

HECAT: Chapter 6

OVERVIEW OF MODULES

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

The following is a list of Chapter 6 modules:

AOD: Alcohol and Other Drugs
HE: *Healthy Eating*
MEH: *Mental and Emotional Health*
PHW: *Personal Health and Wellness*
PA: *Physical Activity*
S: *Safety*
SH: *Sexual Health*
T: *Tobacco*
V: *Violence Prevention*
CHE: *Comprehensive Health Education*

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

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

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

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

Selecting the Appropriate Topic Module

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

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

- focuses on numerous and diverse health topics and issues.
- assimilates a wide range of knowledge expectations and skill expectations across multiple topics and grades.
- incorporates uniform instructional methodology and assessment strategies across topics and grades.
- intentionally designs lessons to build on prior learned concepts and skills and build a foundation for learning new concepts and skills within and across grade groups.

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

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

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

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

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

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