstances that help or hinder making a decision related to being tobacco-free.
- T5.8.2** Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
- T5.8.3** Distinguish when decisions related to tobacco use should be made individually or with help of others.
- T5.8.4** Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.8.5** Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.
- T5.8.6** Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.
- T5.8.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.8.8** Analyze the effectiveness of a final outcome of a decision related to tobacco use.

### Additional Skill Expectations


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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

# Standard 5

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

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

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

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

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



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

**Notes:**

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

# Standard 5

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

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

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

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

- T5.12.1** Examine barriers to making a decision related to being tobacco-free.
- T5.12.2** Determine the value of applying thoughtful decision making related to tobacco use.
- T5.12.3** Justify when individual or collaborative decision making related to tobacco use is appropriate.
- T5.12.4** Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.
- T5.12.5** Generate alternatives when making a decision related to tobacco use.
- T5.12.6** Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.
- T5.12.7** Choose a healthy alternative when making a decision related to tobacco use.
- T5.12.8** Evaluate the effectiveness of decisions related to tobacco use.

## Additional Skill Expectations

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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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



# Standard 5

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

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

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

Check the box if,

Criteria met

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

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



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

Notes:

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

# Standard 6

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

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

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

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

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

### Additional Skill Expectations

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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)
- NA = not applicable: no skill expectations were listed or analyzed.**

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

# Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

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

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

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

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

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

**Notes:**

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

# Standard 6

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

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

**Grades 3–5 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

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

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

### Additional Skill Expectations

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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)
- NA = not applicable: no skill expectations were listed or analyzed.**

**SKILL EXPECTATIONS COVERAGE SCORE**

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

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

# Standard 6

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

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

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

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

## Student Skill Practice Score

(Total number of checks)



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

### Notes:

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

# Standard 6

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

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

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

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

- T6.8.1** Assess personal tobacco-use practices.
- T6.8.2** Set a realistic personal goal to be tobacco-free.
- T6.8.3** Assess the barriers to achieving a personal goal to be tobacco-free.
- T6.8.4** Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.
- T6.8.5** Use strategies and skills to achieve a personal goal to be tobacco-free.

## Additional Skill Expectations

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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 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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

# Standard 6

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

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

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

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

**Student Skill Practice Score**

(Total number of checks)



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

**Notes:**

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

# Standard 6

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

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

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

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

- T6.12.1** Assess personal tobacco-related practices and behaviors.
- T6.12.2** Set a realistic personal goal to remain tobacco-free or quit using tobacco.
- T6.12.3** Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.
- T6.12.4** Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.
- T6.12.5** Implement strategies, including self-monitoring, to achieve a goal to remain tobacco-free or quit tobacco.
- T6.12.6** Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.
- T6.12.7** Formulate a long-term plan to remain tobacco-free or quit tobacco.

### Additional Skill Expectations

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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 6: GOAL SETTING (SKILL EXPECTATIONS COVERAGE)* LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

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



# Standard 6

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

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

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

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

**Student Skill Practice Score**

(Total number of checks)

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

**Notes:**

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

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

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

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

### Additional Skill Expectations

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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)
- NA = not applicable: no skill expectations were listed or analyzed.

### SKILL EXPECTATIONS COVERAGE SCORE

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

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

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

## Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

**Grades 3–5 Student Skill Expectations:** No tobacco-related skill expectations are identified for this standard at this grade span. Check the box next to any added tobacco-related skill expectation addressed in the curriculum.

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

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

### Additional Skill Expectations

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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)**
- NA = not applicable: no skill expectations were listed or analyzed.**

### SKILL EXPECTATIONS COVERAGE SCORE

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

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

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

## Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

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

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

- T7.8.1** Explain the importance of being responsible for being tobacco-free.
- T7.8.2** Analyze personal practices and behaviors that prevent tobacco use.
- T7.8.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.8.4** Commit to being tobacco-free.

### Additional Skill Expectations

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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 establish and maintain a tobacco-free lifestyle.**

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

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

## Student Skill Practice Score

(Total number of checks)

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

### Notes:

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

# Standard 7

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

**After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.**

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

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

- T7.12.1** Analyze the role of individual responsibility for being tobacco-free.
- T7.12.2** Evaluate personal practices and behaviors that prevent tobacco use.
- T7.12.3** Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.
- T7.12.4** Commit to being tobacco-free.

## Additional Skill Expectations

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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 establish and maintain a tobacco-free lifestyle.**

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

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

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



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

**Notes:**

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

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

**Grades Pre-K-2 Student Skill Expectations:** Check the box next to any added tobacco-related skill expectation added and addressed in the curriculum.

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

- T8.2.1** Make requests to others (e.g., family members) to avoid exposure to secondhand smoke.

### Additional Skill Expectations

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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 make positive choices related to tobacco use.**

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

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

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



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

**Notes:**

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

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

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

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

- T8.5.1** Give factual information about the benefits of being tobacco-free to improve the health of others.
- T8.5.2** State personal beliefs about the dangers of tobacco use behaviors to improve the health of others.
- T8.5.3** Demonstrate how to persuade others to be tobacco-free.

### Additional Skill Expectations

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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 make positive choices related to tobacco use.**

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

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

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



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

**Notes:**

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

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

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

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

- T8.8.1** State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
- T8.8.2** Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
- T8.8.3** Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
- T8.8.4** Demonstrate how to adapt tobacco-free messages for different audiences.

## Additional Skill Expectations

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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 make positive choices related to tobacco use.**

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

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

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



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

**Notes:**

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

# Standard 8

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

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.**

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

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

- T8.12.1** Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.
- T8.12.2** Persuade and support others to be tobacco-free and avoid exposure to secondhand smoke.
- T8.12.3** Collaborate with others to advocate for personal, family, and community to be tobacco-free.
- T8.12.4** Encourage school and community environments to be tobacco-free.
- T8.12.5** Adapt tobacco-free health messages and communication techniques to reach a specific audience.
- T8.12.6** Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.

## Additional Skill Expectations

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

**The curriculum addresses:**

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

**SKILL EXPECTATIONS COVERAGE SCORE**

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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 make positive choices related to tobacco use.**

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

Check the box if,

Criteria met

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

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



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

Notes:

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

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

**Additional Notes:**